



Education AND Employers TASKFORCE

Helping young people succeed: How employers can support careers education

Increasing and improving employer involvement in
providing young people with careers education,
information, advice and guidance

Acknowledgements

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- The B-Live Foundation
- The Confederation of British Industry
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- The TUC
- The Alliance of Sector Skills Councils, and
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Executive summary

This report was commissioned by the Education and Employer Taskforce. Between January and April 2010, a small team from Deloitte's Education and Skills practice worked on behalf of the Taskforce to conduct research in order to develop implementable proposals based on credible analysis about increasing and improving employer involvement in providing young people with careers education, information, advice and guidance. Some time was spent thereafter consulting on the findings.

This report is the outcome of their work. It involved:

- **interviews** – 100 people from a range of organisations including schools (teachers, leaders and students) Education Business Partnership Organisations, employers, employer organisations, professional associations and other interested parties.
- **on-line surveys** – 500 young people, staff from 81 primary and secondary schools, 44 employers.
- **literature review** – Examining a variety of publications relating to the subject.

The team was supported by organisations including Lightspeed Research, the b-Live Foundation, the CBI, the Federation of Small Businesses, the TUC and the Alliance of Sector Skills Councils and gratefully acknowledge their contribution. Further details on the methodology and survey results can be found in the Appendices of this document.

High quality careers education, information, advice and guidance (CEIAG) plays an essential role in allowing young people to make informed choices about the courses and careers they want to pursue. It prepares them for the workplace by making them aware of the skills and attitudes employers expect them to have. Good CEIAG can help raise participation in Apprenticeships and further study. In our survey young people who had been in contact with four or more employers in the last two years were nearly twice as likely to believe that they had a good idea of the knowledge and skills needed for the jobs they wanted to do. CEIAG is a critical lever for addressing the issues of low aspirations and social mobility. All young people should be entitled to, and receive, a rich careers education that helps build their understanding of the opportunities open to them and raises their aspirations and motivation.

Employer involvement in a young person's education is an important aspect of the careers education they receive. This contribution often involves employees volunteering to participate. Whether through classroom talks, course delivery, careers fairs, mentoring, or any number of other activities, exposure to employers when done properly motivates, inspires and informs young people, and can equip them with skills needed to succeed in the workplace.

We note that of the 333 young people in our survey who told us the number of employers they remember hearing from in the last two years, 42% said they had no contact with employers, and 40% only recalled a few (1-4) being involved in their lessons. Yet, 95% of the young people surveyed agreed that they would like employers to be more involved in providing advice and guidance about careers and jobs directly to young people. This highlights a significant divide between what young people want from the careers advice experience at school and what they get. Employers are uniquely placed to advise on the technical and personal skills required to succeed as well as provide insight about how qualifications are perceived. Their potential to inspire should not be underestimated. Where there had been contact with four or more employers, young people in our study were one and a half times more likely to believe they will be able to find a good job. Encouragingly, 90% of employer respondents to our survey agreed that employers should take a role in providing careers advice related activities to young people.

There are excellent examples of schools and employers working together to provide a rich careers education, often woven into the whole school curriculum, and this good practice provides useful lessons that other employers and schools can learn from. This is not confined to secondary schools as a growing number of primary schools see advantage in developing activities that motivate and inspire their learners. There is an appetite in schools and employers for closer working and an extensive support network exists, including Sector Skills Councils, Institutes, professional bodies and Education Business Partnership Organisations. However, the plethora of voluntary and paid for support can be confusing to both schools and employers, and there are mixed views as to their effectiveness. Clarification of this web of support is essential if governmental ambitions to increase the take-up of apprenticeships are to be realised.



Although good practice exists, schools and employers face a range of barriers to working together, meaning that the overall picture is patchy. Key barriers include:

- communication: employers and schools not knowing who to speak to or how to develop relationships with each other.
- awareness: employers not knowing what schools want, and schools not knowing what employers can offer.

- capability and experience: teacher and head teacher professional development does not usually address careers advice or working with employers. Businesses are unsure how to engage with schools.
- geography: schools in rural areas or certain parts of the country can struggle to access a diverse range of employers.

The existence of good practice shows that these barriers are not insurmountable; however the current school performance measurement and funding systems actively work against improving the situation. Although there is growing evidence that the motivation and skills developed through high quality careers education leads to improvements in attainment, many schools have structured themselves around improving league table results. The reshaping necessary to embed a excellent careers advice and employer involvement into the whole curriculum risks schools going backward before they go forward, thereby losing the benefits of the short term tactical measures used specifically to drive league table results. This is a risk many are not prepared to take.

“Academic literature shows that schools use short-term tactical measures to be seen as succeeding (MacBeath et al 2007 p.9; Maden 2001 p.30), in the process creating ‘expendable’ students including the ones ‘most at risk of the sort of embedded failure we want to reduce’ (Brighouse 2009 p.1). The Sutton Trust noted recently that ‘Highly able pupils attending the most deprived schools were ten times more likely to take an intermediate GNVQ than high ability pupils in the most advantaged schools’ (2009 p.5).”

Lessons from the Front 2009
(Teach First, 2009, p32)

Our recommendations are summarised in the following pages and discussed in depth in Chapter 3. It was encouraging to see the commitments in ‘The Coalition: Our programme for government’ to reform the league table system, review how Key Stage 2 tests operate, give schools greater freedom over the curriculum and scale back the criminal records and vetting and barring regimes. These pledges resonate strongly with our recommendations and we would particularly encourage the government to bear the findings of this report in mind when reforming the league table system.

Through our recommendations, we want to make it easier for best practice to become common practice so that every young person has the information they need to make the right choices and an awareness of the world of work that allows them to succeed when they leave full time education, to the benefit of their employers and society. Our recommendations are aimed at employer involvement in CEIAG but would also contribute, in many cases, to an overall improvement in employer engagement. In making our recommendations we recognise the ongoing pressure on the public purse.

We believe that our proposals to concentrate and co-ordinate some of the disparate activities that support CEIAG have the potential to improve services to young people and make more effective use of existing resources provided that government and other stakeholders engage wholeheartedly in the necessary processes of re-apportionment, consultation and planning to support the changes we recommend. A planned elimination of duplication and overlap has the potential to make a contribution to public spending reductions in the context of a thorough appraisal of the efficacy of current spending commitments in this area.

In Chapter 4 of our study we describe how employer engagement in Careers CEIAG might look if our recommendations were to be implemented. It is a picture of a simplified landscape with minimum bureaucracy, where private and public funding is focussed on improving attainment and where employers and school staff have the necessary training and support to develop sustainable relationships. Employers and schools benefit from impartial advice in building relationships and have ready access to resources in a simplified market of private and third sector support. Young people benefit from vocationally relevant subject teaching because school performance measures adequately reflect the important contribution of CEIAG. Employers contribute knowledge and role models and help raise aspiration. Students learn from the success and lessons of their predecessors in local alumni networks and are supported by teachers and employers using a range of on-line material that is high quality and underpins subject learning and careers programmes.

The aim of this report is to identify steps that can be taken to overcome the barriers facing employers and schools, and help them realise this vision of integrated employer engagement and careers education in the wider curriculum. We believe our recommendations can help make this vision more likely and invite you to help us make them a reality.

Summary of recommendations

Title	Description	Implementer ¹
R1. Establish a single national 'entry point' service for employers	An existing national body should be asked by the government to establish a service that provides employers with free independent advice, standard guidance and support materials, and acts as a single point of entry into the wider brokerage system.	A partnership of government, the Taskforce and other parties.
R2. A coordinated campaign of communication and engagement is needed to ensure every young person benefits from education and employer partnerships on careers	A national, coordinated campaign of communication and engagement is needed to raise awareness of the benefits and support available for schools and employers working together on careers related activities. Co-ordination is necessary to ensure that young people at secondary and primary schools are given inspirational role models, motivational messages and information to inform course and career choices.	A partnership of the government, the Taskforce, careers professionals and other partners.
R3. Schools and employers should communicate instructive success stories through contributing to a single body of knowledge	A free to access, well structured and easy to navigate database or portal to good practice case studies aggregated on an ongoing basis should be established to inspire more employers and schools to establish ambitious partnerships and share their success stories. The case studies should be instructive and quantify impact, such that they are a practical aid to other companies rather than a simple marketing device.	Schools, careers professionals, Ofsted and employers.
R4. The government should simplify, clarify and reduce the administrative and financial burden on employers working with schools, and schools working with employers	The government should make it easier for employers to work with schools by simplifying 'red tape' and explore the impact of offering incentives to small and medium sized enterprises.	A partnership of government, the Taskforce and other parties.
R5. Employers should contribute to existing online services and resources	Employers, with appropriate support, should contribute to existing online services and resource libraries by providing content such as video diaries, job profiles and schemes of work set in a work context or business scenario. This option is particularly suited to employers unable to commit to a long term programme of support.	Employers via representative bodies.
R6. The Government should explore the development of new online services	As demand for careers related content grows, the government should review existing online resources explore the feasibility of new online offerings to support the developing market in this area.	A partnership of the government, Sector Skills Councils, the Taskforce and other partners.
R7. Employers should treat working with schools as a business activity	Employers should approach working with schools as they would any other business activity. They should ensure appropriate leadership involvement, set objectives aligned to their business strategy and manage benefits on an ongoing basis. To do otherwise risks the employer not enjoying the full business benefits of working with schools, and threatens the sustainability of relationships.	Individual employers with the backing of representative bodies.

Title	Description	Implementer ¹
R8. Employers committing significant resource to working with schools should focus on building on-going, sustainable relationships	Employers able to commit substantial time and resources to working with schools should maximise the impact of their investment by aiming to develop, or contribute to existing, repeatable programmes of support and by building ongoing, sustainable relationships with individual schools. Suitably trained careers professionals working in schools have the potential to play a positive role in this.	Individual employers with the backing of representative bodies.
R9. Employers and schools should contribute to an evidence base showing what works and what doesn't	Employers should be able to publish high quality evaluations in confidence from which others can learn to inform future partnerships. Schools could develop a living evidence base in the form alumni networks. Experience from the University and private school sectors shows the ability of alumni to help motivate and inform students.	Individual employers with the backing of representative bodies and careers professionals.
R10. An awarding body in good standing with employers should recognise employer commitment to education through the issuing of accredited quality marks recognising employee volunteering	A light touch non-competitively assessed nationally recognised quality award, or set of related awards, should be put in place to be awarded to all employers who encourage volunteering and good practice in their relationships with education.	To be identified by the government.
R11. School leadership development courses should include professional development for school leaders on involving employers in the school curriculum, particularly as part of careers education	The NPQH (the National College's core development course for aspiring head teachers) should incorporate training on partnership working with employers across the whole school curriculum, highlighting the benefits on attainment and how employers can best enrich young people's careers education. Ongoing professional development opportunities on the topic for school leaders and middle leaders should also be made available with the support of employers.	The government and the National College.
R12. Training providers should provide relevant teacher training & development	<p>12A. Subject specific careers education and general careers advice signposting skills should be an element of all Initial Teacher Training and included with ongoing professional development (CPD).</p> <p>12B. Schools should ensure that members of staff that deliver or co-ordinate careers education or advice have sufficient up to date knowledge of local course and training provision, further sources of information and labour market trends through ongoing professional development, and that there are individuals able to engage effectively with employers.</p>	The government, Initial Teacher Training providers, CPD ² providers, schools.
R13. The government should review the use of destination metrics in the school performance measurement system	The school accountability system should be reformed so that secondary schools are measured on 'lived outcomes' rather than solely on the proxy measure of attainment in public examinations. These outcomes should include the young person's longer term economic and social contribution and well being by building on other governmental research, such as that undertaken as part of the regular Youth Cohort Study.	The government with Ofsted.

Introduction

Today's young people are growing up in a world of unprecedented speed, complexity and competition. In this changing world it is imperative that the education they receive equips them to not only survive, but to thrive.

As the crucial link between the world of education and the world of work, careers advice sits at the heart of any effort to ensure that the talents of this country's young people are used to the full, both individually and collectively.

High-quality careers advice is a societal imperative. The Milburn review warned of the consequences for the country if the challenge of slowing social mobility was not addressed head on and highlighted the 'particularly critical' role that careers advice can play in exposing young people to the full breadth of opportunities that are available to them.³ Our survey of young people indicated they were not always getting the information about careers they wanted (see Appendix).

Employers know that good careers advice is also a business imperative. Currently, it is estimated that 132 million working years are wasted because British employees have jobs that do not best suit their skills.⁴ Employees who are in a job they dislike are less productive, less happy and more likely to leave. The National Strategic Skills Audit emphasises the need to ensure that our education system produces people with the skills we need to ensure Britain's future success.⁵ In a world where Britain faces unprecedented global competition for jobs and resources, careers advice and guidance requires an ever increasing focus to help young people develop employability where limited knowledge of the world of work is something seen by employers to be limiting young people's employability.

Teachers know that this is an educational imperative too. High quality careers education, information, advice and guidance (CEIAG) engages and motivates young people, improving both their attainment and eventual outcomes. Employer involvement in various forms contributes to the delivery of CEIAG and is crucial in order to ensure it inspires young people and allows them to engage with the reality of the world of work.

"Employers have more to do to bridge the gap between the classroom and the world of work if British business is to find the talent, creativity and skills needed for our future. Many companies already offer work experience, but it's now more important than ever for young people's first taste of work to be as relevant, meaningful and inspiring as possible."

Sir Stuart Rose, Chairman of Business in the Community (from www.bitc.org.uk)

About this review

The past year has seen an increasing focus on careers advice and related areas. The previous government's Information Advice and Guidance (IAG) strategy presented a vision for the future of careers advice and guidance calling for a system designed and delivered around the needs of young people. It identified a role for employers in implementing the strategy; employers agreed to 'review the role of employers in the delivery of this strategy and the extent to which their needs are met, and identify best practice in employers supporting IAG'.⁶ This review was established under the auspices of the Education and Employers Taskforce, and led by David Cruickshank, the Chairman of Deloitte and a trustee of the Taskforce.

Between January and April 2010, a small team from Deloitte's Education and Skills practice worked to conduct a wide range of interviews and feedback in order to develop implementable proposals based on credible analysis. This report is the outcome of their work. The team interviewed 100 people from education, employer organisations and other interested parties, and gathered additional input from more than 600 further individuals through surveys of schools, employers and young people. They were supported in their work by organisations including Lightspeed Research, the b-Live Foundation, the CBI, the Federation of Small Businesses, the TUC and the Alliance of Sector Skills Councils, and gratefully acknowledge their contribution. Further details on the methodology and survey results can be found in the Appendices of this document.

This report focuses on careers education, information, advice and guidance provided for those up to the age of 19 and the role employers have in this. Institutionally, although our fieldwork was limited to schools, we believe many of the observations and recommendations will also be relevant to colleges that work with young people up to the age of 19. Geographically, whilst most recommendations relating to schools and employers are applicable throughout the UK, this report's recommendations address the systems currently in place in England.⁷ This review has been undertaken in the context of other work in this area including the Taskforce's Work Experience Group (chaired by Peter Lambert, Deputy CEO Business in the Community) and research into the current status of employer engagement in education (led by KPMG), as well as the work of the Careers Professionals Taskforce led by Dame Ruth Silver and the review of careers advice funding by the Alliance of Sector Skills Councils. The project team established communications with these other groups to share and feedback on emerging findings. Where we talk about employers working in schools we mean those individuals who employ others or employees representing an organisation, or from trade unions in an organisation or sector.

For brevity, and to avoid getting tied up in jargon, within this report the term careers advice is used to cover the breadth of activity surrounding careers education, information, advice and guidance, from an employer talk at a school, to a formal guidance interview from a qualified careers advisor. Where a specific aspect of careers education, information, advice or guidance is focused on specifically, this is made clear.

Broadly, the aspects of employer involvement of interest are any that can contribute to a young person's awareness of: what careers options are available to them; the learning and training pathways they need to follow for particular careers; the career options opened up by different course choices; the personal attributes or qualities needed to succeed in a career; and, the fit between the young person's strengths and weaknesses and their aspirations. There is also a major inspirational role for employers in this context of providing insight into the world of work. This involvement could range from supporting teaching staff with resources



and contributing to online services for young people, to arranging site visits and going into schools. One important element excluded from the investigation was the contribution work experience should have on a young person's careers awareness, as the Taskforce has a Work Experience Group that will report on this area in due course. In reality, the boundaries between careers advice, work experience and employability are permeable, or arguably artificial; a good work experience placement can have a substantial impact on a young person's employability skills and their awareness of careers and the workplace.

Employers have an important role to play in both shaping and supporting the provision of world-class careers advice and Deloitte and the Education and Employers Taskforce hope this review will strengthen the considerable contribution that employers already make in this area.

About the Education and Employers Taskforce

The Education and Employers Taskforce was launched in 2009 as an independent charity supported by initial funding from the Department for Children, Schools and Families (DCSF) to ensure that every school and college in England has an effective relationship with employers. The Taskforce brings together key partners from the worlds of education and employment to work in a spirit of greater collaboration to increase the effectiveness and efficiency of interventions from the public, private and third sectors. For more information about the Taskforce, visit www.educationandemployers.org

About Deloitte

Deloitte LLP ('Deloitte') comprises over 12,200 people across the UK. Deloitte is a business advisory organisation with substantial breadth and depth of skills, providing consulting, tax, audit, actuarial and corporate finance services to clients in a wide range of sectors. Deloitte's Education and Skills practice includes a number of former teachers, lecturers, education managers and career consultants, and has worked with a range of education sector clients including DCSF (Department for Children, Schools and Families), BIS (Department for Business, Innovation and Skills), LSIS (Learning and Skills Improvement Service), the National College, and a range of local authorities and universities. Deloitte LLP is the United Kingdom member firm of DTT, which together employ around 169,000 people worldwide.

Deloitte has a long history of support for the wider community. Its Corporate Responsibility (CR) agenda is focused on what Deloitte can do in the community and how its people can make a contribution. The Deloitte Employability Programme is one of the UK firm's biggest recent Corporate Social Responsibility commitments. Through the Deloitte Foundation the firm has committed £2m over five years to fund the Deloitte Employability initiative, designed to build a sustainable infrastructure to allow the Further Education sector to deliver employability effectively and sustainably. Nine Deloitte Employability Centres will train 800 FE teachers who in turn will deliver employability courses to up to 80,000 young people across the UK. Many of Deloitte's employees volunteer through the Employability Initiative; others work with young people in schools in other ways such as mentoring and literacy and numeracy support.

Deloitte has won a range of awards for its work in the community, and in particular for its Employability scheme. These include:

- Deloitte Employability – Best Big Company Award for working with schools and colleges, Sunday Times Best Big Companies to Work 2009.
- Employer of the Year for Deloitte Employability – London Education Partnership Awards 2009.
- Platinum rating in the Business in the Community 2008 CR Index.
- one of 21 companies to have been awarded BITC's CommunityMark, recognising excellence in community investment.

Deloitte is also a Platinum Sponsor of Teach First. Its current sponsorship focus is Policy First – a policy platform for Teach First Ambassadors to voice their views on current education issues and to make recommendations with great exposure to policy makers across the spectrum.

Chapter 1

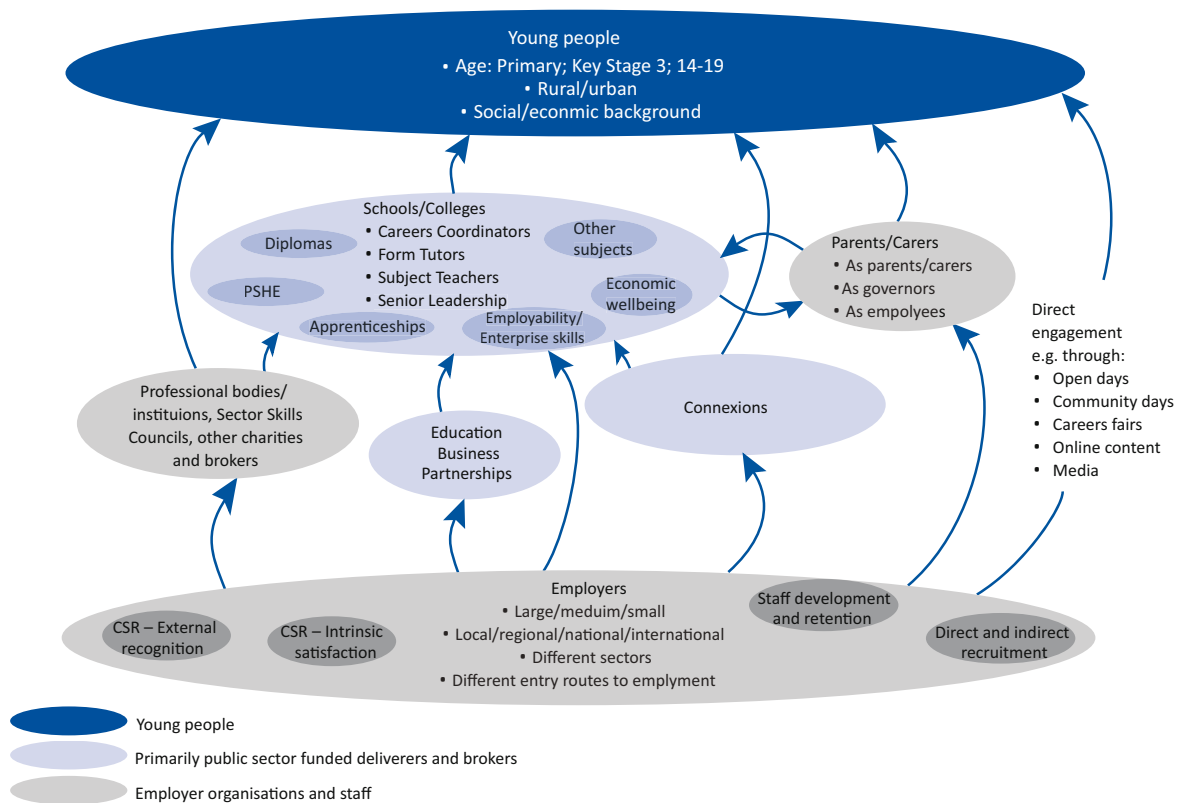
What is the current state of careers education, information, advice and guidance?

The first section of this chapter provides an overview of the current system of careers advice underpinning the statutory requirements to provide work related learning and a programme of careers advice, and the mechanisms by which employers contribute to this. It then outlines how this system is perceived by four key stakeholder groups – employers, young people, teachers and school leaders. In addition, it looks at what these stakeholder groups would like to get from employers in this area, or, in the case of employers, what they are looking to get from working with schools and young people.⁸

How is careers advice currently provided to young people?

The indicative diagram below depicts how employers currently contribute to the careers advice that young people receive, and includes the key, but not all, components of the current complex careers advice system.⁹

Young people currently hear from employers through a variety of channels



Within the current system there are a large number of organisations, and the picture can be complex and confusing in different ways to the different stakeholders.

In each geographical area we have visited in writing this report, the provision of careers advice and related activities, and the organisations that deliver these activities, have been structured in a different way. The variation observed between individual schools is also substantial; not simply in terms of quality and quantity, but in how careers education is built into the curriculum and managed from a staffing point of view.

All secondary schools have a statutory responsibility to provide work-related learning for their pupils and this usually occurs in the form of traditional work experience. In some schools this is the only employer contact that occurs, but others have broader programmes of employer engagement in place. In some cases relationships with employers are built via Education Business Partnership Organisations (EBPOs – see below for details) whereas other schools have built these relationships themselves.

Careers advice also changes emphasis as a young person goes through the school system. Although, as noted, the variation between schools is substantial, the views of those we spoke to broadly suggest that at primary school careers education will be mainly about building an awareness of what jobs exist and on being exposed to inspirational role models, while at secondary schools this is supplemented by time spent on building self awareness – to prepare for decision making at 14, 16 and beyond – and employability skills.

Beyond schools and colleges, the two core bodies usually involved are the local EBPOs and the local Connexions service providers. They vary from place to place in terms of the organisation delivering the service, the scope of services offered and the operating models used. Between them, however, they usually provide in-house careers advisors for schools, work experience support, and enterprise and employer engagement events. Some also provide advice on employer engagement and labour market information and intelligence. There is the potential for Connexions advisers to have a more significant role in brokering relations between employers and the schools where Connexions advisers work but this potential has not been realised.

What are Education Business Partnership Organisations?

EBPOs as the name suggests, focus on building partnerships between education and business. There are a large number of brokers operating in a semi-free market. They are usually an independent charity, but we have also seen EBPOs that are part of local authorities and some brokerage done by commercial providers. Often, but not always, the focus of their work is supporting schools in the delivery of work experience and this is largely due to how funding is directed. The national quality standard for Education Business Partnership Organisations, approved by the DCSF in May 2008 and administered by the Institute for Education Business Excellence, does not include within its core criteria fostering employer involvement in careers education or IAG activities, nor professional development for education staff. Instead these are treated as specialist modules, and so the services EBPOs offer relating to careers advice vary from area to area.¹⁰

EBPO services are commissioned by local authorities and are funded by a ring fenced share of £25m of national funding distributed by the Young People's Learning Agency (YPLA) via local authorities (prior to 2010-2011 the commissioning and funding of EBPOs was the responsibility of the Learning Skills Council). Funding is supplemented locally by any additional funding that EBPOs can access including charging schools and others for services.¹¹ Employers which engage with schools through an intermediary are known to be considerably more likely to provide support in a wider range of areas, such as CV writing workshops or mentoring as well as work experience.¹² However, our interviews and fieldwork suggest that the capacity and focus of EPBOs varies greatly from area to area.

What are Connexions service providers?

The role of an impartial careers advisor, independent from both school and employer, is an important component in any careers advice system. Connexions is the national brand for the local careers advice services provided for young people up to the age of 19, or 25 for those with learning difficulties or disabilities. Like EBPOs, the Connexions service in each area is commissioned by the local authority and can be delivered in house or outsourced to specialist charities or businesses.¹³

Their statutory responsibilities are to provide a universal service but in practice we found their efforts were directed to have a particular focus on NEETs (those not in education, employment or training), which means their remaining capacity is often limited to providing essential front line advice for students at key transition points. They are supplemented nationally by Connexions Direct which provides careers advice over the phone or through their website.

What changes are likely in the near future?

The placing of responsibility for commissioning EBPOs and Connexions services under local authority control may make the structures found in different locations even more varied and disparate.

In addition, as their funding comes under pressure during reductions in public sector expenditure, the services are likely to become even more focused on what they are accountable for delivering – NEET reductions for Connexions services and core quality standard requirements for EBPOs – leaving little time for services like helping to establish CEIAG focused partnerships between employers and schools, or training staff and advising on the treatment of careers in the curriculum. This is not to say that there is no role for Connexions in the process of engaging employers in Careers Information Advice and Guidance but that the work would need to be commissioned and staff trained appropriately where the skills were not available.

What have we heard from those working in this environment?

Employers

What have employers said about the current system?

Some employers have publicly expressed their dissatisfaction with the quality of the skills, attitudes and knowledge of people they are recruiting from education. It is important to note that this is not a new development; we have found records of employers expressing similar sentiments going back more than eighty years. However, it does reflect a feeling amongst some employers that the current education system is not fulfilling their needs. Just under twenty percent of employers invest in workforce training they consider to be remedial for school leavers (i.e. in literacy in numeracy), whereas others cite dissatisfaction with more general employability skills.¹⁴

On careers advice specifically, the latest CBI Education and Skills Survey found that 43% of employers were dissatisfied with school leavers' knowledge of their chosen career path.¹⁵ Some employers have suggested that young people are not currently being provided with a realistic picture of the jobs market, or expectations on careers progression; our online survey of employers supports these broad concerns; one employer we spoke to observed that some young people started work 'expecting to be three steps from the boardroom'.¹⁶

There is concern amongst business leaders that there is a lack of importance placed on gaining the skills needed for the workplace, which is displaced, along with careers advice, in many schools by an overwhelming emphasis on passing exams. Whilst the 'quality mark' provided by good qualifications is important for higher level and specialist jobs, qualifications alone do not get you a job.

Furthermore, for non-graduate entry-level positions, one major nationwide employer told us they are now explicitly recruiting on attitude without considering qualifications.¹⁷

What do employers want to get from working with young people and schools?

There are four main reasons why employers decide to undertake work in schools:

- external recognition: Companies wishing to ensure that they are associated with making a contribution to society often choose to make some or all of this contribution in education as it is a field that is both high profile and understood to be an area where the contributions of businesses are both needed and valued.
- intrinsic motivation/altruism: This is often the case in companies that are very small who do not require Corporate Social Responsibility and are unlikely to find their next employee through these kinds of activities. However we have also seen this 'personal sponsorship' of an individual as a key driver in larger firms.
- attracting, retaining, developing and motivating talent: Many organisations now offer their employees the opportunity to volunteer in schools and other organisations as part of their efforts to increase motivation and retention, and as an effective way of developing their employees' skills. These programmes are also often used in graduate recruitment campaigns.
- directly recruiting employees: Many employers we spoke to explicitly link their work in schools to their recruitment efforts, looking to recruit those they speak to either to their company or their industry as a whole. Potential employees value this work.

For many organisations, the reasons why they undertake work in education were made up of a combination of these reasons. There is research showing clear benefits to employers in all these areas – this is set out in detail in 'What can be gained from partnerships?', a recent research report produced by the Taskforce.¹⁸

Young people

What have young people said about the current system?

When asked 'what things should education focus on to better prepare me for my chosen career?' 60% of young people chose career advice, work experience, or employment skills, showing the importance that they place on experience of the world of work and guidance on how best to navigate it.¹⁹

Around half of young people think that careers advice is not working for them, and 71% of young people would like careers advice to start from age 11, Year 7.²⁰ Although surveys suggest that almost three quarters of young people feel prepared for employment and that they credit education with having helped them to achieve this position, they also show that young people's confidence in the quality of the careers advice they have received decreases the closer they get to the world of work.

Interviews with those leaving education and entering the world of work reinforce this view, suggesting it is only once young people begin to interact with the world of work that they realise the limitations of the skills they have and the preparation they have received.²¹ However, our survey of young people showed that increased interaction with employers while at school appears to have a marked positive effect on how young people feel about their future, and how they think about areas important to employers such as the skills required to succeed in the workplace (see Appendix for further detail).

Although we did not speak to primary school age children during our review, those who work with primary age pupils expressed the need for them to have strong positive role models from outside of school, particularly in areas with a history of worklessness or low aspirations.

What do young people want to get from working with employers?

There is strong evidence to show that young people enjoy and value the engagement of employers in educational experiences.²² An overwhelming majority of young people want more involvement of employers in their education showing little preference for what form this takes.²³ Our own survey appears to support this position: 95% of the young people surveyed agreed that they would like employers to be more involved in providing advice and guidance about careers and jobs directly to young people. Yet, of the 333 who told us the number of employers they remember hearing from in the last two years, 42% said they had no contact with employers, and 40% only recalled a few (1-4) being involved in their lessons. This highlights a significant divide between what young people want from the careers advice experience at school and what they get.



Young people have expressed concerns that they do not hear from all the employers they want to – with particular concerns expressed about the lack of access to those working in professions such as medicine, law and the media.²⁴ For many, there is “no spontaneous recall of careers advice in schools. The world of media is currently one of the strongest career influencers, as it introduces young people to new jobs, exposes them to potential lifestyles and opportunities and brings different industries and careers to life which is important and can be inspiring.”²⁵

Teachers

What have teachers said about the current system?

Teachers understand the importance of careers advice to their pupils in providing context, motivation and a view into the world beyond the classroom and the lives of the adults known directly by the pupils and their parents. Teachers are worried that their students often cannot even envisage the world of work, what types of jobs exist, or the range of opportunities and routes into them.²⁶ This in turn limits the young person's ability to cope in a world that may involve several career shifts over a lifetime, as opposed to the traditional notion of a single lifetime career.

Whilst teachers do not think they should be expected to be experts on providing careers advice, they clearly understand the importance of being able to provide clear 'next steps' to pupils who expressed an interest in a career related to their subject specialisms, and contextual information on careers that relate to the subjects they teach.

"Because most teachers themselves progress through a traditional academic route, they can draw from their own experiences to advise on it: while 79% of respondents agreed that they were competent to advise on university choices, only 27% agreed or strongly agreed that they felt they could competently advise those wishing to pursue a vocation on what qualifications and subjects to choose."

Lessons from the Front 2009
(Teach First, 2009, p36)

However we have repeatedly heard that two key factors are limiting the amount of careers-related information and guidance that classroom teachers can offer:

- in most schools the overwhelming focus on examination results combined with the demands of the curriculum (including the frequency of modular exams and the volume of coursework) mean that teachers feel there is little or no space available within their lessons to include information that places their lessons in the context of the careers they relate to.
- teachers expressed to us the belief that they did not have the level of understanding of the careers that relate to their subject needed to be able to integrate this sort of information into their lessons. Incorporating careers related content into lessons is a way to bring a subject to life and serves to engage and motivate students and give them a broader understanding of the relevance of the subject to the workplace. This principle underpins the design of the Diploma and it is of concern if teachers do not feel able to provide the necessary support.

What do teachers want to get from working with employers?

Surveys show that majority of teachers feel that work-related learning activities and enterprise education help to develop the skills, knowledge and attitudes that make young people more employable.²⁷

They also feel that it increases the motivation of their pupils – a view that is supported by research.²⁸

The majority of teachers we spoke to told us they wanted it to be easier to access the support that employers could offer, as they recognised that employers could provide positive role models, contextualised learning resources and exciting online materials.

Many teachers also felt that if they themselves were able to gain a closer view of a variety of relevant employers this would help them to inform the conversations they had with their pupils in this area, whether in the context of their own subject or their pastoral role. Indeed, where teachers had come from industry or had the opportunity to experience work placements they also felt more comfortable contacting employers to discuss opportunities for working together.

School leaders

What have school leaders said about the current system?

Like teachers, school leaders generally understand the value of good careers advice. However, for most schools the focus on exam results is so all-pervasive that the amount of attention school leaders give to this area is limited. Unless the school leader was truly passionate about integrating it into the school ethos, only school leaders who had secured significant league table improvements seemed to feel they had the room to manoeuvre to focus on non-examined areas such as careers advice, enterprise and employability skills, and even then some did not see it as a priority. Some school leaders, however, associated employer engagement and better careers advice as impacting positively on overall results and standards as students become more motivated.

In every school we visited a member of senior management had responsibility for careers advice and/or employer partnerships but often these people had so many other responsibilities so as to make these titles almost meaningless. Therefore in practice responsibility for careers was delegated to more junior staff members, who rarely had the clout needed to make careers a focus for the school as a whole.

We have seen little evidence that the new Ofsted standards introduced in September 2009 in this area will make a material difference to the provision of careers advice in schools. In a sample of 10 secondary school inspection reports conducted in the first quarter of 2010, references to employer links or careers advice (rather than generic IAG, or guidance specific to a small number of students) were only mentioned in some reports (30% and 50% respectively) and often only in passing or based on what students have told them. Only one report made a recommendation regarding IAG, primarily regarding course choices rather than careers advice. See the Appendices for further details.

We have heard a lot from school leaders about the multiplicity of standards, guidelines, toolkits, initiatives that pervade the area of careers advice and related themes (talent, ambition, partnerships, employability skills, employer engagement). There was a desire for schools to receive clear assistance and guidance rather than a multiplicity of answers and activities from a range of different directions.

Some senior leaders expressed a disquiet about the conflict between maintaining a sixth form and giving high quality, impartial careers advice. Whilst they understand the need to provide impartial careers advice and their integrity holds them to doing so, a range of incentives press them hard to favour their school in the advice they give;²⁹ fewer sixth form students means reduced funding and fewer courses, and healthy sixth forms are important to many schools in terms of attracting new Year 7 students and attracting and retaining staff.

What do school leaders want to get from working with employers?

Surveys show that school and college leaders overwhelmingly want more engagement from employers across the breadth of the educational institution, working with pupils ranging from the most disengaged to the highest achievers.³⁰ The most enlightened school leaders also understand the benefits that an employer/school partnership can have on areas as diverse as staff development, leadership, financial management and community engagement.

School leaders want employers to get involved in a wide range of activities such as: working with disengaged students; work-related learning; work experience; sponsorship and funding; curriculum linked lessons, resources and activities; support for gifted and talented programmes; and, careers guidance.³¹ The introduction of diplomas, the up-scaling of apprenticeships and the focus on partnerships means that schools have an ever greater need to work closely with employers in these and other areas.

In some schools, leaders understand that putting all, or even some, of this in place will require them to manage and contribute to ongoing relationships with employers, however in other schools we have seen no focus on relationship building and management, and a desire for input from employers to be done on a transactional 'off the shelf' basis. The emphasis on partnerships means that schools have been steered towards having an increased focus on forming partnerships, although these efforts do not often focus on employers. A logical owner for the employer relationships could be a school's careers coordinator, however we were warned that a lack of national qualifications, training or standards for careers coordinators that involve employer engagement could make this problematic.

Chapter 2

Barriers to employer support of careers related activities in schools

The schools and employers we spoke to highlighted a range of barriers they face in working together. Support organisations we spoke to also echoed many of these issues. Fortunately, the examples of excellent partnerships we observed between schools and employers show that with commitment from both sides these obstacles are surmountable, and the lessons we learned from these collaborations feed in to many of the recommendations in the next chapter. The barriers cited by those with exemplary partnerships showed little variation to those who were less engaged; the main variations in challenges faced related to the size of employer, location of school and the commitment of leadership.

Our fieldwork tells us that aspects of employer engagement are mediated by brokers, but that many brokers focus primarily on the organisation of work placements. We did not encounter instances of EBPOs brokering careers advice related relationships, and our survey found that employers have mixed opinions about the effectiveness of EBPOs.

“A clear current barrier to engagement is a lack of understanding, among participants, of the benefits of partnerships.”

‘What is to be gained through partnership?’ Education and Employers Taskforce, p4

What challenges have people said are faced by employers that can make working with schools, particularly on careers advice, more difficult?

Several senior business leaders expressed a concern that if employers view working with schools as altruism rather than as a business-like activity with tangible benefits, then the sustainability of such relationships is put at risk. This observation met with widespread agreement when put to other interviewees.

Understanding of school needs

Various interviewees highlighted that many employers have a lack of understanding of what schools want, and asked for schools to be clear about what they want when approaching them for support (conversely schools lament that they don’t always know what employers can offer).

“Employers are confronted with an ‘alphabet soup’ of different skills organisations and programmes, and further progress is required to simplify the system... employer awareness of SSCs remains low, with 41% of firms not knowing the identity of their SSC.”

Education and Skills survey 2010, CBI

Understanding of brokers and intermediaries

Many employers don't know who to turn to for advice or support and find the current brokerage landscape confusing. They are unsure of what support is available to them and what support they can trust. Many employers bypass the brokerage system altogether – with success when well planned and with the right blend of experience and skills brought to bear, but with quality and sustainability issues when not. This was borne out in our online survey.

Logistical

Employers are also put off by the perceived levels of red tape surrounding working with young people. They are deterred by uncertainty about how to handle insurance, or what constitutes an adequate risk assessment for having young children on site. According to our survey of employers, this barrier is perceived as particularly off-putting by those employers who are not currently engaged with careers advice activities in schools.

Cultural

Some relationships fail before they even begin, with employers finding that their attempts to engage go unanswered or encounter frequent delays to responses once established. Other employers, once engaged with a school have been put off building a relationship by weak relationship management – for example, simple things such as not being told about parking or access arrangements.

What challenges have school leaders and staff said they face that can make working with employers, particularly on careers advice, more difficult?

Employer engagement and careers advice is not a core priority in many schools, and the pressure imposed by the school accountability system (KS2 SATs or GCSE league table results) can marginalise these activities even further. Any significant barrier to engagement can therefore put teachers off altogether. We encountered a large number of issues facing schools during our interviews and present a summary of the barriers below.

Cultural barriers

Teachers say they often have difficulty contacting the right people to speak to within employer organisations. They are unsure how to find contact details or what position they should be asking to be passed on to. Often they find that staff on the employer side don't know who to pass them on to, and after several weeks, the dialogue can lose momentum and die.

A limited understanding of the world of employment outside of school presents teachers with issues understanding employer needs, operations or capabilities, and presents a barrier to building rapport – a key part of forging sustainable relationships. Where school staff had come from other careers, or had done work placements with employers, they felt these barriers were far less significant.

Historically, we were told, careers advisers developed strong relationships with local employers and would have therefore been able to support teachers with forming relationships with employers, but the change in emphasis of the role and the change in training and allocation of time has meant that in general careers advisors now have comparatively weak relationships with employers.

Several school staff we spoke to reported instances of employers letting schools down (mirroring similar observations by employers) where employers pulled out of talks or events at short notice seemingly unaware of the logistical headache this causes in the necessarily highly structured and planned setting of a school. This can put schools off engaging with employers, and where feedback mechanisms do not exist, employers may not learn from the incident.

Logistical barriers

The overwhelming majority of school staff mentioned the difficulty of scheduling employer involvement into the timetable. The frequency of public examinations meant lesson time was at a premium and the need to focus on grades meant that any discretionary time was spent on this. Consequently many teachers have no free time to address employer engagement or investigate

“69% of teachers surveyed agreed that teachers were the main source of careers guidance in their schools, yet only 10% of teachers agreed with the statement: ‘I get sufficient training on the different learning pathways and qualifications available to my pupils.’”

Lessons from the Front 2009
(Teach First, 2009, p36)

making it a reality, and those that get this far tell us they then face headaches with risk assessments, funding and policies like ‘rarely cover’.

Capability and capacity barriers

Most teachers do not feel they have the knowledge or training to deliver effective careers education, as many are required to do in tutor time.

Most also do not feel they know enough about careers, including local, regional and national labour market intelligence, in their own subject areas or courses, including the new diplomas (an

observation echoed by some employers). Because of the lack of careers awareness, it is difficult to know what employers could offer or could talk about and difficult to plan sessions that incorporate employer staff to the best effect.

Connexions staff based in the school were seen as very overstretched, and funding was perceived as an issue when it came to using outside bodies such as EBPOs.

In many schools there was little joined up working amongst those delegated responsibility for different parts of the curriculum where employer involvement was needed (Diploma leads, work experience staff, PSHE coordinator...). This could represent a barrier to more effective use of relationships.

Availability of employer support

Several concerns were raised concerning the availability of employer support. The economic downturn was perceived as a concern by school staff; where redundancies are in progress or the employer isn't recruiting they were thought to be less willing to engage with schools. One interviewee was also worried that when the economy improves, employers will become too busy to support schools.

"There was insufficient involvement by employers in strategies [to reduce the number of NEETs] and too few curriculum activities to enable young people to develop a good understanding of the world of work and the skills needed for specific occupations."

Ofsted – 'Reducing the numbers of young people not in education, employment or training: what works and why'
March 2010

Schools in some geographic regions, particularly those in rural areas, face particular challenges when trying to provide a broad range of employer interaction for their students. Often in rural settings there will only be one or two major employers within reasonable reach, and a small spread of sectors. Although this can reflect local labour market need, school staff we spoke to were concerned that it could limit student aspirations, and, with many professional jobs based in big cities, could work to reduce social mobility.

Alumni networks were cited as an effective way of forging relationships between employers and schools. Further, in looking at what works in the higher education sector, we were told that universities find alumni networks one of the most effective ways of overcoming the particular challenge of engaging with SMEs. Many state schools have a poorly developed alumni network, if any, in stark contrast to the independent sector. Alumni have the added value of being particularly inspirational role models as young people have been shown to respond better to people from the same background as their own.

“One moment employers are telling us, “We need widgets; give us people who can make widgets,” but then a year later they don’t need widgets anymore and they want graduates who can do something else instead.”

University based interviewee

Quality barriers

Several stakeholders we spoke to (from schools, employers and support organisations) were critical of some employers for bringing a pipeline mentality to school engagement, giving young people the impression that a particular subject could only lead to their sort of work, rather than encouraging the view that the subject could lead to many jobs of which theirs is one.

Some employer staff were seen as unable to relate to young people or put particular groups of students off through perpetuating stereotypes. This was also positioned as a consequence of the school or joint preparation process being poor. Some employers were reported as talking about labour market need based on very old or inaccurate labour market intelligence, and employer representatives had limited knowledge of the longer term forecast.

Chapter 3

Recommendations for turning best practice into common practice

Excellent sustained careers advice related partnerships between employers and schools exist. This demonstrates that mutually beneficial relationships can be established within the constraints of the current education system and economic environment. However, best practice is far from being common practice. This is in spite of school leaders, teachers and employer leaders recognising the value of employers being involved in inspiring and motivating young people and preparing them for success in the workplace. This demonstrates that there are deeper issues that hinder, discourage or prevent employers and schools from working together.



Some of the recommendations set out below draw on examples of best practice we have seen. They address commonly identified critical success factors, to provide practical shorter term steps that can be taken by individual schools, employers and supporting organisations to improve the quality and quantity of partnerships. They can be done without significant changes to the education system, or the introduction of new support services. Our recommendations are aimed at Careers Education Information Advice and Guidance but would also contribute, in many cases, to an overall improvement in employer engagement.

The remaining recommendations set out more fundamental changes that are needed to the wider education system, or to the services available to support schools, employers and young people, and will generally be longer term concerns. Whilst the fundamental changes described may be challenging or complex, without them the first set of recommendations will most likely result only in incremental improvements in the national picture; the situation in some schools would likely improve significantly, but many 'do minimum' disengaged schools would most likely persist,³² and too many employers would remain disengaged or not contributing as effectively as they could.

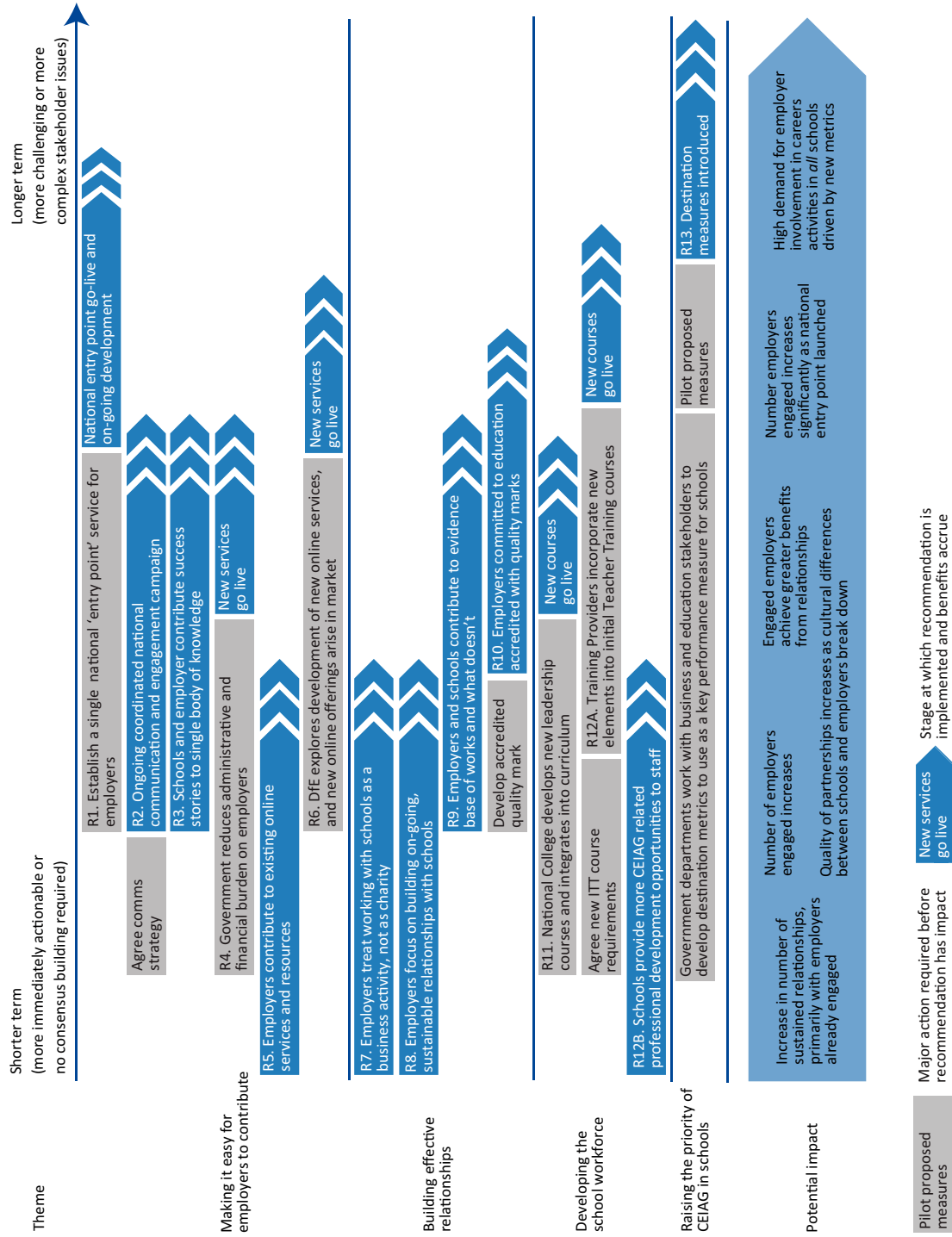
Overall, our recommendations are based on the assumption that careers advisors from Connexions services are not in a position to take the lead in developing employer engagement in a school's careers curriculum (and hence do not feature substantially in our recommendations). This is primarily because of capacity issues with the service – many school based advisors barely have time to meet each student once, let alone develop ongoing relationships between employers and schools or advise on the careers curriculum – and we do not anticipate the significant additional funding or change in NEET focus required to provide the necessary capacity in the Connexions service as a realistic expectation, at least in the short term.

Instead, we would anticipate the recommendations increasing the impact of careers advisors; young people will arrive at their limited interviews with a much better understanding of their options and personal attributes, allowing the professional expertise of the careers advisor to be fully utilised rather than having to cover the basics.

Our recommendations fall under four broad themes, reflecting the main challenges facing employers and schools. The four themes are:

- making it easy for employers to contribute.
- building effective relationships.
- developing the school workforce.
- raising the priority of careers education, information, advice and guidance in the curriculum.

Illustrative timeline indicating the comparative complexity of implementing the recommendations



Theme 1: Making it easy for employers to contribute

R1. Establish a single national ‘entry point’ service for employers

An existing national body should be asked by the government to establish a service that provides employers with free independent advice, standard guidance and support materials, and acts as a single point of entry into the wider brokerage system.

Employers do not always know who to turn to for independent advice and support they can trust when thinking about supporting schools. Employers we spoke to, including some of the most active and engaged, are enormously confused by the current brokerage landscape and the plethora of information and advice available. Employers want an organisation that can translate what they are able to offer into something that is useful and practical for schools and implementable at a local level. This came through strongly in both interviews and in the free-text responses to our employer survey.

The current structure of local EBPOs should, in theory, work for small and medium sized companies, but can be bewildering for national employers as each EBPO can work quite differently and offer different services. Indeed, under the national quality standards for EBPOs, they do not need to give advisory services under the current EBPO accreditation quality standards. Advice sitting alongside charged for services may raise potential structural questions about the independence of the service.

This issue is compounded by the number of other intermediaries and brokers working in this space – particularly when considered alongside professional bodies, institutes and government bodies that can provide similar services.

We suggest that a single national organisation should be asked to establish a service that provides independent advice and a single point of entry into the brokerage system, available to all employers. The organisation selected should be one that is perceived by the employer and education community as credible, authoritative and independent, and as such would most likely have the involvement of senior education and business stakeholders. The organisation would need to have a good working relationship with brokers and the professional body that represents them but be independent of them. The scope of this service could encompass other aspects of employer engagement rather than solely careers focused involvement.

The service provider could provide a telephone advisory service to discuss what sorts of activities the employer could provide to schools, and what business benefits they might want to target, then direct employers to the appropriate brokers according to need (e.g. to assist them with establishing a relationship with specific schools in the right regions, or developing a programme of curriculum linked lessons for schools in a particular subject specialism), advise employers in the early stages of building a relationship, and advise employers in existing partnerships on how to improve or grow.

Alongside this telephone service, the service provider could host online all the standard information and guidance that employers might need to begin thinking about working with schools successfully, including case studies, lessons learned, research, directories and details of awards and standards which complements the Employer and Teachers Guide developed by the Taskforce and its partners. This facility could include acting as a portal to other sites or aggregating information from other sites (see also recommendation R6).

In terms of practical next steps, the government in conjunction with the Taskforce should consult with employers to define what they need and ensure that lessons are learned from comparable endeavours such as the London Employer Accord. A funding model then needs to be developed that ensures that the advice and support materials provided are independent and free to employers.

In order to ensure that advice is relevant, credible and practical, the organisation would need to have on its staff secondees or former staff from front-line education and employer organisations who understand the landscape and cultural divides. Once established, the service would need to be marketed by employer bodies and the employer press, and linked to related services such as Business Link.

We recognise that government funding currently supports these types of service in various ways, and we suggest that it may be possible to fund this single point of contact through reappportioning an amount of the existing spend in this area and provide a more concentrated source of support resulting in savings or improved services. A planned elimination of duplication and overlap has the potential to make a contribution to public spending reductions in the context of a thorough appraisal of the efficacy of current spending commitments in this area. Government and other funders and stakeholders should engage wholeheartedly in the necessary processes of re-apportionment, consultation and planning to bring this about.

R2. A coordinated campaign of communication and engagement is needed to ensure every young person benefits from education and employer partnerships on careers

A national, coordinated campaign of communication and engagement is needed to raise awareness of the benefits and support available for schools and employers working together on careers related activities. Co-ordination is necessary to ensure that young people at secondary and primary schools are given inspirational role models, motivational messages and information to inform course and career choices.

A high-profile national communications and engagement strategy that utilises relevant national, local and specialist media channels is needed to stimulate more employers to contribute to young people's careers education. This should increase the number of effective education-employer partnerships so that every school in the country benefits from such arrangements.

The communications and engagement strategy would fit naturally into a wider campaign covering all aspects of education-employer partnerships, and such a campaign should also be considered.

This communications campaign would make successes in careers education involving employers an ongoing feature in relevant parts of the mainstream media, changing attitudes, raising cultural awareness and making these partnerships perceived as the normal thing to do. It would serve to raise awareness of the support that is available to employers, how to get started, and the benefits of employer involvement in careers advice activities to all involved.

To effectively engage with all employers, the strategy would benefit from backing by employers, professional bodies and Sector Skills Councils. The involvement of high profile industry figures and politicians would help sustain media interest. Symbolic events, such as getting senior employer figures giving talks in every primary and secondary school in the country would form important elements of such a campaign.

Any such communications effort needs to be coordinated to ensure that young people at unengaged schools, schools that can't easily access support, and the schools that need most support are not left out. The Education and Employers Taskforce's mapping exercise that plots different school and employer profiles would constitute a useful input into the planning of such a strategy, and could help coordinate employer efforts to achieve this end. Coordination also ensures that employers from all sectors and of all sizes are reached with coherent messages.

R3. Schools and employers should communicate instructive success stories through contributing to a single body of knowledge

A free to access, well structured and easy to navigate database or portal to good practice case studies aggregated on an ongoing basis should be established to inspire more employers and schools to establish ambitious partnerships and share their success stories. The case studies should be instructive and quantify impact, such that they are a practical aid to other companies rather than a simple marketing device.

The complexity of the educational environment and the difficulty of knowing where to start as an employer seeking to engage with education (and indeed vice versa) means that success stories – such as those showcased through the SSAT Education-Employer partnership of the year award – make a real difference to perceptions of what can be achieved and encourage more employers to get involved. One head teacher we spoke to told us that the publication of case studies about the school in a teaching magazine did result in enquiries from other head teachers who are keen to learn from the showcased initiative.

In the same way that young people are more motivated by success stories from people ‘like them’, enough case studies are needed so that all schools and employers can find an example of effective partnerships involving organisations that are similar to their own for example in terms of scale, social setting, sector or geography.

Good practice case studies already exist, such as those collected by Business in the Community and the National College for School Leadership. Ofsted already collect examples of good practice as part of their inspections. Materials from ACEG, EBPOs and QCDA are also available. An agreed way of structuring and aggregating case studies across such organisations so that a searchable database of case studies is available in one place would benefit those seeking inspiration as well as those who have already contributed, through increased publicity and fewer requests to submit the same information to multiple sources. The service provider chosen to deliver recommendation R1 would make a logical host for this material. Thought should also be given to the format of the case studies; videos or podcasts may be more effective than more traditional case study material.

Simple quality standards for the case studies would be needed to ensure that they are not simply marketing devices, but instructive accounts that allow readers to replicate good practice and learn lessons from the author’s experience, such as what benefits were achieved and what barriers needed to be overcome.

R4. The government should simplify, clarify and reduce the administrative and financial burden on employers working with schools, and schools working with employers

The government should make it easier for employers to work with schools by simplifying ‘red tape’ and explore the impact of offering incentives to small and medium sized enterprises.

There are a range of important processes in place to ensure young people remain safe when in contact with employers. However, employers can be unsure from a legal standpoint about what they need to do to work with schools, and can be put off by this before even attempting to engage. While maintaining necessary rigour, the government should seek to minimise the regulatory burdens (time and monetary) encountered by employers when working with schools and colleges. Where possible they should streamline, standardise and simplify the processes, forms and materials used in relation to health and safety checks, safeguarding including Criminal Record Bureau checks (CRB), and insurance. The new government’s commitment to review the criminal records and vetting and barring regime, included in the new government’s programme for government, and its aim to scale the regime back to common sense levels is therefore to be welcomed.



EBPOs and Sector Skills Councils can also help address the perception of employers that these barriers are prohibitively difficult to overcome. EBPOs can support employers with these processes and provide guidance and pro-formas. Sector Skills Councils are well placed to share sector specific insurance or other Health and Safety advice.

Small and medium sized enterprises (SMEs) are unlikely to have the back office infrastructure or staffing flexibility that large organisations have, and are therefore more likely to need external assistance when working with schools. Any contribution an SME makes is also likely to represent a proportionally greater cost to the employer compared to a large company. Tax breaks were mentioned by some stakeholders we spoke to as a potential way of compensating SMEs.

The government should investigate short term, low bureaucracy tax incentives for SMEs to help alleviate some of the initiation burden and investment risk, thereby encouraging more involvement. Instances of local authorities rewarding engaged SMEs with other incentives such as free coverage in publications (as being piloted in the North East) also serves to offset the cost and risk of initiating work in schools, and may present a more cost effective alternative to tax incentives.

R5. Employers should contribute to existing online services and resources

Employers, with appropriate support, should contribute to existing online services and resource libraries by providing content such as video diaries, job profiles and schemes of work set in a work context or business scenario. This option is particularly suited to employers unable to commit to a long term programme of support.

There are already a number of online offerings that provide information on careers and employers to schools and young people. This can include job and careers profiles, video clips of employees discussing 'a day in the life', subject specific schemes of work relating to a career, a presence on social networking sites, and other resources or exercises (more interactive content that we have seen, such as online mentoring and alumni network services are discussed at more length in recommendation R6). However this provision is not comprehensive with some industry sectors well represented and others less so. Young people need to be able to access a wide range of information that covers all types of careers.

Online content has a range of advantages to employers, schools and young people: it is on a medium that most young people naturally and proactively engage with;³³ it addresses geographic limitations faced by schools and employers; and its reusable nature allows employers with little time to spare to still make a significant contribution.

In terms of disadvantage, it is difficult to distinguish when using the internet as to what is accurate and appropriate and what is not – teachers, careers coordinators and careers advisors should be made aware of what is available so they can signpost young people (see R12 below). Effective cataloguing and referencing to other resources should aid navigation. Where bodies do not continue to exist following the current public sector retrenchment, a framework should be put in place to ensure that any resource they hold are not lost.

Many employers will need support to create differentiated content that is appropriate and accessible to a range of ages and literacy levels, and supports the curriculum (where this is relevant). Varying support options already exist. Some organisations help employers to produce this content, bringing educational expertise and high production values (although this can be for subscription only websites and be charged for), but employers could leverage their school partnerships to create the content, or use supply teachers for educational insights. Where possible employers should seek to 'do once and share', providing the content to any who want it. Sector Skills Councils could lead the drive to collect this content, and we have already seen this happen in some areas.

R6. The Government should explore the development of new online services

As demand for careers related content grows, the Government should review existing online resources and explore the feasibility of new online offerings to support the developing market in this area.

As demand for employer input and careers related content increases, stimulated by recommendation R13 below, a greater range of online services may become viable that are more interactive than the majority of those currently offered. We have already seen innovative new offerings emerging, including a managed service that creates and develops alumni networks, online mentoring, and new more cost effective ways of sharing expertise and labour market intelligence amongst careers professionals.³⁴

Alongside innovations in the market place, the Government should commission an examination of the feasibility of other initiatives that may not be commercially viable but have a strong benefits case, such as managed service webcasts, regular podcasts and video conferencing services between schools and employers where market support may be necessary initially. Sector Skills Councils have the potential to have an important contribution to this development. This would allow an assessment of what the existing technology and skills in schools would allow, and identify possible delivery partners to promote these media to support careers work.

The provision of a portal or aggregating site that employers could use (see also recommendation R1) would go some way to maximising the impact of employers contributing to these services. Some of these services may be able to be based on the re-use or collation of existing resources, and this would increase the benefit derived from these existing materials and reduce cost.

These new services will provide additional resources for young people and schools in areas with few significant employers or that have poor alumni networks, and offer low cost/effort ways of contributing to small and medium-sized employers who are unable to commit to more intensive programmes.

Theme 2: Building effective relationships

R7. Employers should treat working with schools as a business activity

Employers should approach working with schools as they would any other business activity. They should ensure appropriate leadership involvement, set objectives aligned to their business strategy and manage benefits on an ongoing basis. To do otherwise risks the employer not enjoying the full business benefits of working with schools, and threatens the sustainability of relationships.

Currently some employers see engaging with schools as a form of ‘charity’, or confined solely to a discrete Corporate Social Responsibility (CSR) agenda rather than as an integral, valuable part of their business. Where specific objectives are not set, or are not aligned to the business’ overall strategy then there is no clarity over what the point of the engagement is. Where significant investment is occurring, if benefits are not defined and measured then their existence is easily questioned. Where senior committed leadership is not in place programmes can easily be de-prioritised, or suffer from quality issues, and the reputational risks that follow.

A well-defined, clearly-directed and well-sponsored programme of work with schools that demonstrates a definable benefit and aligns to the organisation’s overall strategy is more likely to deliver a competitive advantage and survive changes in leadership or economic conditions.

Because the objective of working with schools will usually include staff recruitment, retention, motivation or skills development, HR need to be involved in the benefits management process and are logical contributors to the work. Whether responsibility sits with HR, CSR or some other function, large employers should make sure that a single point of contact for education work is defined and promoted. This should help ensure that enquiries from schools, industry bodies, the press, internal stakeholders, etc. are dealt with professionally and efficiently. Careers professionals and careers leaders can help learners navigate and interpret the messages from employers.

Employers need easy to access practical guidance in order to make it simple to identify appropriate types of careers related activity to undertake with schools that have benefits that best align to the organisation’s business strategy. This guidance would broaden employers’ awareness of how they can support schools and benefit accordingly from supporting careers education across all ages and subjects, and should be complemented with examples of metrics and measurement processes that can be used to manage benefits effectively, and with case studies relevant to a broad range of employers that demonstrate good practice and demonstrable impact (see recommendation R3).

Guidance of this nature exists in various levels of detail and quality online, although the instances in which we have found this guidance are often limited to particular industry specialist sites or other sites that general employers are unlikely to encounter. The evidence base for informing the creation of business cases also exists, and is growing; the recently published 'Volunteering – the business case' by City of London for example quantifies the benefits to working with schools on various activities in terms of competency and skills development when contrasted with traditional training.³⁵

Quality assured, evidence based materials to assist employers in defining their education activities and embedding it in their business model should be published and promoted by an appropriate national organisation. This could be through an expansion to the Employer's Guide,³⁶ and eventually link to the national single point of contact for employers recommended in recommendation R1. This material should be made available through relevant channels such as Sector Skills Councils and EBPOs, and training for HR Directors, through the CIPD for example, could assist in further capability development.

R8. Employers committing significant resource to working with schools should focus on building on-going, sustainable relationships

Employers able to commit substantial time and resources to working with schools should maximise the impact of their investment by aiming to develop, or contribute to existing, repeatable programmes of support and by building ongoing, sustainable relationships with individual schools. Suitably trained careers professionals working in schools have the potential to play a positive role in this.

Many school-employer relationships are one-off and transactional. While there will always be a place for ad-hoc interactions (to address unusual aspirations, or to ensure balanced exposure to sectors), the high overheads on both sides of initiating contact and preparing for delivery means this form of relationship is very inefficient, and doesn't benefit from an ongoing cycle of evaluation and improvement to better meet the needs of both sides. Employers should be aware of the business case for sustained relationships, and where possible insist on longer term relationships with schools.

Many employers will be familiar with the characteristics of successful joint working practices and should apply them to this context:

- establish an effective steering group for the relationship involving senior leaders from both sides.
- define, communicate and understand the objectives of both parties.
- agree ways of working, such as planning protocols, and logistical expectations.
- agree method for jointly reviewing progress against objectives, and evaluating and conducting two-way feedback on all interactions.

Free good-practice guidelines and support materials for developing sustained employer involvement in careers advice activities should be made available and promoted by an appropriate trusted, impartial national body, to ensure that all employers have easy access to this guidance. As with recommendation R7, guidance of varying quality exists but the plethora of advice available can be confusing. In the longer term, this hosting and promotion could be carried out by whichever national organisation is asked to run the national single point of contact for employers recommended in R1. We hope that the work of the Careers Professionals Taskforce will be able to recommend a role for careers professionals working in schools in brokering and supporting school/employer relationships.

For organisations with less capacity or education expertise, brokers and intermediaries can provide assistance, but where these services are paid for employers should ensure that the help provided is about establishing a sustainable relationship rather than ongoing management of the relationship unless this is what is wanted. Sector Skills Councils are well placed to establish and manage curriculum linked national programmes for specific subjects, allowing organisations to easily get involved in schools.

R9. Employers and schools should contribute to an evidence base showing what works and what doesn't

Employers should be able to publish high quality evaluations in confidence from which others can learn to inform future partnerships. Schools could develop a living evidence base in the form alumni networks. Experience from the University and private school sectors shows the ability of alumni to help motivate and inform students.

There is currently too little quantitative research and sharing of lessons learned to inform good practice in school/employer partnerships, whether related to careers, staff secondments or more generally. A clear evidence base showing the positive impact employer contribution can make, and how to avoid pitfalls, may encourage more employers to get involved in working in education. Alumni are living evidence of progress. They have the value of being particularly inspirational role models as young people have been shown to respond better to people from the same background as their own.

As intermediaries between employers and young people they could help build a sense of local collective endeavour.

One might expect employers with major educational engagement programmes to formally evaluate their impact, both on the young people involved and on their own business. Many already do this to a varying extent, but this is rarely shared other than as headline success stories.

Employers should be able to publish good practice and lessons learned through an impartial body such as whichever service provider executes recommendation R1 so that they can be shared with other interested parties and used to help design schemes for new employers wishing to set up programmes in this area, and assist in evaluation against benchmark data. Employers should be able to submit these lessons learned in confidence to encourage employers to give an open account of less successful experiences without worrying about damaging their brand.

R10. An awarding body in good standing with employers should recognise employer commitment to education through the issuing of accredited quality marks recognising employee volunteering

A light touch non-competitively assessed nationally recognised quality award, or set of related awards, should be put in place to be awarded to all employers who encourage volunteering and good practice in their relationships with education.

A 'Kite Mark' or 'Investors in People' style accreditation would offer recognition to employers for the efforts they are making and help to shape their ways of working by ensuring certain criteria are met (e.g. steering them towards evaluating the work they are doing, contributing to lessons learned, and contributing at multiple Key Stages). The awarding organisation chosen should be independent, credible and able to raise the status of this quality mark to be a 'must have' competitive differentiator amongst businesses in recruiting staff or raising its local profile, further strengthening the benefits case for working with schools. Indeed, one option for consideration is incorporating relevant new criteria into the existing Investors in People award, or mirroring the National Council for Work Experience's quality award,³⁷ which employers find useful both as a publicity tool and as a means of improvement.

Care must be taken to make the accreditation accessible to small and medium sized businesses, for example through tiered accreditation costs, differentiated accreditation processes and different levels of accreditation. The award should be light touch in terms of the registration and related processes. Local authorities and schools can also provide desirable benefits through celebration events or competitions that give employers substantial publicity, public recognition and networking opportunities, which could strengthen supply chains and improve staff retention.

Theme 3: Developing the school and careers service workforce

R11. School leadership development courses should include professional development for school leaders on involving employers in the school curriculum, particularly as part of careers education

The NPQH, the National College’s core development course for aspiring head teachers, should incorporate training on partnership working with employers across the whole school curriculum, highlighting the benefits on attainment and how employers can best enrich young people’s careers education. Ongoing professional development opportunities on the topic for school leaders and middle leaders should also be made available with the support of employers.

When we talked to school staff, the critical success factor identified in every case of successful, sustained employer school partnerships was the support of a school’s leader. Only if school leaders see careers advice and employer engagement as a priority will this attitude permeate throughout the school curriculum.

Two factors act against this: firstly, for many heads this is a low priority area because of the pressure that the school measurement and accountability system places them under; secondly the skills needed to form effective partnerships and build sustainable professional relationships – both with employers and other parties – are not core skills that are developed during a career as a classroom teacher.³⁸ This can result in employers and educators having poor initial experiences and being put off further engagement. It should be recognised that effective 14-19 Partnerships have the potential to bring a more strategic approach to employer engagement generally and Careers Education Information Advice and Guidance in particular, and suitable training could help further develop this potential.

The DfE should make addressing these issues one of the priorities for the National College for Leadership of Schools and Children’s Services. The National College is ideally placed to help school leaders understand the impact of improving careers advice and employer involvement on student motivation, aspirations, attainment and future outcomes across the curriculum by ensuring that partnership working and employer engagement constitute an element of the NPQH – the core curriculum delivered to aspiring school leaders. Employers should encourage the DfE to introduce this and support the National College in delivering it through placements and curriculum support, including workshops, networking events, talks and master classes. Existing programmes such as seconding school leaders into industry already exist; the practicality of expanding these or initiating similar schemes should be explored, and employers should be prepared to support this.

The National College already provides some development material in this area, but the large number of competing priorities means that it does not currently feature in the core curriculum, and there may not be significant demand for optional courses for head teachers or middle leaders under the current school measurement system. Although employer engagement can have a positive impact on attainment, making the changes required to do this properly may be perceived as too much of a short term risk to attainment, or other levers to raising attainment may be seen as having a greater or more directly observable impact. In recommendation R13 we outline how a change to the measurement system could drive demand for employer partnership training for secondary school leaders, and raise the status of areas such as careers and employability skills that are often marginalised under the current system.

R12. Training providers should provide relevant teacher training & development

12A. Subject specific careers education and general careers advice signposting skills should be an element of all Initial Teacher Training and included within ongoing professional development (CPD).

12B. Schools should ensure that members of staff that deliver or co-ordinate careers education or advice have sufficient up to date knowledge of local course and training provision, further sources of information and labour market trends through ongoing professional development, and that there are individuals able to engage effectively with employers.

Improving the baseline careers related knowledge and capabilities of subject teachers would allow appropriate employer input to be better planned into schemes of work to enrich the curriculum and enhance learning, and would allow careers advisors to have more of an impact in the limited time they have with students.

“When I did a careers qualification I realised that everything I said before I should have been shot for.”

Quote from an interviewee involved in implementing 14-19 strategy

Currently most teachers do not feel confident delivering relevant careers information as part of their lessons and many have little idea about how best to signpost pupils who ask for careers advice. Many teachers instead have to fall back on their own experiences and knowledge, which are often limited to academic, higher education learning pathways or outdated industry knowledge. This means students get a variable level of service which can undermine their decision making a key transition points such as making GCSE subject choices and moving on to post-16 study.

Whilst there is no expectation that classroom teachers should be ‘careers experts’, they are one of the most important influences, along with their parents or carers, on the development of young people and have a better understanding of their students’ strengths, weaknesses, aspirations and personalities than careers professionals can develop in one or two discrete sessions.

As such it is important they feel confident in signposting young people to further sources of high quality and impartial careers information and advice, and are able to enrich their own subject areas with a knowledge of the different options their courses open up. This is particularly important for the effective delivery of diplomas but has a wider application to other qualifications and subjects.

Arguably, the majority of the capability building in this area should not happen in initial teacher training; the local differences in curriculum provision, training and employment opportunities, and aspirations means that the detailed knowledge teachers need must be provided through continuing professional development (CPD) once in post. Furthermore, this sort of knowledge can go out of date quickly. However, a high level understanding of how to signpost young people effectively, an awareness of online resources, and an understanding of the careers that can follow from their subject specialism can be provided during initial teacher training, and this should be a mandatory part of training. This is particularly important in the context of the raising of the participation age where young people will need increasing support in vocational as well as general education programmes. Schools should include relevant CPD within their planning and priorities and make use of local 14-19 Partnerships to help develop this work.

Diploma resources go some way to supporting teachers with integrating careers content into lessons and are often developed with or by employers, however this is confined to older students and only one set of qualifications – readily available material that integrates into the curriculum easily is needed for younger students and other subject areas and qualifications.



In terms of employer engagement capabilities, a school's careers coordinator would seem a good candidate for supporting or managing employer relationships (contact details for the person/people with this responsibility should be clearly identified on each school's website to help employers overcome the first barrier to engaging directly with schools). The lack of a national standard, training or qualifications for careers coordinators that includes employer engagement needs to be addressed to create a common understanding of the capability that careers coordinators have. The Careers Professionals Taskforce is currently examining standards and capabilities in the careers profession – including careers coordinators and external careers advisers – and we hope they will address this issue.

Another aspect of CPD that was frequently cited by teachers and employers we spoke to was work placements for teachers (such as work shadowing or developing education programmes). The cultural awareness, sharing of expertise and the relationships this provided on both sides were seen as beneficial; employers should be ready to respond to requests for such placements. The promotional campaign we talk about can also help employers recognise that such engagement can inform young people with positive impact on recruitment and retention.

Having staff in a school with this experience could strengthen school-employer relationships, however barriers to teachers taking time away from the classroom, such as the funding consequences of 'rarely cover' policies, means that resources need to be made available for this to become a viable option. The DfE should therefore look to fund and promote a reinvigorated programme of secondments. Training in how to utilise and navigate the range of resources available would potentially help teachers in their delivery and co-ordination roles.

It should be noted (and indeed has been by training providers), however, that the anticipated enrolment rates for high quality CPD concerning careers education and advice, and training about engaging with employers may not make running such courses viable or justifiable. Schools are primarily under pressure to deliver good KS2 SAT and public examination results and school leaders are most likely to direct CPD time and funding accordingly. In recommendation R13 we outline how a change to the school measurement system would drive demand for careers related CPD in secondary schools, although this does not address stimulating demand at primary level. Funding support from the DfE could potentially make the CPD more attractive, and make such courses viable as other recommendations begin to raise interest and demand.

Theme 4: Raising the priority of careers education, information, advice and guidance in the curriculum

R13. The government should review the use of destination metrics in the school performance measurement system

The school accountability system should be reformed so that secondary schools are measured on 'lived outcomes' rather than solely on the proxy measure of attainment in public examinations. These outcomes should include the young person's longer term economic and social contribution and wellbeing by building on other governmental research, such as that undertaken as part of the regular Youth Cohort Study.

The single biggest underlying inhibitor to getting all schools to provide high quality, impartial careers education, information, advice and guidance, and getting more employer engagement is the current performance measurement system – this was cited by many of the school staff we spoke to and is well recognised by unions and increasingly acknowledged by politicians. Primary schools are incentivised to focus on 'teaching to the test' for Key Stage 2 SATs, while secondary schools are incentivised to concentrate on coaching students near the GCSE C/D grade borderline, and to encourage students to take those courses that increase the likelihood of them getting 5 A* – C grades. The sixth form funding system also incentivises schools to encourage students to remain at the sixth form, even when schools are unable to offer the full range of post-16 options.

"I know I have to be impartial, and I try very hard to be, but we need to have a sixth form."

Quote from a member of a school's leadership team

Unsurprisingly, therefore, many schools concentrate their resources more on teaching to the test at Key Stage 2, or on preparing a narrow group of students for public examinations than on preparing students for success in broader aspects of life after they leave the school. This has an impact on what professional development teachers get, how responsibilities are delegated, how curriculum time

is allocated and how remaining staff capacity is used. This may lead to schools not giving key aspects of their pupils' development the time or attention that it deserves, and may encourage schools to encourage schools to take courses based on school need rather than student need. This is not the fault of the school; as with every walk of life 'you get what you measure' and what is currently measured is exam results.

Senior education stakeholders we spoke to emphasised that this issue should not be addressed by imposing an additional set of 'tick box' bureaucracy-heavy measures on schools specifically relating to employer engagement or careers education such as how many employers have been into school, or how many hours of careers advice students get per week.

The government should instead reform the top level accountability measures for secondary schools to include longer term outcome measures as part of its forthcoming reform of league tables set out in 'The Coalition: our programme for government'. The DfE should review existing destination metrics produced by Connexions for Local Authorities, and used by the LSC to assess FE colleges, and evaluate whether these metrics are appropriate for schools, or whether alternative destination and outcome measures are needed to avoid unintended behaviours arising. Achievement at the end of compulsory education might be one metric. This is relevant in the context of the raising of the participation age as young people may end their compulsory education away from their

secondary school. It is appropriate because one of the purposes of the education they received is to prepare them to successfully make the transition. Metrics about progression into Apprenticeships and HE should be measured more consistently and given suitable weighting in school evaluation processes. Clearly there is no direct and exclusive causal relationship but the patterns of progress can be used to highlight systemic areas of strength and weakness at an institutional level. Measurement systems used in other countries should also be investigated. The DfE should also examine whether collaboration with DWP, HMRC or the Home Office could produce the raw data required for improved calculations relatively easily. The collection of data for this exercise is not something that schools should be required to undertake but could build on other governmental research, such as that undertaken as part of the

"The high-stakes performance league tables, with the serious consequences for schools of perceived failure, make them at best cautious about using professional flexibility and at worst resistant, distorting and narrowing decisions about curriculum content and pedagogy. The NASUWT believes that they are neither relevant nor effective and should be abolished."

*The NASUWT position on league tables
(from www.nasuwt.org.uk)*

*"Worryingly 70% [of surveyed teachers] felt that their school's leadership encouraged pupils to choose courses that would benefit the school's league table results **rather than meeting each pupil's long term needs...** and 49% of respondents believed there were teachers at their schools that encouraged pupils to choose courses based on benefit to their department rather than to the pupil."*

Lessons from the Front 2009 (Teach First, 2009, p32)

regular Youth Cohort Study, a biennial survey of around 20,000 young people over a two-year period after leaving compulsory education.

To help with comparisons between schools, the outcome measures could look holistically at where the young person has come from and where they travel to – i.e. at the school's true 'value add'. There are significant challenges associated with this, but in our view not insurmountable.

We acknowledge that such measures come with a time lag, however where issues emerge a school's current leader should be able to demonstrate what has changed since that cohort of students left the school. Ultimately, this change is designed to free up a school's leader to focus on what they feel is right for their students without the distraction of the over competitive league tables.

This recommendation does not address the issues caused by the current primary school measurement system, and we hope that this is considered during the government's review of how Key Stage 2 tests operate outlined in 'The Coalition: our programme for government'.

Chapter 4

So what will it be like when we get there?

How would the recommendations impact on young people, school staff and employer staff if they were fully implemented? Below, we provide brief sketches of what the experience of a typical employer, school teacher, head teacher and young person might be like in a few years time to illustrate the effect of the recommendations from their perspectives. These descriptions may already ring true to those schools and employers with strong partnerships, and to the young people fortunate enough to benefit from them.

What will a typical young person experience?

“Hi! I’m Chloe and I’m two weeks away from taking my A-Levels. Pretty scary! Still, I’m excited about the subjects I’m taking and I’m really motivated to work hard and get the grades because I know the Uni place I’ve got an offer for is exactly what I want to do.

Being a lawyer first hit my radar way back in primary school – Year 5 I guess – when the local council sent a bunch of different employees into assembly to talk about what they do and why they like it. I think I wanted to be an architect back then though after some builders did some fun projects with us.

I suppose it was as I progressed through the first few years of secondary school that I realised that architecture wasn’t for me. I remember we had a series of ongoing skills workshops in careers lessons with supermarket staff, a local engineering firm and a management consultants (still not sure what they do) that helped me gradually build a deep understanding of my strengths and weaknesses and what sort of work activities I enjoy... and they didn’t match up too well with being an architect!

Then, we had a video conference with a lawyer called Stephanie in a Year 9 History lesson on the reliability of evidence, and I realised that what Stephanie did was the sort of work I wanted to do, and was a good match to my preferences. I spoke to my teacher about it, and he pointed me and my parents towards some good internet sites, and got me an interview with the careers advisor. This all meant I chose the right courses at GCSE and A-Level, and got the right work experience, to do what I really wanted. The information on the internet was so accessible and well set out that it also opened my eyes to some of the alternatives my course choices could lead to in case it turned out that law wasn’t for me.

My parents weren't convinced at first. Whether they thought I might get disheartened if I failed or just thought it wasn't an option for families like ours I never really got to the bottom of, but my A-Level English teacher put a request out to the people that run our alumni network and they actually found someone who left the school three years ago to study law to have a web chat with me and my parents. That quickly put their minds at rest, and they've been behind me every step of the way!

Looking back, it is strange to think that I was always best at drama and dance, and although the careers my performing arts teacher talked about in our lessons sounded really exciting it became increasingly obvious that they simply weren't for me. I'm just so grateful that I didn't simply choose the subjects I was best at like my older brother did, or the subjects my best friends went for, otherwise I'd never have got an offer from one of the best law courses in the country... which reminds me – back to the books!"



What will a typical employer experience?

“I’m John, and I own a growing chain of garden centres. We’ve made a point of establishing relationships with the primary and secondary schools close to our sites – it is now an integral part of our growth strategy when we open new stores. In fact I’m about to head off to the quarterly steering group meeting at the secondary near our head office. My HR manager has just given me the latest benefits report from our education work and I’m really pleased with return we’re seeing.

Reputation in the local area is fundamentally important to my business, and the profile we get from working with schools has really helped us fend off competition from some of our big competitors. It’s not just parents we win over; the quality mark we’ve received that we proudly display in our stores, and the column inches we get in the local press gets the whole community behind us. We’re also finding it easier to attract and retain the staff with the skills we need – in fact some of the skills my younger staff have are ones we helped to develop while they were still at school! Revenues up, training costs and advertising costs down, staff satisfaction and loyalty through the roof!

I always wanted to do something with schools, more out of simple sense of duty to the community, but I didn’t know what my company could offer or how to approach schools. A friend had pointed me toward an EBPO who were helpful, but I didn’t realise they were different organisations in each region and I got confused, and that was before I’d even started to think about Health and Safety, insurance and all the other things I wasn’t even aware of! Without having much time to dedicate to this, I put engaging with schools on the back burner where it stayed.

Then I saw the national education-employer partnership advertising campaign. I phoned the helpline the very next day. It was so important being able to speak to a real person who could alleviate my concerns and concentrate on what I really needed to know, and that I knew would give me impartial advice.

The operator gave me the details of several relevant Sector Skills Councils that I could engage with (I’d never have thought of the relevance my business has to science education!) and explained how the EBPO system worked and what support they could offer. This gave me the confidence and information I needed to proceed swiftly. One of the SSCs identified subject specific options for supporting schools that would yield benefits that addressed my business issues and supported my business strategy, and gave me some materials to get me started.

We encourage staff to become governors, and this gives us a starting point for new relationships. For our existing stores, many of our partnerships came from former students working for the company. One school was even referred to us as needing input from business by the local authority.

From the information and support that was available to me I realised there was so much my business could offer to schools, but the detailed planning was really a collaborative affair with school staff and the careers advisor. We support schools with quite a few subject areas according to need, including Employability Skills, Business Studies, Hospitality and Leisure, Science, Art, Maths, Construction and The Built Environment, and so on. We try to plan things carefully so we can do site visits, subject talks and work shadowing during the quieter times of the year when we have capacity, and work experience when we need capacity, so the impact on day to day operations isn't too big.

It's all a far cry from the days when I went in to schools every now and then when I got a response to my offers and kept vowing, "Never again!" after a host of bad experiences."



What will a typical school leader experience?

“Hello, my name is Shreya and I’ve been head at my secondary school for nearly three years.

I must admit, I was apprehensive about the changes to school measurement system when they came in back in 2011 – we’d turned ourselves into quite a slick league table machine under the previous head teacher, and moving to a set of longer term outcome measures that you couldn’t influence in the same very direct way was something we’d psychologically become unaccustomed to.

Thankfully, the National College provided excellent training for me and my senior team so that we could implement the changes necessary to succeed in this strange new world, and it was very useful seeing examples of how similar schools had already made good progress. I also got some excellent training for my teaching and support staff to help them better meet students longer term needs and set up some working groups to integrate employability skills and careers information into subject lessons. Online support materials and schemes of work from employers and employer groups have been unbelievably important in allowing us to do this integration relatively painlessly.

Before long, the trepidation gave way to excitement and a feeling of liberation – we were finally free from the need to focus on short term-ist exam scores, and could instead approach developing the ‘whole child’ in whatever way we thought best.

Alongside changing the curriculum to truly embed more careers content, employability skills development and PSHE into lessons, we’ve developed some really positive relationships with employers – from local businesses to big corporates. This has been important for raising aspirations and opening our students’ eyes to the different possibilities available to them, and is an absolutely crucial part of improving our students’ long term outcomes. Attracting the occasional visiting speaker used to be a nightmare, but since the big campaign to get employers more involved, employers seem to better understand how to work with us, and my National College training and my staff who have done secondments are better equipped to work with them.

I also now employ a full time employer relationship manager who is a fully trained careers coordinator to ensure the relationships continue and improve over time through the age old cycle of delivery, evaluation, reflection and replanning in collaboration with the employers. This removes logistical distractions from myself and my teaching staff, and means I can concentrate on increasing the impact of relationships during steering groups with the employers, and identifying areas of future development, rather than getting bogged down in operational matters.

If anything I feel we are more accountable now that our student’s longer term economic and social contribution to society and their wellbeing are being measured, but that is matched by the sense of satisfaction that I and my staff get in seeing that what we do is really making a tangible difference.

The ultimate irony is that our attainment in public exams went up once we'd refocused on our students' longer term outcomes. More time spent on employability skills gave them the self discipline to study more effectively, more PE and healthy lifestyle habits boosted their abilities in the classroom, and being exposed to so many different jobs motivated and inspired them to do well and got them choosing the courses that were right for them."



What will a typical classroom teacher experience?

“My name is Mark, and I’ve been teaching science in secondary schools for about six years. Several years ago, careers education was the furthest things from my mind. Sure, I wanted to inspire my students and motivate them to continue studying the sciences, but I only really knew about the more academic careers open to science graduates and didn’t have time to go searching for resources on science careers or develop a broader awareness of the post-16 progression options available in the area. And employer engagement? It was such a headache trying to getting visiting speakers in that frankly we didn’t bother – we didn’t know how to approach companies or who to direct our queries to and after several rounds of email ping-pong we usually gave up. For me careers lessons were a half hour I simply had to bungle my way through in tutor time, having got the lesson plans passed through my door five minutes before the start.

What a difference the last few years have made. The Head made a few of us from each department go on training to boost our awareness of what careers resources are out there and how to plan them into our subject lessons, and since the media blitz about careers education and employer engagement, textbook manufacturers are starting to integrate careers information into their publications too. We also got some useful training on how to signpost effectively so that when students do ask questions about careers I feel more confident discussing local learning options and pointing them in the right direction for further help. I also understand now what the local support organisations are. Frankly, I’d never heard of EBPOs or SSCs!

Employer involvement now? Well, we’ve got four fairly in-depth relationships with employers that have been going on for a few years now – these are managed by the Head of Department and our careers coordinator. It doesn’t exactly run itself but the students get so much more out of more contextualised learning and they love the projects the employers run. One of these relationships developed out of a work shadowing scheme a colleague went on, which she seemed to get a lot from. On top of this, we have a few dozen more contacts that we use to deliver videoconferences to spice up some of the drier topics or run a couple of site visits a year. We got these through parents, alumni, EBPOs, SSCs... some visits and speakers are even included in a subscription deal one scheme of work publisher offers – and that definitely removes the headaches.

At the end of the day though, has this change been worth it? Absolutely! The students are doing better than ever – they see the point of science now, rather than seeing it as the hard subject that they might as well ditch. Our sixth form has grown and we’re getting more and more students into good science courses in good universities. I find my job more satisfying too – my professional development doesn’t revolve around the ‘C-grade’, I feel I can dedicate time to developing my students more holistically without damaging school performance, and hearing from the science orientated employers has made me feel reengaged with my subject.”



Appendices

Methodology

Our approach to collecting evidence for this review was to adopt a mixed method centred on conducting in depth, semi structured interviews with a range of stakeholders from the worlds of education and employment. These interviews were designed to build upon recent work by the Taskforce, including the paper examining the benefits of education-employer partnerships and KPMG’s survey to establish the current extent of these partnerships, and on existing literature. In conducting the literature review we are grateful for the guidance and suggestions of the Taskforce’s partners. In addition to the interviews and literature review we conducted on-line surveys of employers and young people to establish whether our findings from interviews were likely to be representative of the wider community, and to explore certain careers advice specific areas.

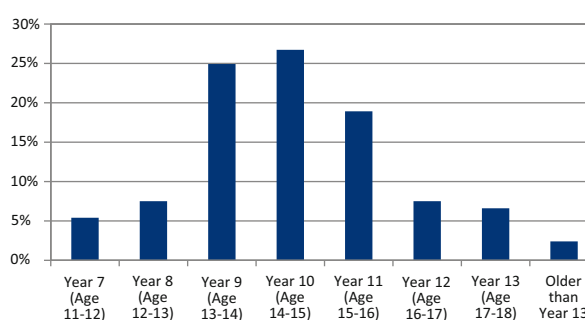
Surveys

Young people’s survey

Getting the thoughts and opinions of young people was important to determine whether young people had strong preferences that should inform the design of our recommendations, to ensure they meet the needs of young people. It was also important to get an impression for their views on employer involvement in their education and on their attitudes to careers advice and the

world of work. We designed a survey in collaboration with the b-Live Foundation, who hosted and promoted the survey. 506 responses were obtained, giving between 250 and 340 useable responses for each question asked.

Young people’s survey response profile



Demographics

Respondents came from around 120 different schools, and were mainly from the East of England (48%), the East Midlands (22%) or the South East (17%). The ages of those taking the survey were from 11 to over 18, but were clustered mainly around Years 9-11 (71% of respondents).

Limitations

The fact that respondents are likely to go to the same school as several other respondents means that many responses are unlikely to be completely independent of each other.

Response bias is also likely; those using careers websites may be those who are enthused to do so because of rich careers advice experiences in school, potentially involving more employers than normal. Many of the conclusions we draw here are therefore comparison based conclusions – i.e. the extent to which variation of exposure to employers within the respondee population causes a difference in the responses given.

Key findings

Of the 333 who told us the number of employers they remember hearing from in the last two years, 42% said they had no contact with employers, and 40% only recalled a few (1-4) being involved in their lessons. Yet, 95% of the young people surveyed agreed that they would like employers to be more involved in providing advice and guidance about careers and jobs directly to young people. This highlights a significant divide between what young people want from the careers advice experience at school and what they get.

The impact of increased employer exposure appears to have a marked effect on how young people feel about their future, and how they think about areas important to employers such as the skills required to succeed in the workplace. The table below show the percentage of respondents strongly agreeing with a number of statements. The results are split to show how those who have had greater exposure to employers feel differently to those with less exposure.

Statement	% strongly agreeing with the statement, with respondents grouped by the number of different employers respondent has received careers advice or information from			Improvement in numbers strongly agreeing with statement
	None	1 to 4	>4	
I feel confident to make a decision on my career, with the information I have	26%	23%	37%	+11%
I feel I know what I need to do to get the sort of jobs I want to do	21%	25%	36%	+15%
I have a good idea of the knowledge and skills I need for the jobs I want to do	23%	26%	44%	+21%
I am confident that I am developing the right knowledge and skills to get the sort of jobs I want to do	23%	23%	41%	+18%
I am confident that I will be able to find a good job	18%	29%	45%	+27%
I feel excited about the jobs that I could do when I leave education	34%	36%	46%	+12%

The key areas of impact of employer engagement appear to be about skills awareness and development and confidence that there are jobs available, despite the economic climate. Age appeared to have little correlation with responses to the above statements, and interestingly the proportion disagreeing with the statements above appeared to be independent of increasing employer involvement.

Employer involvement	Young people reporting this involvement	Young people wanting more of this form of engagement
Employers coming into my school/college to talk about their company	36%	55%
Employers coming into my school/college to talk about particular jobs	32%	63%
School trips to employers	22%	62%
Mentoring by employers	9%	39%
Interview practice/CV preparation tips from employers	23%	46%
Employers' video case studies, podcasts or blogs	11%	26%
Information via the internet (e.g. case studies, job descriptions, company background, career opportunities)	42%	43%
Talking to employers at careers fairs	25%	45%
None	31%	6%

While 95% of young people surveyed clearly signalled that they would like employers to be more involved with their careers education, they expressed no clear preference as to what form they get information and were positive about all the forms of engagement presented to them. The table above shows the gap between what young people get from employers in school currently against what they say they'd like; visiting speakers and trips to places of work appear particularly popular. There did appear to be gaps between what careers young people are interested in and what employers they hear from. The sectors where there appeared to be a gap between what sectors respondents were interested in and which sectors they had heard from were law, accountancy, medical science, media and property services.

Employers' survey

To get a broader view of employer perspectives on their involvement in careers activities in schools, and to check that our interview findings were representative of the majority of employers we distributed a link to an online survey through the CBI and FSB to their members. The survey, coded and hosted without cost by Lightspeed Research, was completed by 43 employers.

Limitations

This sample is likely to be subject to response bias, with employers that feel particularly strongly about this area being more likely to complete it. Statistically, the sample size is relatively small, and gives rise to quite wide confidence intervals. The figures given below should therefore be taken as indicative rather than as conclusive evidence, but when taken alongside the corroborative findings of the interviews and the literature review should not be lightly dismissed.

Demographics

The 43 respondents were spread across all sectors, with manufacturing and engineering organisations providing the most responses (13 responses). The majority of respondents were either senior management or board level staff. The remainder were staff with responsibility for engaging with schools or middle managers. The respondents were from employer organisations of all sizes, with medium sized (101-1000 employees) organisations being the most represented with 17 responses. The respondents were also very evenly spread across regions, with organisations operating in Northern Ireland and the North East the least represented (9 responses each), and the South East the most (17 responses).

Key findings

63% of respondents said they were involved in providing CEIAG activities for young people. A wide range of activities were undertaken, with work experience, speaker visits, careers fairs and interview practice being the most common activities by a small margin. In line with the CBI's findings, only about a quarter of the organisations we surveyed engaged with primary schools. The dominant reason given by organisations not working with primary schools was that they only had limited resources to allocate and had to prioritise.

Most respondents (81%) did this work primarily to support their CSR agenda, but staff development, recruitment, brand image and wider industry benefits were also commonly identified reasons. Around 70% felt their organisation was achieving its goals to some extent, with only 15% feeling they were not benefiting.

Over 90% of respondents agreed that employers should take a role in providing careers advice related activities to young people, and over 80% were satisfied with the benefits they got from working with schools. Employers were less positive about the current state of careers advice in many schools: no respondents agreed that they thought schools had a strong understanding of the jobs market, only 10% believed young people got good careers advice from careers professionals and only 14% believed that the advice was impartial.

Despite the downturn nearly half (48%) of the organisations believed they had increased their involvement in schools over the last 2 years, and around half (44%) had aspirations to do more.

The three main barriers facing organisations already engaged with schools, and who wanted to do more, were bureaucracy, the disinterest of schools and not knowing how to engage with schools. This differed from those currently engaged but not wanting to increase their involvement; the three main reasons given in this instance were a feeling that they were already doing enough, and the bureaucracy and expense involved. For those organisations not engaged with schools in providing careers advice activities, the main reason was that they did not have clear channels to enable them to build new relationships with schools and their pupils or know who is interested in working with them; 7 out of 11 said this was a 'major factor'.

Opinion was strongly divided about how effective different channels were at facilitating contact with schools. In general however, direct contact, parent contacts and existing relationships were seen as the most effective route; employer bodies such as chambers of commerce were seen as fairly effective; and EBPOs split opinion fairly evenly between quite effective and quite ineffective.

When asked to suggest the three forms of support they would find most useful in supporting their work with schools, the dominant themes of response were:

- better, clearer communications channels with the world of education, and support building relationships (9 related responses).
- schools asking for support from them (8 related responses).
- external support linking their work with the curriculum and dealing with other management issues (7 related responses).
- funding/incentives (6 related responses).

School's survey

To get a broader view of school staff perspectives on employer involvement in careers activities, and to check that our interview findings were representative of the wider school system we produced two surveys for schools: one for primary schools and one for secondary schools, with only minor variations to ensure that questions were relevant and used the right language. The survey, coded, hosted and distributed without cost by Lightspeed Research, produced 77 usable responses.

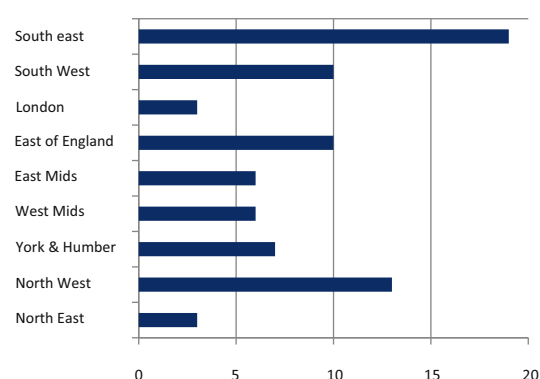
Limitations

Like the employer survey, this sample is likely to be subject to response bias, with schools doing more in this area being more likely to complete it. Statistically, the sample size is again relatively small, and gives rise to quite wide confidence intervals. The figures given below should therefore be taken as indicative rather than as conclusive evidence, and considered alongside the corroborative findings of the interviews and the literature review.

Demographics

We had responses from 42 primary schools, with 22 of those completing the survey occupying senior leadership positions and the remaining 20 comprising teaching and support staff. 35 secondary schools responded to our survey, and only seven of those who completed the survey had no direct responsibility for careers or employer engagement at the school. The schools were from across all regions of England (see chart to right), and a mix of rural and urban locations.

Schools survey responses by region



Key findings

50% of the primary school respondents said their school involved employers in providing information, advice and guidance (IAG) to its pupils. In contrast only four of the secondary schools did not involve employers in IAG activities. Of those primary schools involving employers in guidance related activities, the activities where levels of employer engagement were deemed most sufficient were: mentoring, providing inspirational role models; numeracy and literacy support; and, delivering sessions to improve employability. This stands in contrast to secondary schools where activities such as interview skills, careers fairs, site visits and contributing to careers library resources were prevalent.

Primary school felt there were not enough opportunities to hear from visiting speakers or visit workplaces, while secondary schools also wanted more subject specific involvement from employers and more inspirational role models.

Primary school senior leaders estimated that an average of only 3.6 employers had been involved in IAG activities in the last two years, with 76% of the primary schools reporting under 20 hours of input per year (the remainder saying this added up to 21-50 hours per year).

Two thirds said the level of involvement had remained stable over the past two years, with two saying there was a slight decrease and the remainder not being sure. Only a third thought they had the right level of employer engagement, and none thought there was too much.

Secondary school respondents reported an average of 25 employers being involved in IAG activities over the last two years (leaving aside one outlier which reported around 350 employers being involved), and this amounted to a greater number of hours invested: seven schools reported 21-50 hours of contact, two reported 51-200 hours and one school enjoyed over 500 hours of input from employers per year.

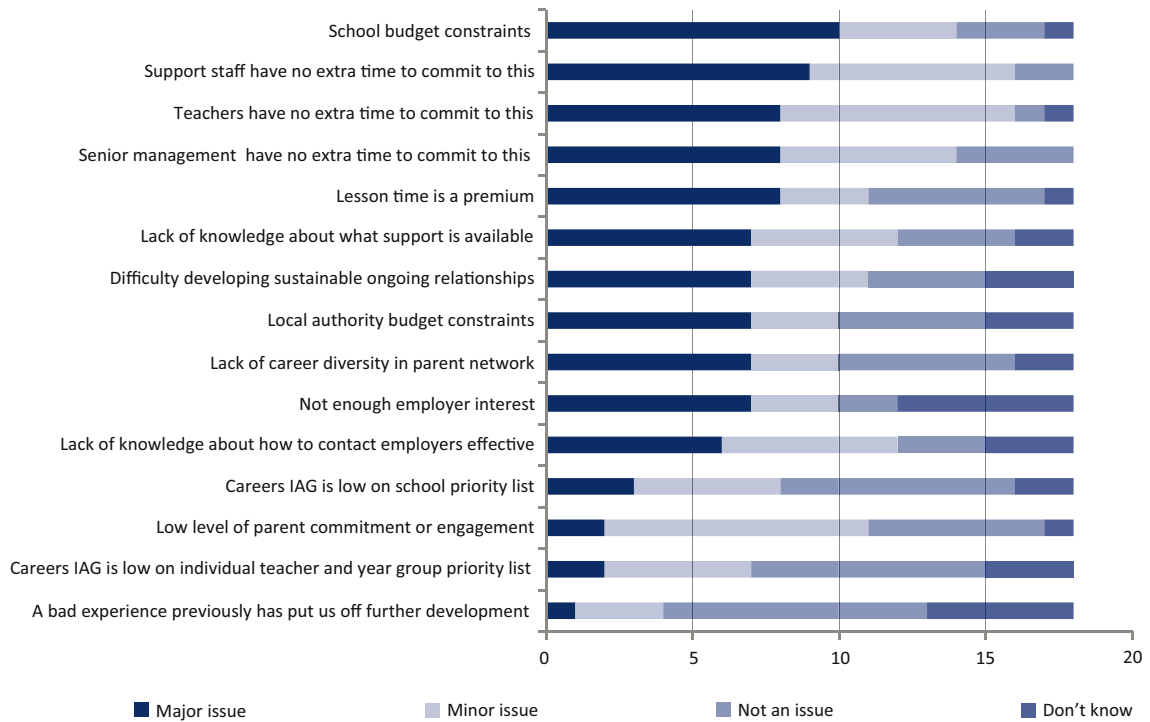
Half of secondary schools said this situation was unchanged over the last two years and 30% said there had been an increase. 90% wanted more involvement from employers.

37% of secondary schools found brokers such as EBPOs were the most effective way of establishing contact with employers, with employer groups (32%) and contacting employers directly (32%) also seen as very effective. The inference, of course, is that the majority of schools do not find these, or any other ways of establishing contact with employers, as very effective. Local authorities were seen as the least effective route to engagement. Primary schools appeared to find it even more difficult – parents were seen as the most effective way of getting in touch with employers, although this route was still only viewed as very effective by 22% of schools.

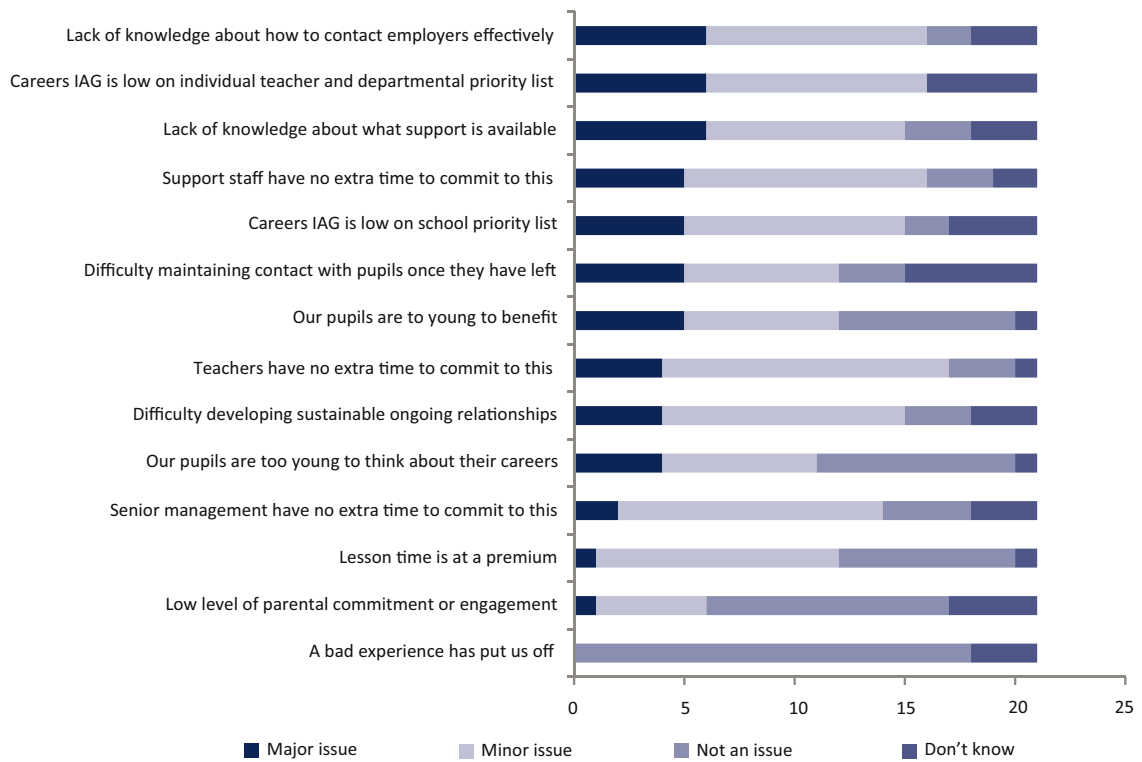
On the sustainability of relationships, primary schools gave themselves an average of 3 out of 10 for the sustainability of their relationships with employers, with six respondents saying that they start from scratch whenever they want to get an employer in. Secondary schools appear to forge longer term relationships, awarding themselves an average of 6.7 out of ten, with two saying that employer involvement is integrated within the curriculum and planned and agreed well in advance.

The barriers to increasing employer engagement varied depending on whether the school already was involved with employers and whether the school was primary or secondary. The charts below show the barriers to engagement from the point of view of school staff who replied to the survey.

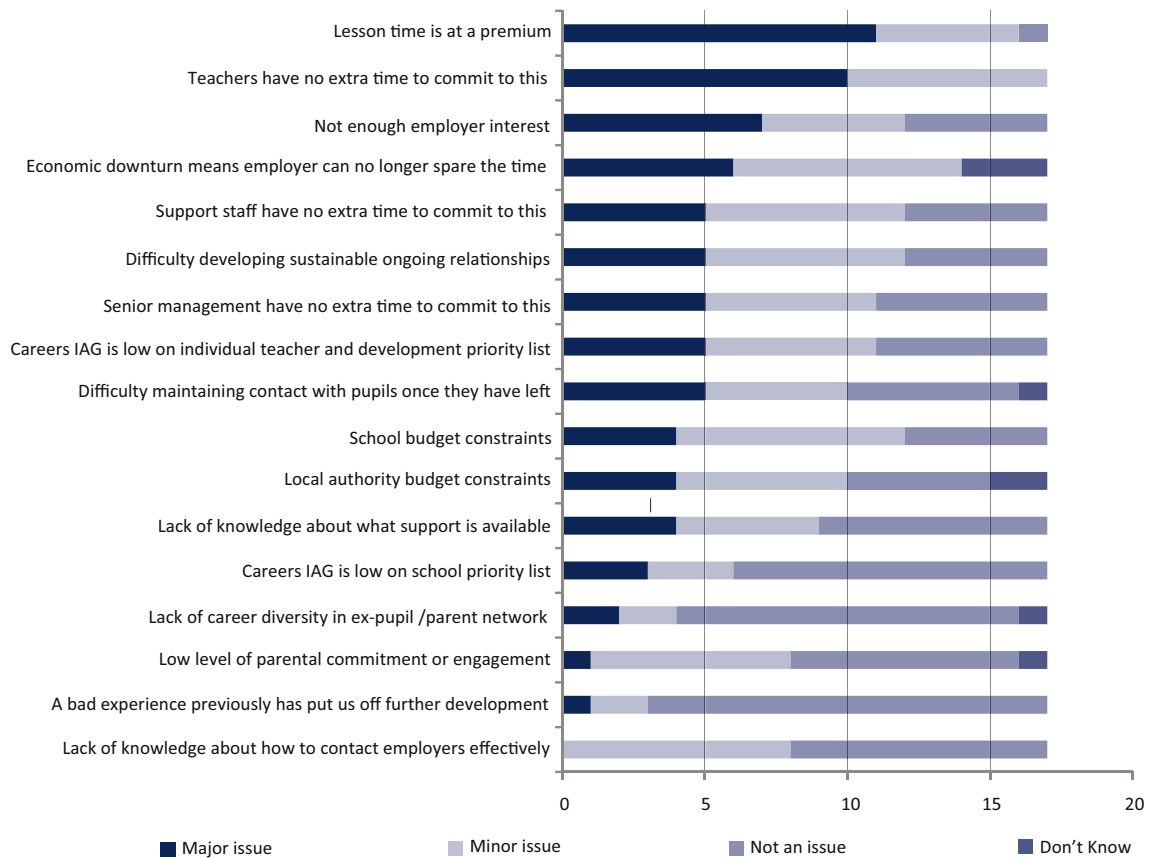
Barriers preventing engaged primary schools from increasing the involvement of employers



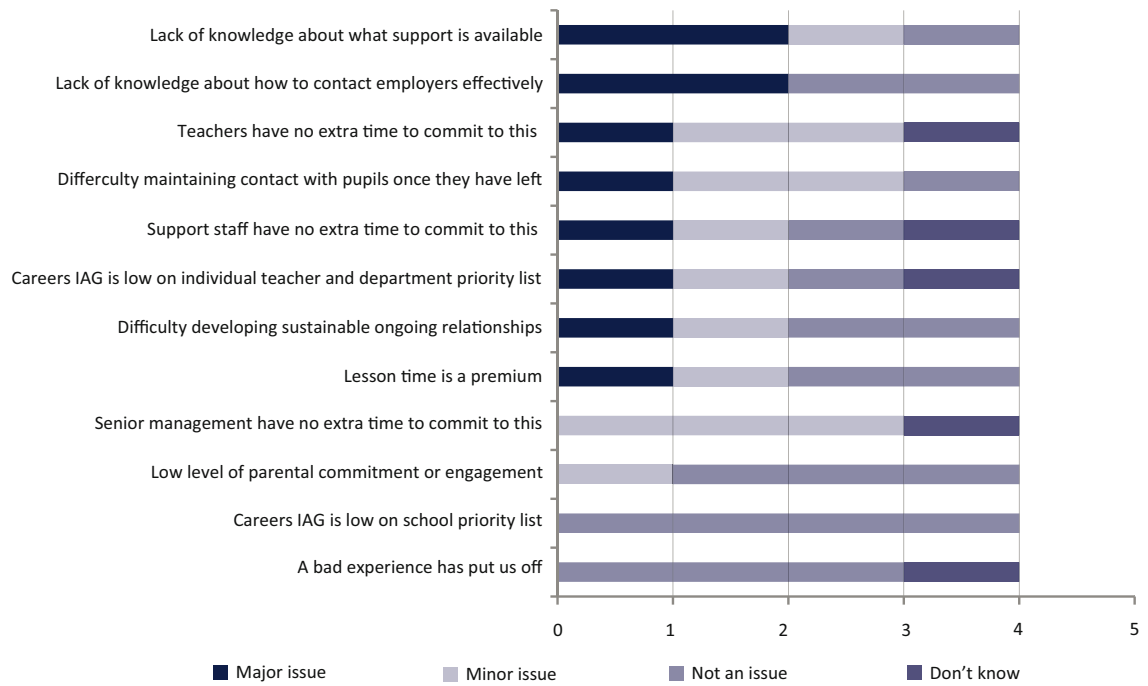
Barriers preventing unengaged primary schools from getting employers involved in IAG activities



Barriers preventing engaged secondary schools from increasing involvement of employers



Barriers preventing unengaged secondary schools from getting employers in IAG activities



Interviewees

We are grateful to the following people and their organisations for giving up their time to speak to us and providing their insights.

Organisation	Name	Role
Allen & Overy	Caroline Linder	Recruitment Manager
Allen & Overy	Emma Shaw	Pro-Bono and Community Affairs Officer
Allen & Overy	Jane Masey	Diversity Manager
Alliance of Sector Skills Councils	John McNamara	Chief Executive
ASCL	Dr John Dunford	General Secretary
ASDA	Sarah Dickens	Retail People Director
Association for Careers Education and Guidance	Sue Barr	President (at ACEG meeting)
Beverley Grammar School	Lester Jones	Careers Coordinator
B-live	Tanja Kuveljic	Managing Director
Branston Community College	Jan Campbell	Deputy Headteacher
Branston Community College	Julie Thompson	KS3 Student Support Officer, Careers and Work Experience Coordinator
Branston Community College	Clare Moore	Head of Lower School (Yr 7-9)
Branston Community College	Linda Blagrove	Head of Upper School (Yr 10-11)
Branston Community College	Val Abram	Director of Vocational Studies
Branston Community College	Hilary Baxendale	Travel and Tourism Coordinator
Branston Community College	Marina Bell	Head of Business Studies
Branston Community College	Jo Turner	Vice-Principal Branston Community College

Organisation	Name	Role
Branston Community College	Year 10/11 students (x7)	Discussion of aspirations and awareness
British Chamber of Commerce	David Frost	Director General
Bsix Sixth Form College		Principal
BT	Peter Butler	Director of Learning, BT Group
Business in the Community	Peter Lambert	Deputy Chief Executive
Career Development Organisation	Jefferey Defries	Chief Executive Officer
CBI	Richard Waine	Policy advisor, education and skills
Clapton Girls Technology College	Nicole Van Stayen	Learning Assistant – Applied Learning
Connexions Hackney	Rachel Tedesco	Team Leader
Connexions West of England	Dave Firmin	14-19 Implementation Coordinator
CWSP	Fran Downes	Careers Coordinator
Deloitte	Heather Hancock	Business Mentoring Champion, Partner
Deloitte	Cathryn Bailey	Parasport Sponsorship Manager
Deloitte	Simon Wakefield	Partner
Denne Construction	Zoë Dalton	Project Training Coordinator (at ACEG meeting)
Department for Children, Schools and Families	Iain Wright MP	Parliamentary Under-Secretary
Department for Education	Cathy Christieson	Head, School Performance Data Unit (at Teach First meeting)

Organisation	Name	Role
Department for Education	Tom Goldman	Report Card Programme Director, School Performance Data Unit (at Teach First meeting)
Department for Education	John Edmunds	Employer and External Relations Division
East Ridings Integrated Youth Support Service – Connexions	Maureen Kelham	Connexions Curriculum Adviser
e-Skills UK (SSC)	Debbie Forster	Schools and Young People Programme Manager
Experian	Don Robert	Chief Executive Officer
Federation of Small Businesses	Matthew Jaffa	Skills and Training Adviser
Ford	David Cayton	Projects Manager, Education and Community
Future First	Jess Cordingly	Managing Director
Gordano School	Tessa Piper	Classroom Teacher
Gordano School	Justin Humphreys	Head of Diploma Learning & ICT Faculty
Gordano School	Lisa Gardner	School's Connexions adviser
Gordano School	Debbie Crosby	Careers Coordinator
Hackney Borough Council	Rita Krishna	Cabinet Member for Children's Services, London Borough of Hackney
Hays Recruitment	Jenny Ward	Company's school programme coordinator
HMRC	Eileen Finnegan	Corporate Responsibility and Diversity Unit
Humber EBP	Helen Wilson	East Riding Area Manager
Humber EBP	Anne Shaw	LMI Development Manager

Organisation	Name	Role
Inspire! Hackney EBP	Kita Jiwana	Deputy Director
Institute for Careers Guidance	Dr Deirdre Hughes	President
Institute for Employment Research, Warwick University	Professor Jenny Bimrose	Professorial Fellow
Institute for Employment Research, Warwick University	Dr. Sally-Anne Barnes	Senior Research Associate
KPMG	John Griffiths-Jones	Chairman
Learning Trust	Nehar Parvveen	14-19 Project Officer
Learning Trust	Frankie Fox	Careers IAG consultant
Learning Trust	Helen McNulty	14-19 Strategy Co-ordinator
Lent Rise Primary	Brenda Bigland	Head Teacher
Lincolnshire Co-operative	Margaret Sharman	Business Enterprise Co-ordinator
Linklaters	Lynn Dalton	CSR Education Coordinator
LSC	Annie Hall	Senior Policy Manager, 14-19 Provision and Attainment
Manchester Academy	Jane Delfino	Director of Enterprise and Internationalism
Manchester Academy	Cathy August	Head Teacher
Marks and Spencer	Kay Jones Wolsey	Group Head of Recruitment
Microsoft	Emma Knights	Talent Acquisition Lead
NASUWT	Darren Northcott	National Office, Education

Organisation	Name	Role
National College for School Leadership	Ron Newey	IAG Lead
NCB	Barbara Hearn	Deputy Chief Executive
Partnership Solutions	Peter Thompson	CSR Education Business Links (at ACEG meeting)
Rolls Royce	Helen Bishop	Head of Community Relations
Rolls Royce	Charles Blundell	Director of Public Affairs
Rothschild	Anthony Salz	Executive Vice-Chairman
Royal Navy	Captain Mark Davis-Marks	Naval Recruiting
Sheffield Hallam University	Kate Bellingham	National STEM Careers coordinator
SHM Productions Ltd	Rose Dowling	Consultant
South Eastern Railway Limited	Eugene McCarrick	Vocational responsibilities (at ACEG meeting)
South Norwood Academy	Andrew Dean	Head of Economic Wellbeing
South Norwood Academy	Margaret Aniemeka-Taylor	Work related learning lead
Stoke Newington School	Barbara Bouman	Careers, Work Related Learning and Enterprise Manager
Sutton Trust	James Turner	Director – Projects, Policy and Operations
Teach First	Sonia Blandford	Director of Research and Development
The British Army	Lieutenant Colonel Eilean Cunningham	Education, Recruitment Group
The Learning Trust	Yvonne Servante	Deputy Director Learning & Standards

Organisation	Name	Role
The Liberal Democrats	Sam Cannicott	Education and Families Adviser, Liberal Democrats
Tower Hamlets EBP	Mike Tyler	Chief Executive Officer
TUC	Tom Wilson	Director, UnionLearn
UKCES	Chris Humphries	Chief Executive
Universities UK	Professor Steve Smith	President
Waseley Hills High School	Bridie Newman	Assistant Headteacher
Wates	Julia Tyson	Group HR Director
Wellcome Trust	Professor Derek Bell	Head of Education
Westminster Academy	Daniel Smith	Assistant Headteacher
Westminster Academy	Members of sixth form (x6)	Discussion of VISA CV clinics and mock interviews
Westminster Academy	Mark Reddington	Director of ICT (11-18), school liaison with VISA
Westminster Academy	Jonathan Giles	Internship Programme coordinator
Westminster Academy	Year 10 students (x14)	Discussion of Internship Programme
Westminster Academy	Year 11 students (x2)	Discussion of HMRC mentoring scheme

Notes

- 1 Where 'government' is the recommended implementer, this should be taken to mean the Department for Education, working with BIS and other departments where this is required for effective implementation.
- 2 CPD: Continuing professional development.
- 3 Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions, 2009, p73 <http://www.cabinetoffice.gov.uk/media/227102/fair-access.pdf>
- 4 Inspiration and aspiration: realising our potential in the 21st century, Skills Commission, 2008, p37 http://www.employersforapprentices.gov.uk/docs/research/Research_1_502.pdf
- 5 Skills for Jobs: Today and Tomorrow, The National Strategic Skills Audit for England, 2010, p2 http://www.ukces.org.uk/upload/pdf/NSSA_Volume%201_FINAL_BOOKMARKED_110310.pdf
- 6 Quality, Choice and Aspiration, A strategy for young people's information, advice and guidance, 2009, p30 <http://publications.dcsf.gov.uk/eOrderingDownload/IAG-Report-v2.pdf>
- 7 Careers advice is part of the devolved functions of Wales, Scotland and Northern Ireland, which run an all-age careers service in contrast to the separate careers services for young people and adults seen in England.
- 8 Although Connexions are a key stakeholder group in providing careers advice, their capacity to become significantly involved in improving employer involvement is currently limited.
- 9 This diagram represents the structure of the English system. Whilst the structure of the systems in Northern Ireland, Wales and Scotland are comparable, each system has some differences to the diagram depicted above.
- 10 IEBE Award for Education Business Excellence quality standard criteria, IEBE <http://www.iebe.org.uk/index.php/quality-and-professional-development> Accessed 09/04/2010
- 11 for Commissioning and Funding Education Business Partnership Services in 2010 -2011, DCSF, 2009 http://www.dcsf.gov.uk/14-19/documents/EBPO_Funding_Guidance.pdf Accessed 09/04/2010
- 12 Institute for Education Business Excellence/Edge/Business in the Community (2007), Raising the bar and removing the barriers – what employers can offer education, 5-6
- 13 Quality Standards for Young People's Information Advice and Guidance, DCSF, 2009 http://www.cegnet.co.uk/files/CEGNET0001/ManagingCEG/QualityStandardsforIAG/quality_standards_young_people.pdf
- 14 See, for example comments by Sir Stuart Rose in November 2009 and Sir Terry Leahy in October 2009 <http://www.personneltoday.com/articles/2009/11/24/53125/ms-chief-sir-stuart-rose-says-school-leavers-not-fit-for.html> <http://news.bbc.co.uk/1/hi/8306013.stm>; The Bullock Report (1975), paragraphs 1.1 – 1.3 <http://www.educationengland.org.uk/documents/bullock/bullock01.html>;
- 15 Education and skills survey 2010, CBI, 2010, p20
- 16 Interview with Director, FTSE100 Company
- 17 Interview with Director, major UK company
- 18 'What is to be gained through partnership?' Education and Employers Taskforce (2010) p27-36 <http://www.educationandemployers.org/media/5807/eet03%20what%20is%20to%20be%20gained%20through%20partnership%20-%20final%20draft.pdf>
- 19 Youth Voices on Employability, Edge Learner Forum, 2010 p15
- 20 Youth Voices on Employability, Edge Learner Forum, 2010 p7 p16
- 21 Youth Voices on Employability, Edge Learner Forum, 2010 p6, p8
- 22 p5 'What is to be gained through partnership?' p13
- 23 Edge annual programme of stakeholder research: business in schools, Edge Foundation, 2010, p14 <http://www.edge.co.uk/media/uploads/Downloadable/386ed159-5406-4cc2-91dd-b062291f606b.pdf>

- 24 See appendix, see also The Talent Challenge - A Report from the Talent and Enterprise Taskforce, 2009, p24 <http://publications.dcsf.gov.uk/eOrderingDownload/00871-2009BOK-EN.pdf>
- 25 DCSF RR075 <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR075.pdf>
- 26 p24 The Talent Challenge - A Report from the Talent and Enterprise Taskforce, also in our own interviews.
- 27 'What is to be gained through partnership?' p5
- 28 'What is to be gained through partnership?' p16
- 29 Our interviews.
- 30 'What is to be gained through partnership?' p6
- 31 What is to be gained through partnership?' p24
- 32 KPMG's survey of 151 schools found 45% of primary schools have no relationship with employers, and 26% of secondary schools have no relationship with employers other than work experience (taken from Evaluation of Education and Employer Partnerships, March 2010).
- 33 Connexions Direct shows a year on year increase in traffic, averaging 135,145 visits per week (Jan-09 – Mar 09), and membership style websites can have significant user bases; B-Live.com for example has over 200,000 registered users.
<http://www.dcsf.gov.uk/everychildmatters/publications/documents/connexionsupdatejanmar2009/>
- 34 See for example futurefirst.org.uk an online and offline alumni network service; horsesmouth.co.uk online mentoring; the mature-ip.eu project on LMI sharing; and Careers Constructor a user-centred careers site being developed by Kent and Medway Connexions.
- 35 Volunteering – the business case, City of London, 2010, Chapter 2 www.cityoflondon.gov.uk/NR/rdonlyres/31FD45CA-3553-4584-A2EB-6A5D33CCD718/0/Volunteering_The_business_case2.pdf
- 36 For the current employers guide please see www.employers-guide.org
- 37 For details of the National Council for Work Experience's quality award please see: http://www.work-experience.org/ncwe.rd/qualitymark_100.jsp
- 38 KPMG research found that around 60% of schools find establishing partnerships with employers difficult or very difficult (see Evaluation of Education and Employer Partnerships, KPMG, 2010).

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