

# Raising the bar and removing the barriers

## *What employers can offer education*

### 1. Executive Summary

---

#### 1.1 Introduction

For all the debate about standards in education, there is a good measure of agreement about the personal attributes young people should develop in their time at school or college. Resilience, teamwork, communication, problem solving, enterprise, creativity, the ability to learn – these are all needed in further and higher education, at work and in day-to-day life.

There has also been a growing realisation that attributes such as these can be developed both inside and outside the classroom.

More than at any time in living memory, employer engagement is seen as a vital dimension of the effective education and development of young people in a rapidly-changing global economy. Activity has grown rapidly and attitudes are much more positive than previously. The majority of employers and schools understand the benefits of working together and are keen to do more in the future. Vast numbers of employers now have links with schools and colleges and there is evidence of good and innovative practice across the whole curriculum and all age groups. Moreover, some employers also reach out to the education sector by offering leadership and management development programmes for head teachers and principals, and coaching for teachers and lecturers.

On the other hand, there are several considerable challenges:

- *Limited involvement.* Many employers' involvement in education is limited to providing work experience placements. Other forms of work-related learning are less well known – and employers (especially small businesses) are unaware of the range of other ways they can become involved.
- *Disparity of success and standards.* Work experience gets mixed reviews: it works for some young people and not for others. Local structures and services take a variety of forms and have developed at different speeds: this provides flexibility to meet local needs, but also means some areas lag behind the best.
- *Low priority.* For many schools, employer engagement is still not a priority.
- *Lack of direction.* Until now, there has been no clear employer engagement vision or strategy at a national level.

#### 1.2 What we did

Edge, the National Education Business Partnership Network and Business in the Community came together to look for ways of getting more employers more involved in education, more often and more effectively. We talked directly to employers, young people, teachers, lecturers and other professionals. We carried out surveys and hosted focus groups. We commissioned essays from experts. We analysed public policy – past, present and future. We built up a large body of evidence and tested our ideas through extensive consultation.

This report brings all of our ideas together



FRESHMINDS

### 1.3 Our proposals

If we are to unlock the talent of the large majority of our young people and equip them with motivation, aspiration and abilities for future work and life, we have to make a quantum leap in the level and quality of employer engagement. We have to 'raise the bar' substantially and set an expectation that all employers will support the education and development of young people. Our findings show that the time and conditions are right for this, so long as we recognise the limits on how much time and energy any one employer can commit.

If the bar is raised and a new height is to be reached we have to make it both far easier for employers to be involved and more beneficial for education and young people. This will involve taking what works now, making it work even better in the future, and being ready with imaginative new solutions.

To achieve this we believe five things need to happen:

- A greater awareness is needed of the importance of employer engagement in education. Educators, employers, parents and students all need to know about the many extraordinary and exciting ways in which this can be done. A sustained, employer-driven national campaign is absolutely essential. It should explain what employers do, why, and how young people and their teachers benefit from contact with employers.
- The capacity of all schools and colleges to engage with employers needs to be improved. Senior staff must have the necessary responsibility, experience and training to ensure employer engagement becomes an integral part of the whole school curriculum.
- A local network of high-quality, generalist intermediaries needs to be in place to build capability. This network should be developed from the existing EBP network and should be able to understand what schools and colleges need, what employers can offer and how to bring the two together.
- A new web-based tool is needed to host, encourage and improve the flow of information between education and employers. Information is the lifeblood of an effective marketplace: a transparent platform for feedback from schools, young people and employers is essential in capturing and sharing good ideas. By taking advantage of technology only recently available, this tool will add value to local partnership arrangements, not replace them. The tool can also operate as a place where employers can sign up, pledging as little as an hour or as much as a fortnight each year, so that schools and EBPs can see how much time has been committed to an education "time bank" and plan activities around this.
- Young people should be given greater influence and involvement in planning, shaping and improving employer engagement in education. This is about their future, and they have a right to be involved.

## 2. Where we want to get

---

### 2.1 Our vision

We propose a new vision for employer engagement in education to improve young people's:

- Motivation to learn, by increasing the relevance of learning
- Aspiration, through a better understanding of work and careers
- Ability to succeed, by improving skills such as enterprise and teamwork
- Readiness for work.

This should be achieved through better employer provision of:

- Opportunities for all young people to learn in new and different ways
- Context – showing how subjects learnt at school connect with the wider world
- Support for teachers, lecturers and everyone involved in running schools and colleges.

This provision should be designed to meet the most pressing needs:

- At different stages of life (both young people and adults)
- With different curriculum priorities (e.g. literacy, numeracy, enterprise) and within specific qualifications (e.g. Diplomas)
- In particular geographic areas (e.g. where there is a history of underachievement or low aspiration).

### 3. Where are we now

---

Our research identified a number of key issues which are summarised below. Further information about our research is set out in Annex's 1-5, and can be explored on the Edge web site: <http://www.edge.co.uk/docs/listens/eep/>.

#### 3.1 Key Findings

##### 3.1.1 Clear Benefits

All parties benefit when employer involvement in education is done well. Young people, teachers, lecturers, heads, principals, parents, QCA and Ofsted all report real and tangible benefits. Our surveys indicate that 74 percent of all employers and 98 percent of school personnel see a mutual benefit from employers engaging with education.

##### 3.1.2 Potential for growth

Everyone has an appetite for more – as long as it is done well. Over half of employers (53 percent)<sup>1</sup> rated themselves more willing than not to engage with education, with over a quarter of employers (28 percent) describing themselves as very willing.<sup>2</sup> From the schools we interviewed the results were even more pronounced: over three quarters (78 percent) were more willing than not and nearly a third (29 percent) were very willing to engage with employers more than the required minimum. Almost a fifth of schools (17 percent) could not be more willing to engage employers!

##### 3.1.3 Broadening awareness

Employers don't know about the full range of opportunities for getting involved – the majority may know of work experience, but there's tremendous potential to get them involved in other things as well. Over half (52 percent) of employers rated their knowledge of opportunities to engage with education as 5 out of 10.

Participation is currently concentrated in a few traditional activities. Funders have tended to concentrate on a narrow range of targets and outcomes (mainly work experience for young people aged 14-16, and professional development placements for teachers), rather than promoting overall growth in employer engagement across the curriculum.

Some schools and most colleges have made fantastic use of work-related learning (WRL) to support the wider curriculum – others give it a low priority and don't integrate it sufficiently. Employer engagement tends to focus on work experience, day visits (which 70 percent of schools have engaged in), career fairs (68 percent school attendance??) and career days (which 67 percent of schools and colleges have engaged in).

In the eyes of employers, the resounding message is that what they do is limited in breadth and scope of participation. Work experience tends to eclipse wider WRL activities, with 48 percent of respondents having undertaken it in comparison to 29 percent who have been on day visits to schools/colleges and only a quarter who have attended career fairs.

---

<sup>1</sup> Q12 = question 12 in our survey: for further details, please see the Annexes.

<sup>2</sup> "More willing than not" registered as 6 or above on a 1-10 scale where 10 is 'extremely willing'. "Very willing" constituted a rating of 8, 9 or 10. Unless otherwise stated all numerical ratings are on a scale of 1-10.

### 3.1.4 Publicising success

A huge amount of employer engagement already takes place and there are many excellent examples of innovation and good practice – but in the past, these haven't been publicised or widely shared. 57 percent of businesses interviewed had not heard of their local Education Business Partnership: given the value which EBPs add (see section 3.1.6, below), this suggests a need to raise awareness and EBPs' visibility.

### 3.1.5 Streamlining interaction

Educators and employers need to understand how to communicate to avoid unnecessary frictions. Language and culture create barriers – employers don't understand today's curriculum and qualifications, and schools often don't understand the pressures faced by employers. Repeatedly the focus groups identified the jargon of business and the terminology of education as alienating each other, not to mention students.

Success relies on good planning and excellent customer care. Employers can rarely help at short notice, and business pressures mean many can only help occasionally or for a few hours at a time. The employer focus groups highlighted that businesses appreciate feedback and want to know that when they phone a school or college, someone will return their call within a few hours. Where schools and colleges understand all this, employers are often happy to be approached a second time.

Two thirds of employers preferred to have a single point of contact in their dealings with a school or college. 65 percent thought that employers should deal directly with schools and colleges, though this figure needs to be treated with a degree of caution: given that over half of the employers in our survey had not heard of their local EBP, it is probable that they do not understand the benefits EBPs add to education/business relationships. Some schools and most colleges do manage their own relationships with employers and 78 percent of schools have a dedicated coordinator responsible for employer engagement<sup>3</sup>: this involves working directly with employers and/or liaising with EBPs and other education business link organisations.

### 3.1.6 Quality of intermediaries

High quality intermediaries play a vital role in finding employers, discovering and explaining the needs of young people, teachers and lecturers, mediating between these groups, and capacity-building. They also understand how to protect the health, safety and welfare of young people, and manage effective programmes for checking placements and other forms of employer engagement.

Employers are divided in their attitude to intermediaries, viewing them equally with enthusiasm and ambivalence (both with 43 percent). The larger the firm, the more likely they are to appreciate a broker's usefulness.

Furthermore, employers with experience of working with EBPs are –

- Four times as likely to be extremely willing to engage with education<sup>4</sup>
- Four times as likely to feel very informed about engagement opportunities<sup>5</sup>
- Five times more likely to partake in exchange programmes
- Seven times more likely to engage in CV writing workshops

---

<sup>3</sup> There was a considerable dip in the schools with a coordinator in the North East (67percent).

<sup>4</sup> "Extremely willing" here signifies a rating of 9 or 10 on a 10 point scale rating an employer's willingness to realistically engage with education.

<sup>5</sup> "Very informed" here signifies a rating of 8, 9, or 10 on a 10 point scale of how informed an employer feels about opportunities that exist for you to engage with education where 10 is "fully informed".

- Nearly eight times more likely to host work-placements for teachers.

For large employers, who may have a number of different educational bodies approaching them all the time, a brokering service may be the best way of streamlining communication. Although large employers were the most supportive of direct contacts with education (77 percent), a third of them strongly agreed that intermediaries could make the employer engagement more efficient. This was more than twice that of the strong support amongst medium sized employers.

Micro and small businesses are the backbone of British industry. They constitute a considerable majority of businesses in the UK and are actually and potentially a major source of support for education. Nearly half (48 percent) of micro businesses are either undecided or can't speak about the usefulness of intermediaries, and a fifth of small businesses see them as unhelpful; these both represent major challenges for employer engagement (see 'Reaching everyone' below).

EBPs work in a particular geographical area. There are also organisations which specialise in a particular field or curriculum area, such as science, engineering or enterprise. The range of organisations offering services facilitates choice and personalisation but is also a potential recipe for confusion about who does what, where and how well. The focus groups produced a variety of answers to what a brokering service would look like, but the key need was repeatedly a clarity of offer, function and remit.

### 3.1.7 Improving work experience

This is the biggest work-related learning programme by far – as was evidenced in the interviews and focus groups – but is also an area where opinions are polarised. According to our focus group research, some young people say it is wonderful, bordering on life-changing. Others say their work experience was dull and uninvolved.

For many schools it's often a low priority, with little preparation in advance of work placements and little – if any – proper discussion afterwards, to draw out lessons learnt.

Many employers are unhappy that young people aren't given the right preparation for work experience, and that potential benefits are being missed: this is often the reason employers stop providing placements. Employers, teachers and lecturers need help to get it right first time, every time.

### 3.1.8 Local tailoring

There is variety between local areas, and services need to reflect this. The need is being driven by schools; over 90 percent of schools would prefer to work with local employers. The response from employers was more muted as just under two thirds (62 percent) would opt to work with schools local to their business. Across both schools and employers there was a strong correlation between the desire to work locally and the perceived importance of employer engagement to the local economy.

### 3.1.9 Reaching everyone

There is a challenge to reach businesses of under 10 employees; 8 percent of these did not agree that a mutually beneficial relationship could exist between employers, schools and learners, and over a quarter (28 percent) were in two minds about the possibility of a win-win situation in which all partners benefit from working together.

This challenge is one of information. Micro businesses were the least likely to be aware of opportunities to engage with education with over a third (38 percent) rating their awareness very poorly.<sup>6</sup> This proportion drops by 10 percent for businesses between 10 and 49 employees (a 'small' business) and to falls to a mere 4 percent for 'medium' businesses (those with 50-250 employees). Lower awareness relates directly to lower levels of willingness to engage with education.

### 3.1.10 Political support

Central government is now taking the issue of employer engagement very seriously and the pace of change is accelerating. In 2007, the Department for Children, Schools and Families published "Building on the Best: Final Report and Implementation Plan of the Review of 14-19 Work-Related Learning", and the Prime Minister asked Julia Cleverdon (Business in the Community) to report to the National Council for Educational Excellence on ways to expand employer engagement in education.

---

<sup>6</sup> "Very poorly" means a self-rating of opportunities to engage with as a 1-3 on a 1-10 scale where 10 is "fully informed".

## 4. Where we go from here

### 4.1 There are three things that need to be done

The time is right to develop a high-profile strategy for involving employers in education, following our vision outlined above.

Win hearts and minds		
Teachers Lecturers	Employers	Students Parents
A sustained & well-resourced campaign		
Making it easier for employers	Making it easier for education	Excellent, available support services

The first task is to win **hearts and minds**. We have to convince:

- Teachers, lecturers and parents that employers bring real value to the development of our young people
- Employers that their contribution matters. In fact, that it matters so much it's imperative that they get more involved, more often. We also have to get the message across that employers may experience benefits themselves, such as fresh ideas for solving business problems, a higher profile, and improvements in staff skills and morale
- Students that participation and preparation for engaging with employers will be of benefit to them, and that they need to be proactive about it.

To do this we need a sustained, **well-resourced campaign**, driven by employers which:

- Links all the leading players in education and employment
- Is based on hard evidence and outstanding examples of what works and how young people benefit
- Recognises and rewards success locally, regionally and nationally (e.g. through awards)
- Is supported by an entirely new web-based tool – a source of advice and information, and an active opportunity to connect education with employers and employers with education.

To support this campaign the practical barriers to change need to be tackled, creating a self-supporting system offering employers and education the support they need to **make it easier for everyone to get involved**.

#### 4.1.1 Making it easier for employers

Making it easier for employers means:

- Using simple, consistent messages about involvement in education, using plain English and stressing the benefits to their organisations as well as the wider benefits to society



- Easy access to information about opportunities, priorities and good practice including clear explanations of qualifications and the curriculum – locally and through a web-based tool
- Recognising the limits on employers' time and resources, and tailoring requests accordingly
- Streamlining essential checks (e.g. health and safety, and child protection) and where possible taking the burden of them away from employers.

We also recommend that further consideration should be given to financial incentives (e.g. tax breaks) to encourage employers to release staff to spend time in education as teachers or lecturers (part time, full time, or fixed term).

#### 4.1.2 Making it easier for education

Making it easier for education means:

- Helping all primary schools, secondary schools and colleges to develop customised plans for employer engagement, showing exactly how this supports their overall plans
- Every school and college giving a senior member of staff full responsibility to lead on employer involvement, internally and externally, and providing the necessary training and professional development
- Adapting the inspection regime to make sure schools and colleges are specifically monitored by Ofsted in relation to their commitment to and success in delivering work-related learning and employer engagement
- Including employer engagement in all initial teacher/lecturer training and in CPD programmes
- Encouraging and facilitating more teacher and lecturer secondments into industry (including into the public and not-for-profit sectors) in addition to exploring part-time opportunities (e.g. through programmes such as Teach Next and Teach Too)
- Providing easy access to information about opportunities, priorities and good practice through a new web-based tool which can act as an interface between employers and education
- Enabling students to have greater influence on and involvement in employer engagement. When done well this both increases the resources available and starts to provide young people with the enterprising skills sought by employers.

#### 4.1.3 Excellent support

Finally, we have to make sure that excellent support services are available everywhere. Education Business Partnerships are currently the most extensive support network and arguably the most effective. As noted earlier, employers who work directly with an EBP are much more likely to engage in a whole range of educational activities than employers who have not worked with an EBP. There is a need for some EBPs to develop new and/or broader services so that all areas of the country are equally well served.

The role of local EBPs should be to:

- Make sure every area has access to an Education Business Partnership with the capacity to –
  - bring more employers on board
  - understand the priorities of local schools and colleges
  - understand and interpret the local labour market
  - speak the language of employers and the language of education
  - develop and/or source the services needed in the local area
  - collect and share evidence of the impact of employer involvement in education
- Make sure other education business link services are promoted and explained effectively
- Collect and share evidence of impact and progress, and listen to learners

- Actively engage employers in new initiatives and local partnerships – for example Diplomas, 14-19 Partnerships and the Government's plan to extend education and training to all young people up to the age of 18.

## 5. Annex A - Data Analysis

---

The above report was based on a major research project carried out by FreshMinds Research. The project comprised both qualitative interviews and quantitative surveys. Although there were numerous avenues explored, the three principal strands were:

- Commissioning a series of expert position papers;
- Carrying out six focus groups with employers, educators, and learners;
- Conducting two surveys of employers and schools with sample sizes of 500 respondents each.

Some of the headline findings of the surveys are presented below. Given the principal focus of the project, the below material focuses on employers rather than schools.

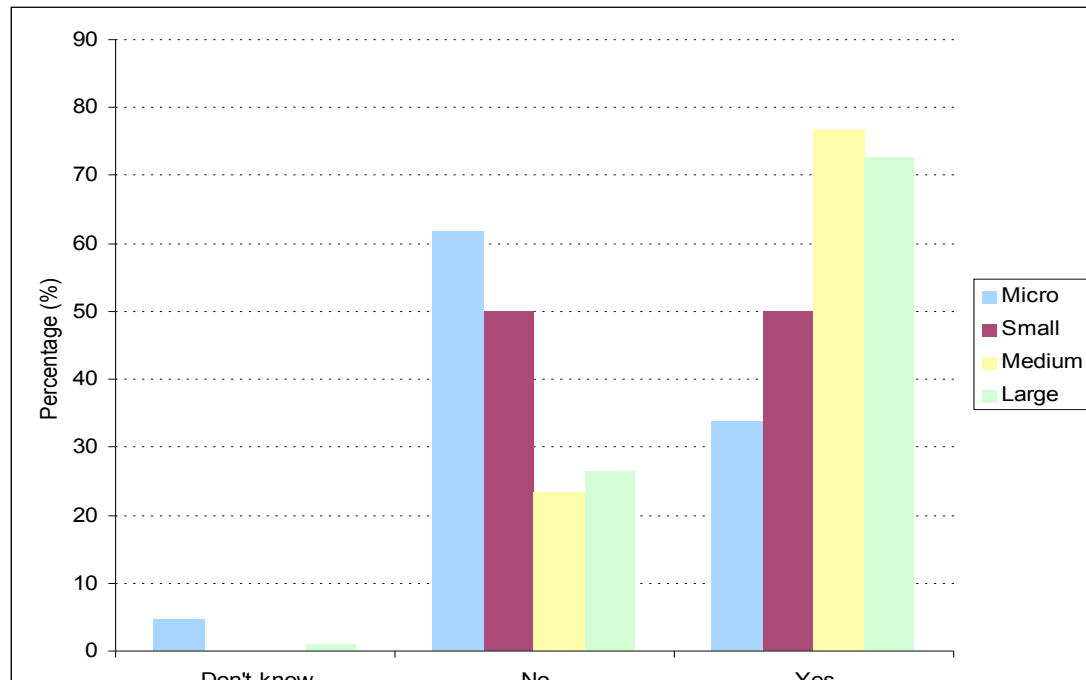
### 5.1 Employers survey

#### 5.1.1 Engagement

We asked 500 businesses if they were currently engaging with education in any way. Amongst businesses there is a rough 40/60 split with the majority not engaging with employers. These responses were analysed in terms of the size of the company, which were grouped into four size bands dependent on the number of people employed:

- Micro: 1-9 employees
- Small: 10-49 employees
- Medium: 50-249 employees
- Large: 250+ employees

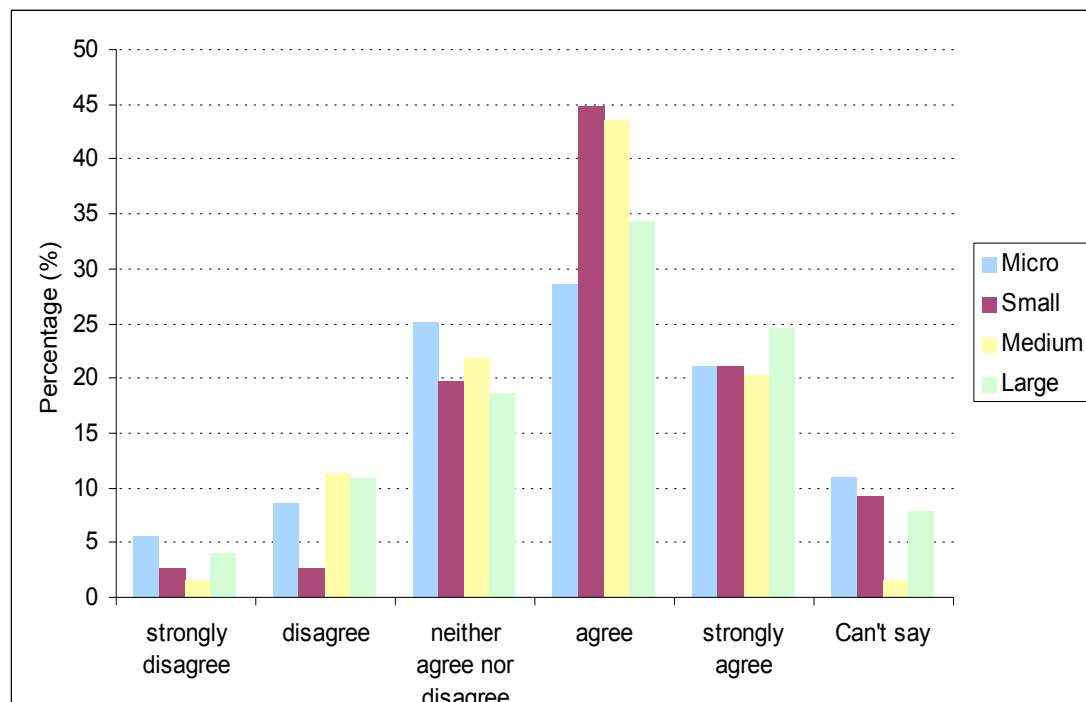
**Figure 1: “Do you currently engage with education”?**



As Figure 1 shows, the results echo a point that will be developed throughout this report: that micro businesses are under-engaged with education and that a **micro business challenge** exists of finding better ways to get the smallest businesses involved with education.

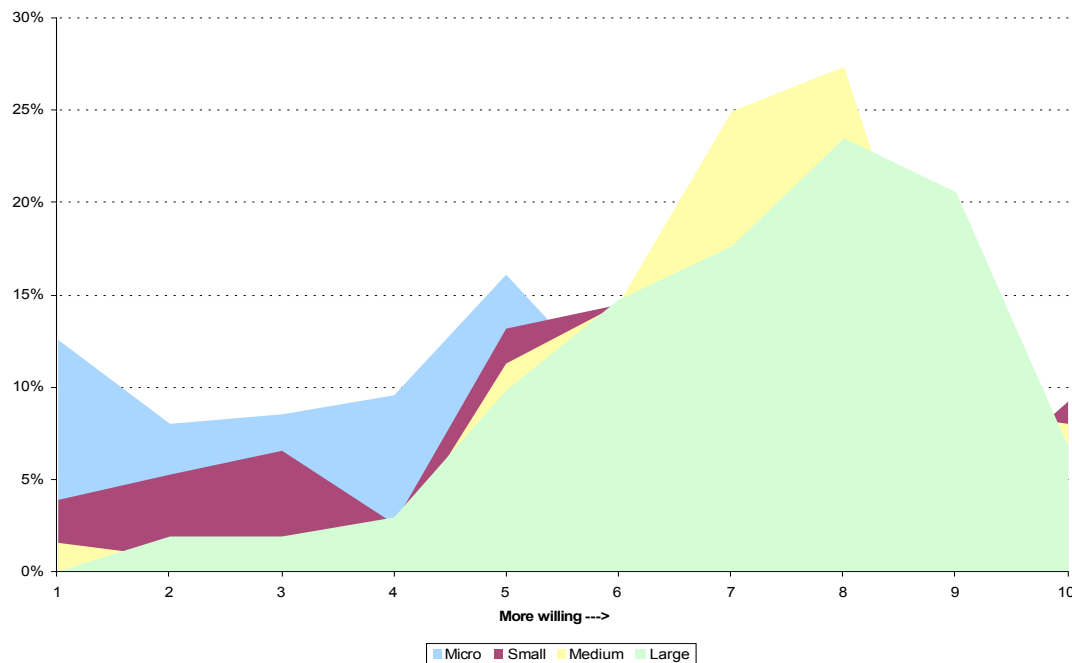
The good news is that there is a potential for the market to grow. As Figure 2 illustrates the prohibitive factors are around a lack of resources not lack of will: many more businesses would engage more if they had more capacity.

**Figure 2: Insufficient time and resources prevent from engaging with education**



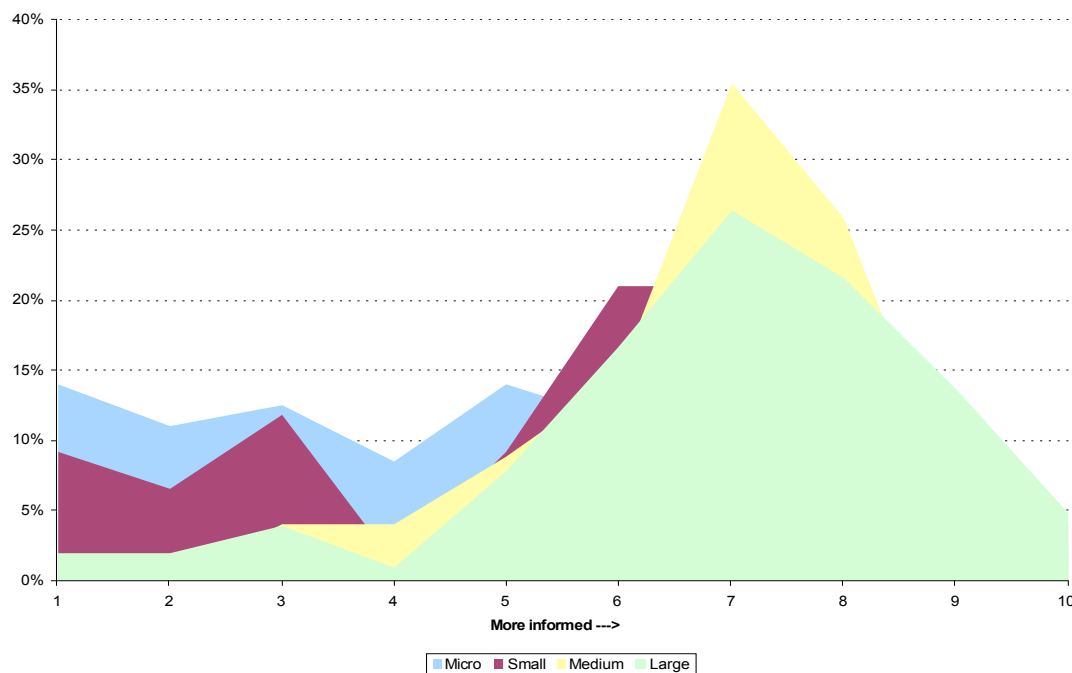
Again the challenge of engaging micro businesses is clearly visible here; over a third of them are ambivalent (either cannot say or neither agree nor disagree). This is placed in relief? when compared with how willing firms are to engage in education, seen in Figure 3.

**Figure 3: Willingness to engage with education realistically**



The trend for micro businesses is very different to all other sizes of firm and peaks at the middle measure (5) whilst all other firms peak more favourably towards the top end of willingness to engage (8). The challenge will be in pulling the willingness of this micro business group up instead of letting their enthusiasm for engaging with education wane.

**Figure 4: Informed about opportunities to engage with education**

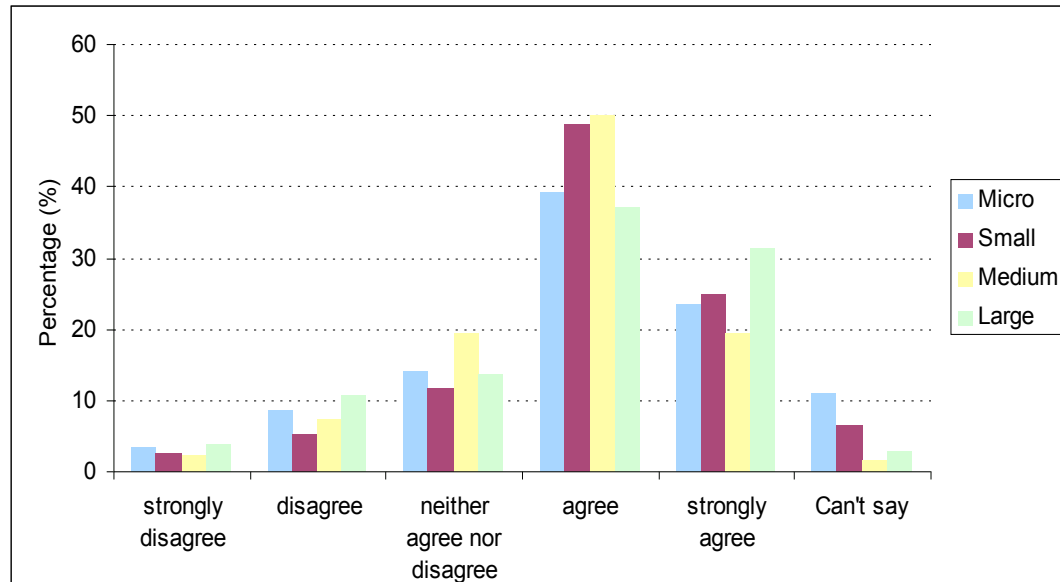


### 5.1.2 Interaction and understanding

We asked the employers surveyed to rate whether they agreed with the statement:

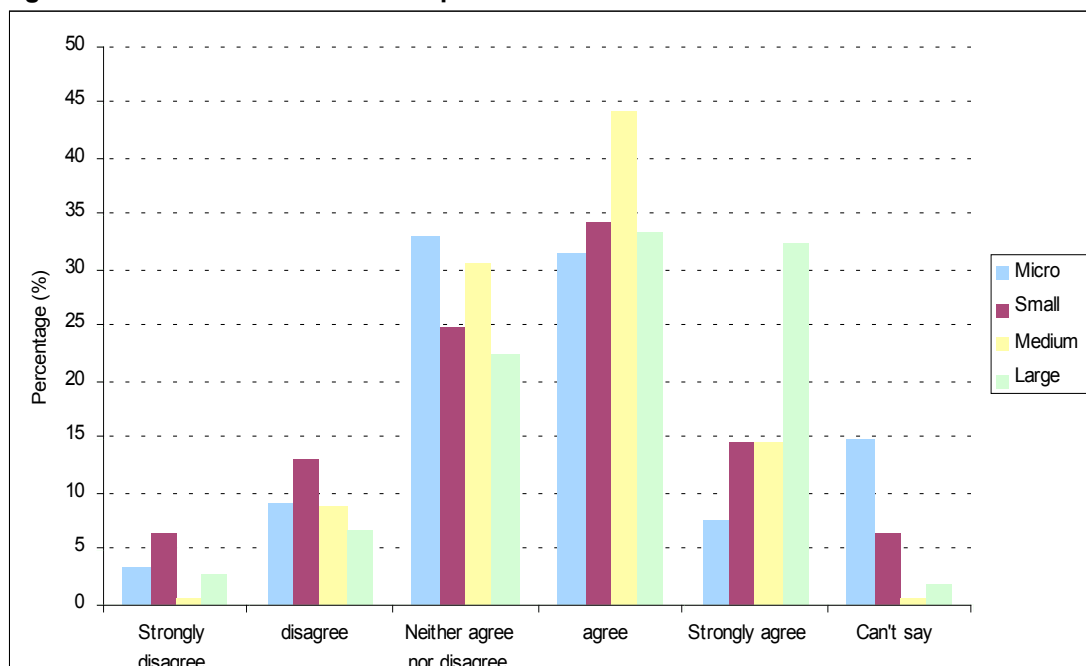
“It is important to me that for me to be able to speak to the same person every time I communicate with a school or an FE College”

**Figure 5: A single point of contact is important**



This is deemed important across the board (only 11 percent of respondents disagreed). Secondly, it is clear that this was most important for large employers with nearly three quarters of them desiring a single point of contact. The third point of interest was that a quarter of micro businesses were unsure on the issue, likely indicating minimal interaction with schools or colleges, rather than a desire for multiple points of contact.

**Figure 6: Brokers make relationships more efficient and effective**

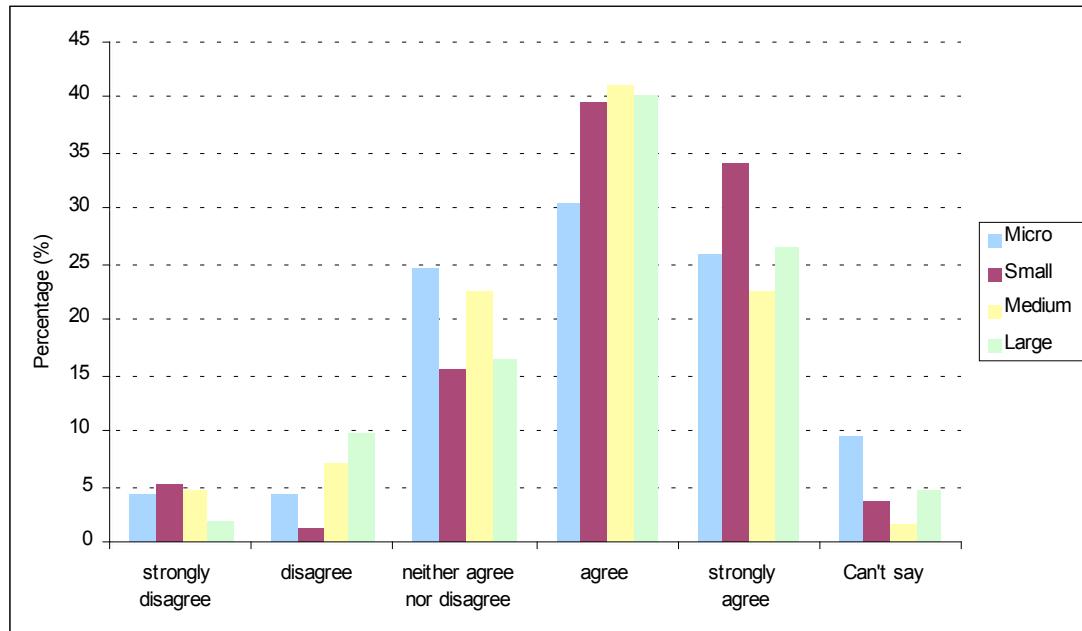


The point of contact results are extremely interesting in light of the question, illustrated above in Figure 6, as to whether brokers make the relationship more efficient and effective. Nearly half of micro firms are undecided - around double that of other sized firms. It was particularly the case that larger companies thought that brokers can add value to relationships with schools; over half of large and medium (and just under half of small) firms agreed, the strong agreement of over a third of large firms shows how constructive a good intermediary service can be.

### 5.1.3 The importance of the locality

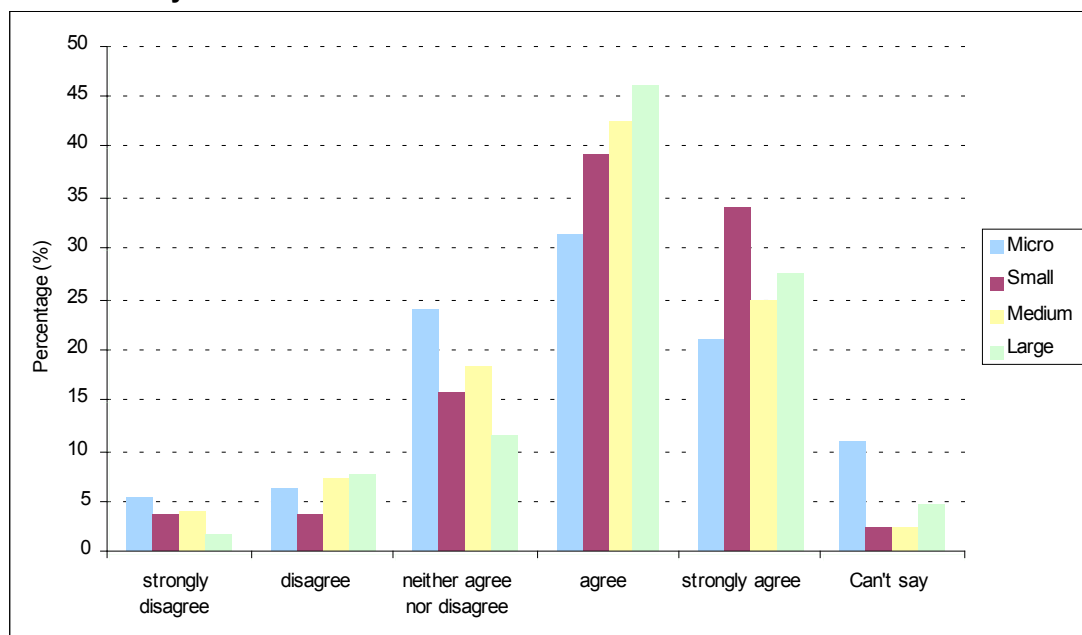
Employers surveyed in our studies were felt strongly about the requirement for businesses to work above all with local schools. The size of the firm is crucial here. Bearing in mind the previous point around willingness to engage, it is noteworthy that small businesses were most adamant, while micro businesses were the least decided.

**Figure 7: Businesses should work above all with local schools**



Contribution to local economy was also of paramount importance, although again micro-sized companies were the least convinced.

**Figure 8: All businesses should be working with local schools as it is important to the local economy**

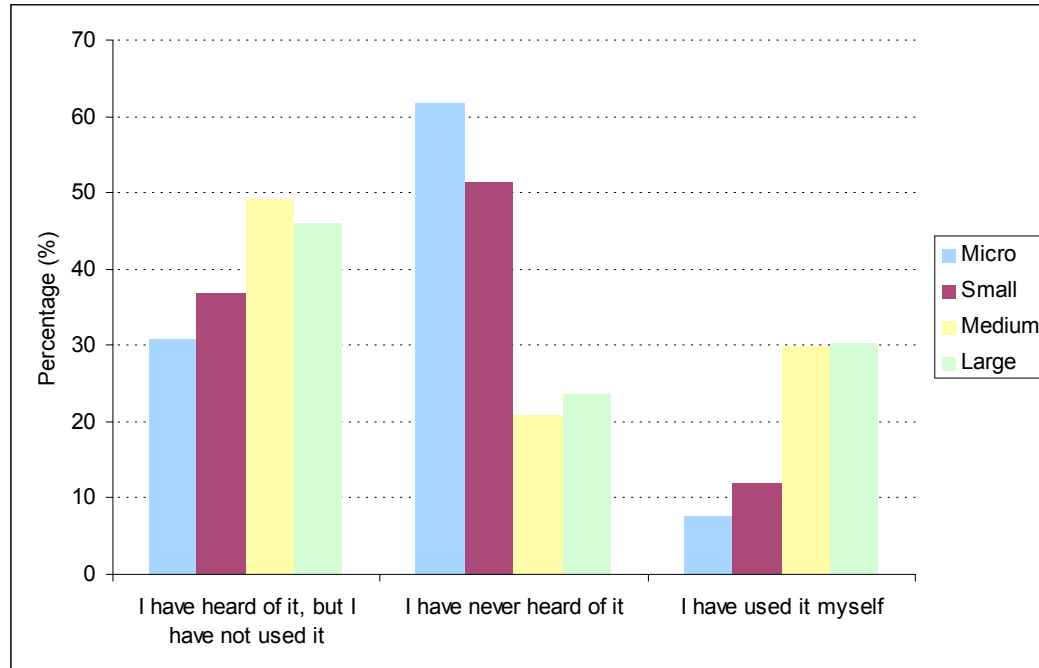




#### 5.1.4 Awareness of Education Business Partnerships

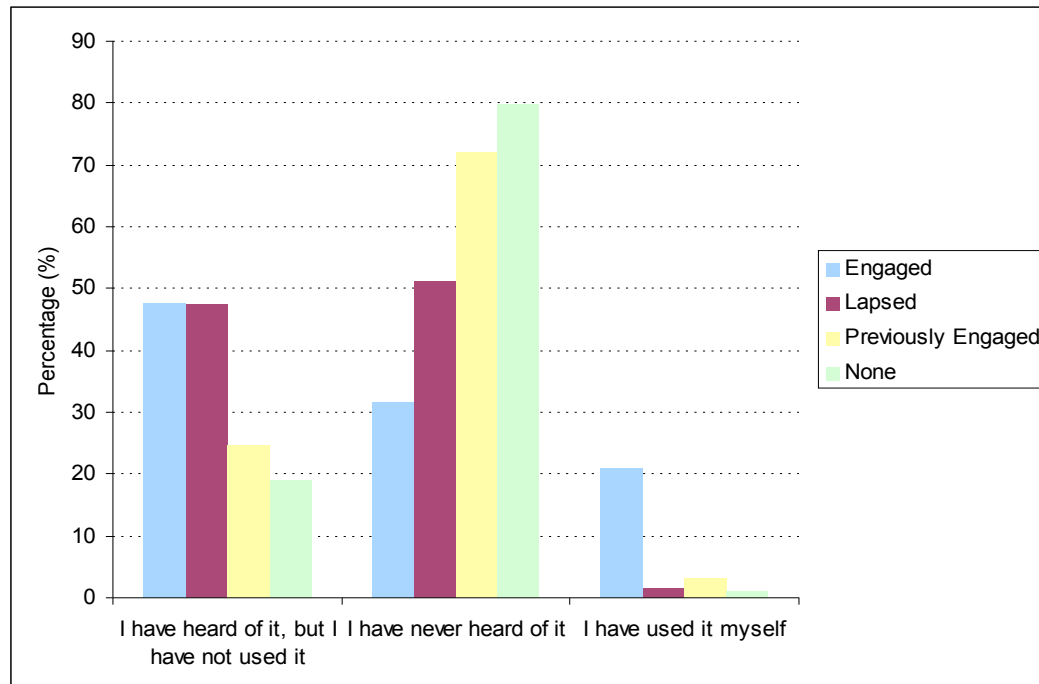
Figure 9 shows that awareness of local EBPs is strong, particularly among medium and larger businesses, although a high proportion of micro businesses have not heard of them.

**Figure 9: Awareness and use of local EBPs (by size)**



When the level of engagement with EBPs is compared the level of engagement with other forms of intermediary their true value emerges as a tool of local engagement.

**Figure 10: Awareness and use of local EBPs (by level of engagement)**



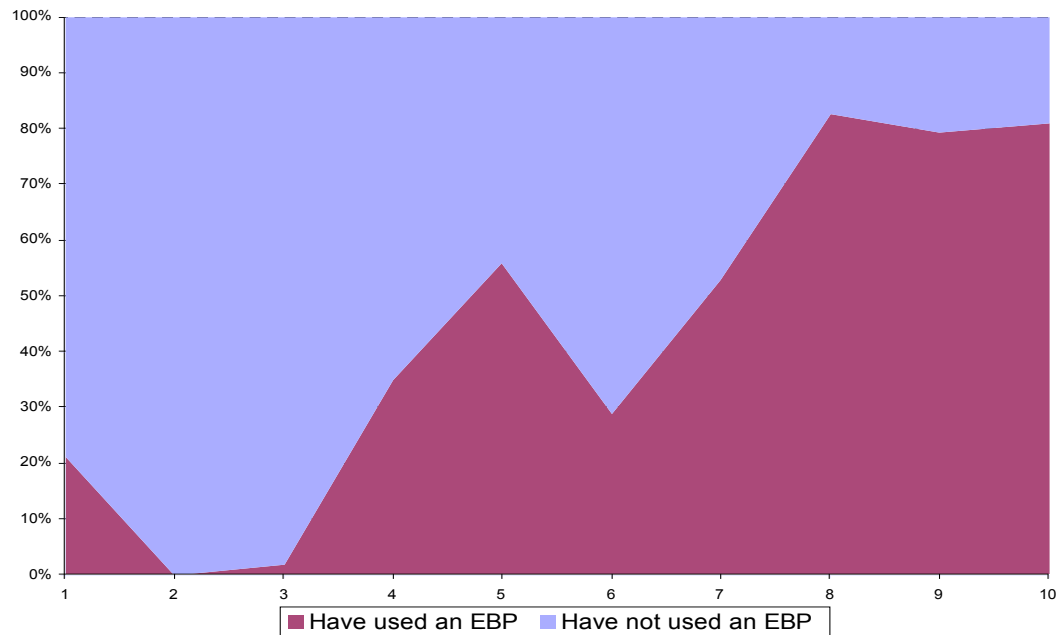
As Figure 10 on the previous page shows, nearly 70 percent of all the businesses that engage in education have heard of or used local EBPs, much higher than other forms of intermediary, showing it would be irresponsible to talk of dismantling the Network. Similarly, the converse of this general awareness is true, 80 percent of those who do not engage (“None”) have never heard of EBPs.

### 5.1.5 Impact of brokers

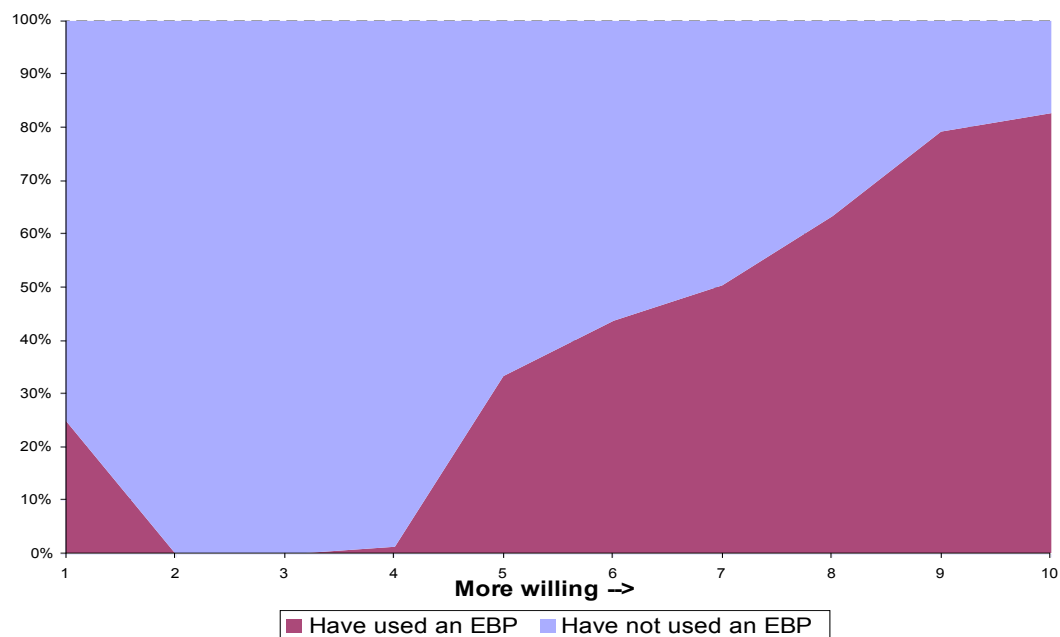
Despite low levels of awareness, the impact of the brokers among those who had direct involvement with them cannot be overlooked. Our survey results provide very strong material in support of this.

As Figure 11 illustrates, of the employers who have both engaged with education in the past *and* have engaged with an EBP, an incredible proportion feel informed about and willing to engage with education (in comparison to employers who engaged but not with EBPs).

**Figure 11: Informed about engagement opportunities on a scale of 1-10**

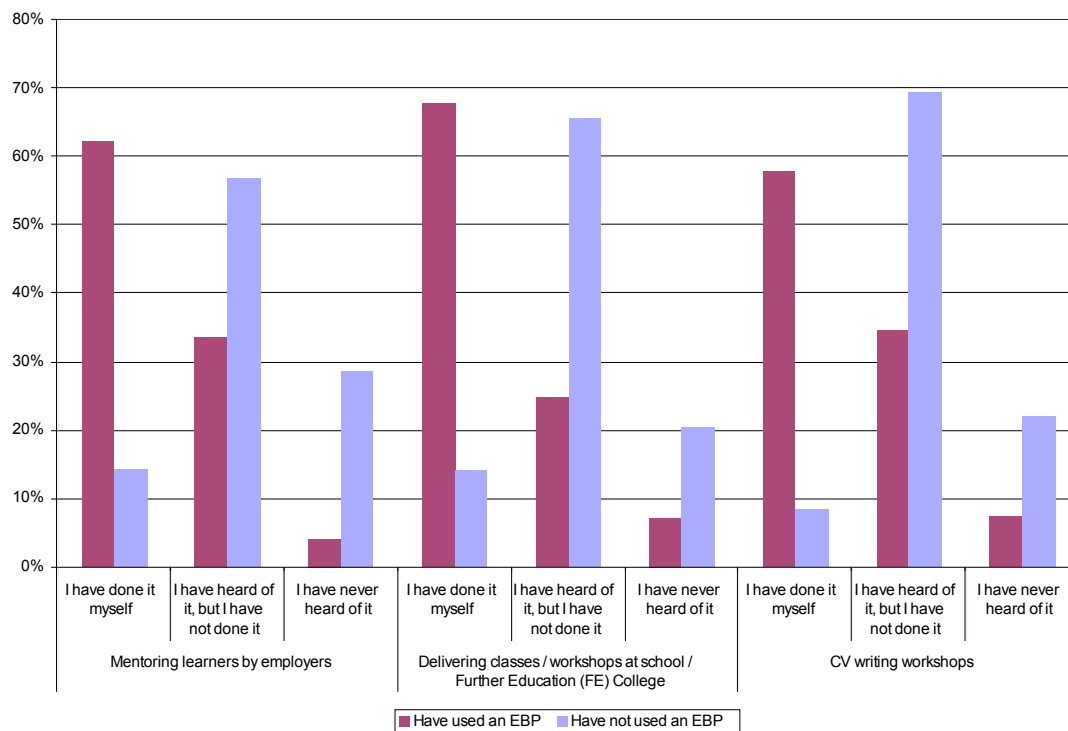


**Figure 12: Willingness to engage with education on a scale of 1-10**



50 percent of EBP engaged employers had a good understanding of opportunities to engage with education and 55 percent were very willing to do so.<sup>7</sup> In addition to this, and as shown in Figure 16, employers who had used an EBP when they engaged with education were in some cases seven times more likely to engage in less familiar activities than employers who had not used an EBP.

**Figure 13: EBP employers take up of less familiar activities**

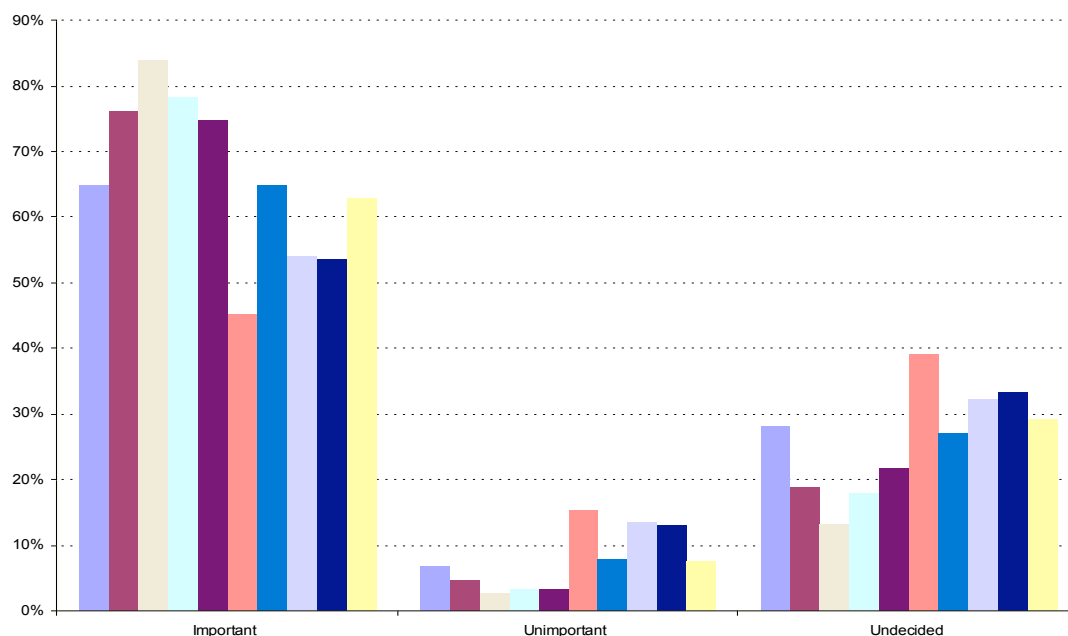


<sup>7</sup> “Good understanding” refers to employers who rated their knowledge of opportunities to engage with education as 8, 9 or 10 on a 1-10 scale. “Very willing” indicates similar banding.

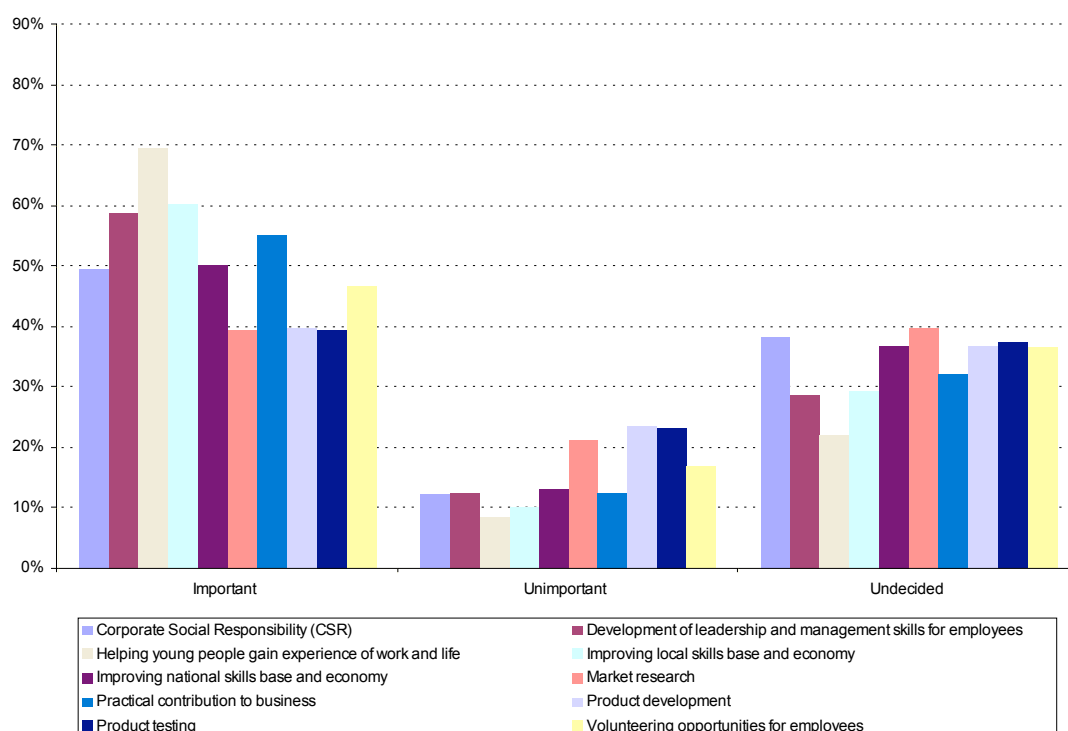
### 5.1.6 Motivation: perceptions of the value of engagement

We asked employers two questions rating their motivation for becoming involved in education; how important factors were in general and how important they were to them specifically.

**Figure 14: Generally important factors in motivating engagement with education**

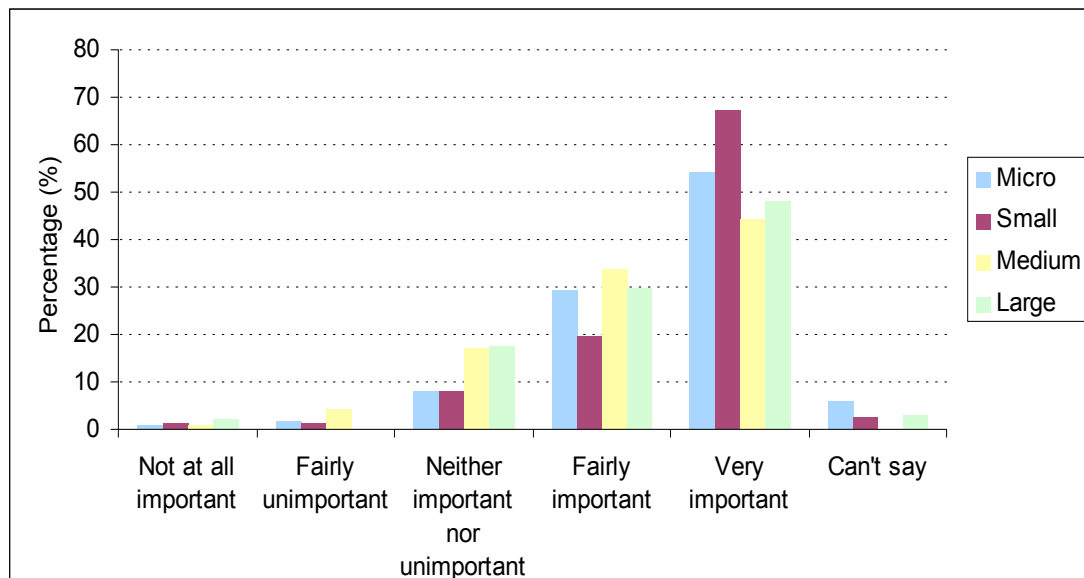


**Figure 15: Factors of specific importance to my business in motivating engagement with education**



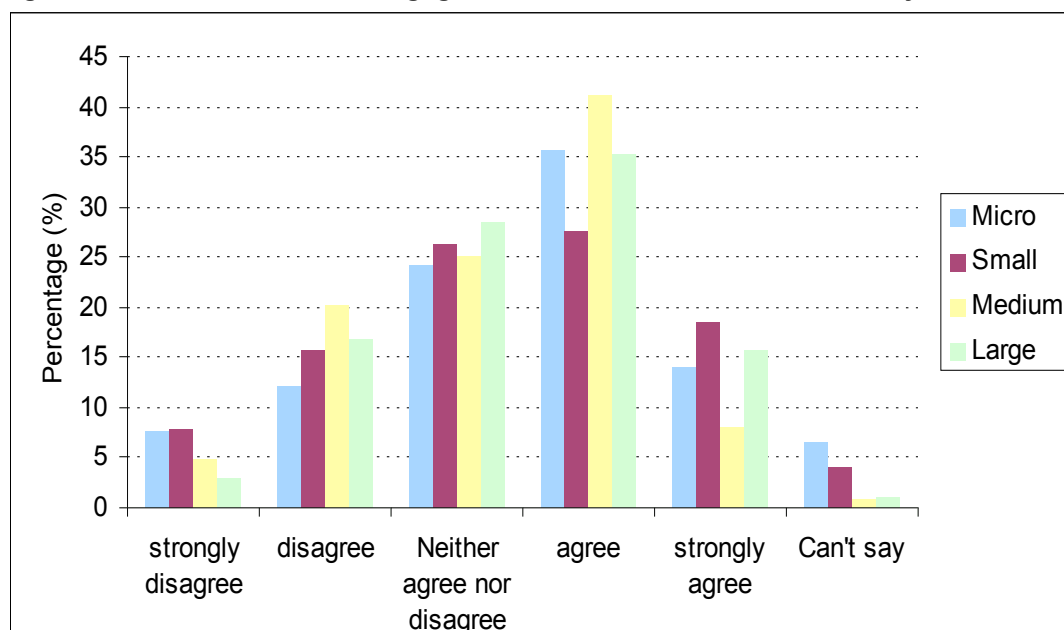
The most popular response (83 percent positive) regarding employers' motivation for getting involved with education was around helping young people gain experience of work and life, and the majority of these respondents held it to be very important factor (see Figure 16).

**Figure 16: Young people gaining valuable life experience being a benefit**



In addition to this we also asked employers whether they agreed with the statement “I would be hesitant to engage with a school or a College unless it was clear that is a benefit for my business”.

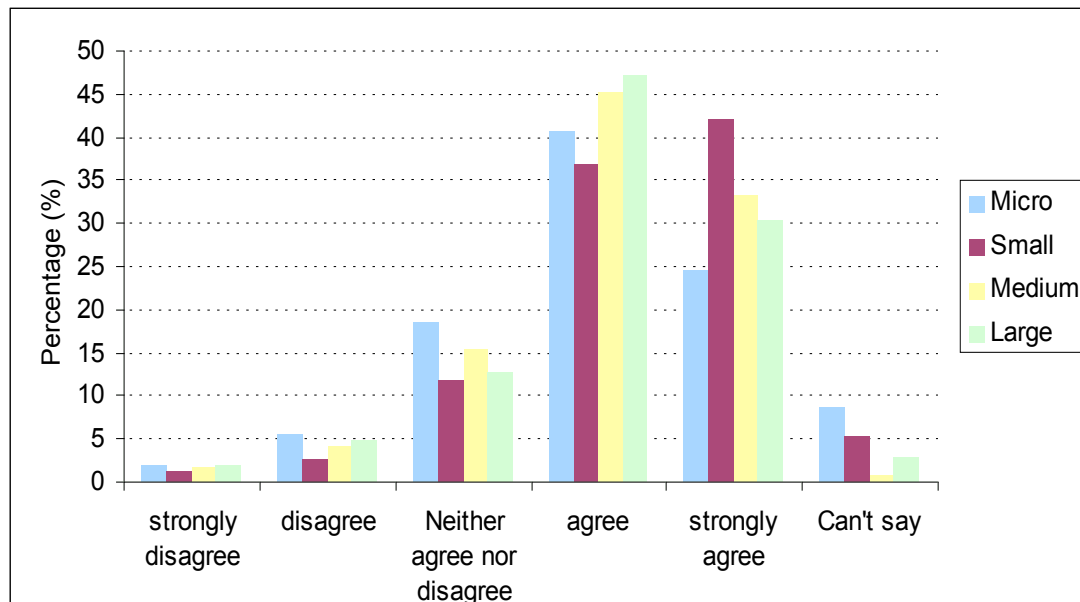
**Figure 17: I would hesitate to engage in education unless a benefit to my business**



Although large numbers of respondents would need to see demonstrable benefits to consider engaging with education, just under a quarter of businesses would not before they engaged. This is extremely encouraging. This not only indicated clearly that a strong majority feel a social value as the primary motivation for becoming involved in education, but the fact that this benefit is perceived to be external to the firm's success is not a prohibitive factor in engaging.

Employers saw good reasons to engage in education outside of benefits purely for their business. This was further bolstered by a significant majority of employers agreeing that schools, employers and learners can all benefit from engaging with each other:

**Figure 18: Engagement can be mutually beneficial**



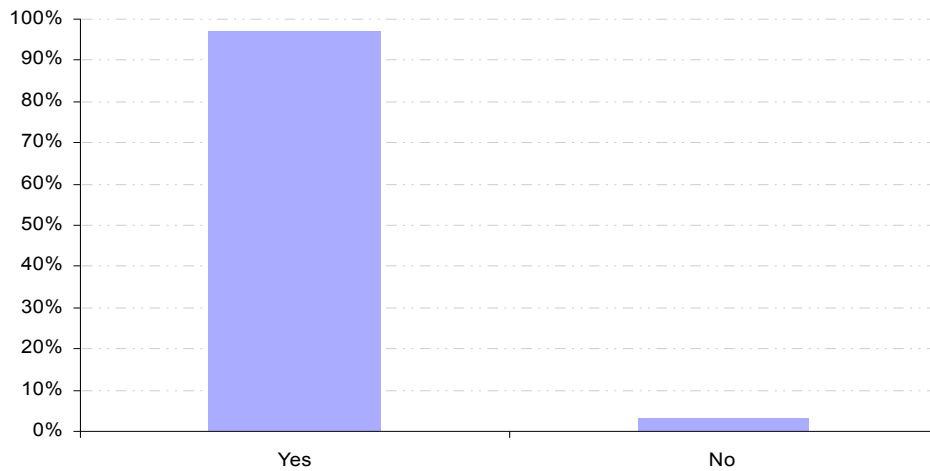
These responses show that most employers do not need convincing of the social good of becoming involved in education. The primary reservations about engagement are more around the inefficiency of the processes and a perceived lack of time and resources rather than a lack of belief in the fundamental principle. Employers need bringing round to the idea that involvement in education can be a benefit to their business rather than a drain on time and resources.

## 5.2 Schools survey

### 5.2.1 Overall engagement

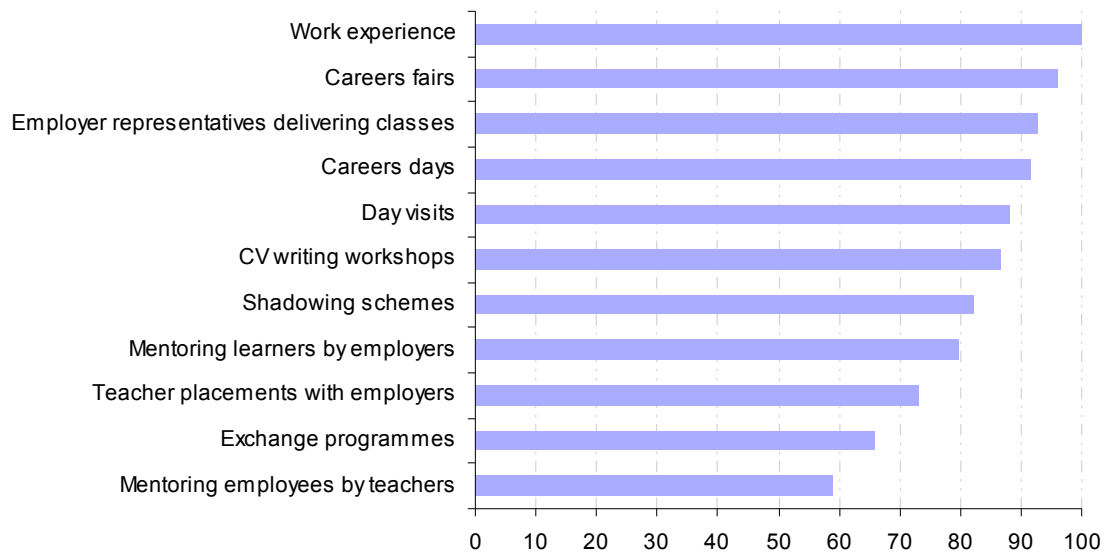
The overwhelming majority of schools feel that they engage with employers in some way.

**Figure 19: Does your school engage?**



Predictably, work experience dominates the field, while use of other methods of engagement is varied.

**Figure 20: Familiarity and use of different engagement activities**

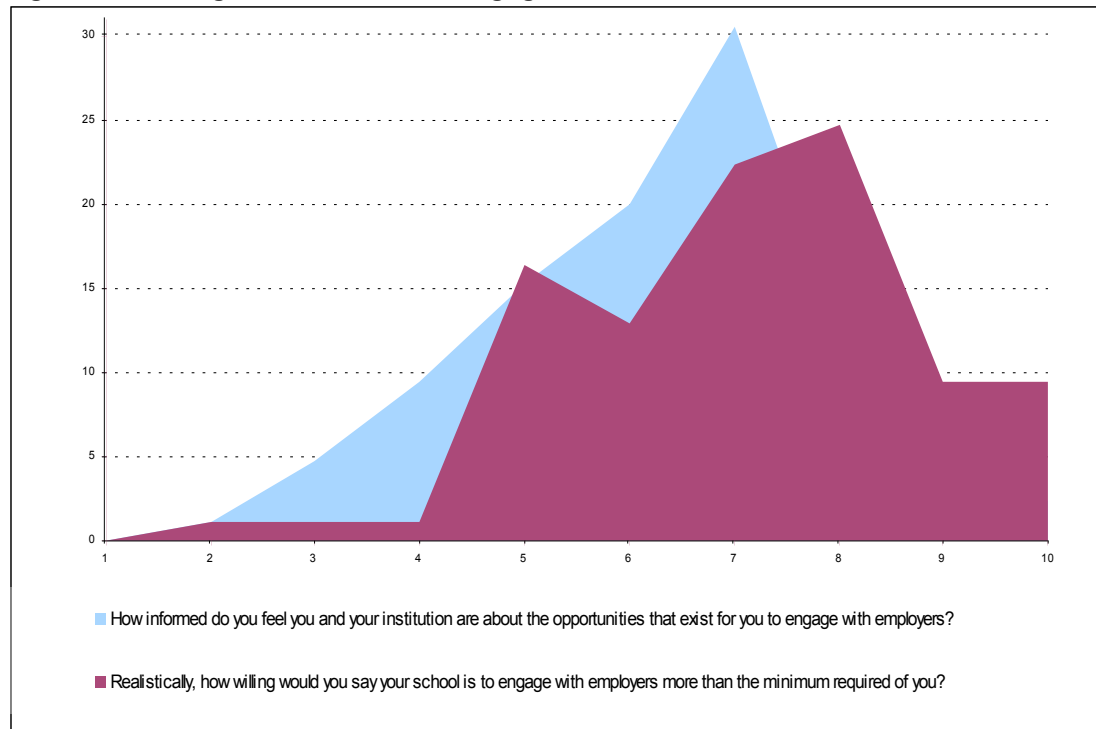




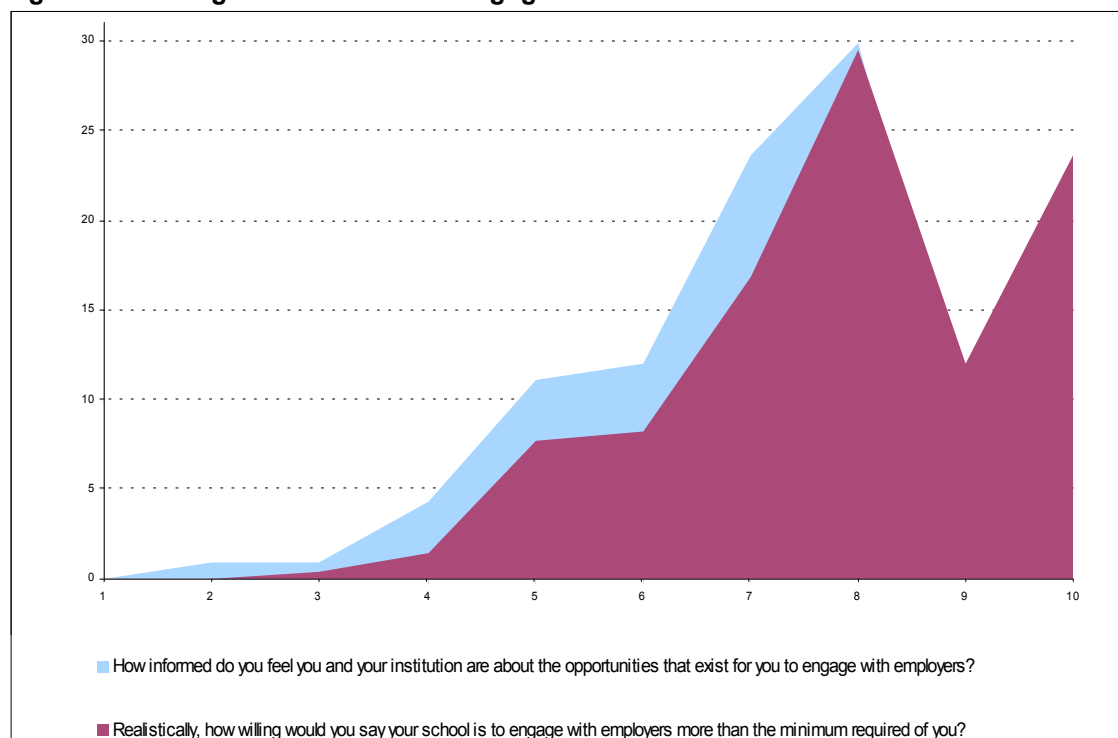
## 5.2.2 Coordination

Interestingly, 80 percent of schools stated that they had a dedicated and trained coordinator for employer engagement activities, with 53 percent of those reporting a full-time post. This has significant impact on attitudes to engagement and knowledge how to go about this.

**Figure 21: Willing and know how to engage - schools WITHOUT a full-time coordinator**



**Figure 22: Willing and know how to engage - schools WITH a full-time coordinator**



The spike in mid-level willingness seen in schools without a coordinator (the red peak around level 5 in Figure 21) moves to the right of the chart as willingness to engage and knowledge about how to do so both increase dramatically doubling, in some cases. This shows the impact that dedicated resources can have on the culture of the school and the likelihood it will be involved with employers.

## 6. Annex B - Consultations undertaken

---

Throughout the project, we have been obtaining the input, views and advice from the following people:

- Bob Wigley (Merrill Lynch)
- Andrew Buxton (Chair, NEBPN)
- Garry Hawkes (Edge Foundation)
- Jane Antill (Jafco Tools)
- Ian Ferguson (Data Connection, Apprenticeship Taskforce)
- David Frost (British Chambers of Commerce)
- Graham Lane (Engineering Diploma Development Partnership)
- Sug Sahadevean (Testhouse Ltd.)
- Miles Templeman, Mike Harris (Institute of Directors)

We have also presented our emerging findings and the prototype portal to a wide range of companies, organisations and individuals, including:

- TVC
- Portobello Green Fitness Club
- TomTom Nation
- Soho House
- Starbucks
- Claas UK
- Mitie
- Microsoft
- Open Road
- EdComs

We have also held discussions about the findings and the prototype portal with Government departments, a range of EBPs, the Learning and Skills Council, and a range of further Government-related organisations and charities, including:

- Julia Cleverdon (BITC)
- John Edmunds (Young People's Strategic Delivery Division, Department for Children, Schools and Families)
- John Price (Walsall EBP)
- Ian Mackay (Federation of Small Businesses)
- Croydon EBP
- Angela Wright (Solent Skills Quest, NEBPN)
- Colin Ashton (Learning and Skills Directorate, Ofsted)
- Julian Gravatt (Association of Colleges)
- Sir Michael Barber
- Changing Faces

We would also thank the following organisations for helping with recruitment of focus group participants:

- The Community College Hackney
- College of North-East London
- The Learners Forum

Finally, we have held numerous informal discussions with various representatives from the worlds of business, education, and brokerage, which took place during the conferences and networking events we attended.

## 1. Annex C – Best practice

Our research has uncovered many examples of great practice in the field of education and employers working together. Below is a small selection of those.

### 1.1 The wealth of good practice

Painting a picture of the ideal world where everybody is working to engage and reap the benefits of engagement is not a hypothetical exercise. It is being done by numerous organisations around the country that have been setting best practice example in working towards a better society and economy through merging the worlds of education and workplace. Examples of laudable practice are present among all stakeholder groups: employers, schools, brokers and intermediary organisations, and learners themselves.

Deloitte.	Staff Volunteering	Skills4industry	Train the Trainer
Deloitte is a global professional services firm, providing services in audit, tax, consulting and financial advice. The Deloitte community investment programme concentrates on three closely interlinked areas: education, enterprise and employability. Its involvement in education has progressed over the years from many of the conventional paths exemplified by 'philanthropy', volunteering, partnership-centred programmes; to focus on the leadership and development of innovative programmes, especially in the field of employability.	In 2007 <b>Deloitte employees donated over 28,000 hours of professional time</b> through their volunteering scheme, with an overall value of £1 million in the UK. The largest volunteering programme is <b>secondary-school mentoring</b> , with around 200 Deloitte employees involved nationwide. Deloitte volunteers also run Business Dynamics workshops, act as school governors and participate in the Reading and Number Partners schemes and Young Enterprise.	First piloted in 2001 with 30 students from Tower Hamlets, the Skills4industry project has now developed into the Deloitte Employability Initiative that runs across the UK. It aims to develop, assess and accredit the employability skills of young people. <b>Deloitte provides financial support and the resources needed to create and facilitate the delivery of employability courses</b> as well as employee time through mentoring.	Train the Trainer is a teacher-training programme designed to increase employability skills of young college students. Delivered through FE colleges, the course consists of a <b>four-day residential training programme for teachers</b> . It is aimed at teachers already teaching vocational courses. Deloitte is aiming to pass 800 new trainers through the scheme over the next five years to work with up to 80,000 college students. Deloitte will provide the training and funding, so far amounting to a <b>commitment of £2 million</b> .

Source: *Business in the Community*

ALLEN & OVERY	Community work with Tower Hamlets EBP and local schools	The impact
<p>Allen &amp; Overy LLP (A&amp;O) is one of the top international law firms in the world. It has approximately 4,800 staff working in 25 major cities with 2,320 of those staff in its London offices in the City and Canary Wharf. With a focus on its neighbouring communities of Tower Hamlets and Hackney, and Tower Hamlets EBP as a long term partner, A&amp;O have created ladders of opportunity for young people that will support them from primary school through to university. .</p>	<p>Through its long term partnership with Tower Hamlets EBP, A&amp;O employee volunteers go to St Johns Primary School to help with reading arithmetic and Spanish, they work in schools and colleges across Tower Hamlets and Hackney on arts, enterprise, mentoring and personal development programmes and 26 A&amp;O employees serve as schools governors. A&amp;O provides university scholarships and bursaries, and its volunteers are involved in an FE/HE diversity mentoring scheme. In 2006, over 400 A&amp;O staff participated in 20 Education Schemes in Tower Hamlets and Hackney, helping 600 children.</p> <p>In late 2005 Bethnal Green Technology College (BGTC) was placed into special measures. A&amp;O were approached by the Tower Hamlets EBP to be a key partner in the school's recovery plan. The support received from A&amp;O was cited in each of the HMI's reports as a key contributor and BGTC are now said to have "turned the corner".</p> <p>The benefits for the firm have been immense. In a highly competitive market, where all the top law firms are aiming to recruit the best talents, A&amp;O's community programme helps to build skills, develop motivation, build loyalty, attract staff and give them a competitive edge. And in the search for new business, collaborative projects with existing and potential clients help to develop relationships, promote understanding and provide clear evidence of A&amp;O's commitment to excellence, whether at work on client briefs or on community programmes.</p>	<ul style="list-style-type: none"> <li>• During the period of their involvement with St John's Primary School, Key Stage 2 SATs have shown a steady improvement year on year.</li> <li>• A&amp;O has also operated a work placement scheme for six years, resulting in 26 long term placements and 5 successful permanent job offers at organisations including A&amp;O.</li> <li>• In their global CR survey 2006, 96% of trainees did pro bono/community work, 78% thought the community programme was excellent and in a 2005 survey, 80% of staff said that their community engagement had improved their communication skills.</li> </ul>

Source: *Business in the Community*

Importantly, it is not only the global corporations that display good practice in engagement, there are plenty of smaller businesses involved in laudable local engagement schemes.

Midcounties Co-operative	Perkins
<p>The Midcounties Co-operative has been working in collaboration with Berrybrook Primary School since 2003. In terms of business benefits, the relationship <b>enhances the reputation of the Co-operative</b> and has helped Midcounties to become an employer of choice.</p> <p>Employees of Midcounties have <b>committed 630 volunteer hours to the school</b>. Involvement has included reading-partner support, decorating the building and helping with the relaunch of the school under a new name and image. One employee has become a governor at the school.</p>	<p>The <b>Perkins LEAP programme</b> ( formed in June 2005 in partnership with Peterborough City Council) is <b>designed to ensure that excluded children are given a second chance</b> and do not become a burden on society. The programme supports young people who are not succeeding in mainstream education for a variety of reasons.</p> <p>The programme is <b>tailored individually</b> for each of the 40 students who enter annually, with a curriculum consisting of GCSEs and Key skills; a choice of vocational courses like plumbing, electrical wiring, hairdressing, catering, engineering and business administration; and work placement at Perkins or another suitable local business for one or two days a week.</p> <p>Destination statistics show that <b>over 77% of last year's students continued education in college</b>, modern apprenticeships, armed forces and nursing; and 15% went directly into employment. Without the programme these students are unlikely to have achieved any qualifications at the end of Year 11.</p> <p><b>LEAP has been selected by Ofsted as a model of good practice</b>, and will be featured in a report on measures to improve services.</p>

Source: *Business in the Community*

An examination of best practice examples reveals another crucial thing: the **variety** of ways in which businesses can engage. The examples invoked here include mentorship, learning and management support, employability skills, teacher development and placement experience. As well as showing the multiple ways in which engagement activities can benefit all stakeholders, this also shows employers have a choice of different ways in which to engage.

Oracle	'Changemakers'
<p>'The Oracle Academy: an Introduction to Computer Science &amp; Business' is an educational programme that enables secondary-school and FE-college students to develop the business and technology skills required for 21st century careers.</p> <p>Since its inception in 2002, Oracle Scotland has <b>supported 31 schools and colleges</b> with over 500 students studying the course globally 397,000 pupils are currently participating in the programme.</p> <p>Participating teachers undergo a training programme that includes up to 80 hours of virtual training and 50 hours of in-class training. Students are exposed to technical, business and professional skills that are used in a variety of industries and job roles. <b>Advanced students have the opportunity to pursue Oracle certification</b> – a distinction that provides an additional competitive edge in the job market.</p> <p>Following a student evaluation, <b>88% of Academy students not only reported an increase in IT learning</b> in their Academy class, but believed they had increased their future opportunities as a result of taking the classes.</p> <p><b>There has been an increase in the number of employees volunteering</b> for the mentoring programmes and community-care programmes.</p> <p>Oracle believes the Academy programme demonstrates the company's commitment to the future of young people and to its own vision for 2010.</p>	<p>In March 2007, <b>450 Year 10 students from three Suffolk High Schools</b> participated in a project designed to allow young people to voice their opinions and have an active role in decision-making. The programme explored what being enterprising is and how young people can become more enterprising by working in partnership with local employers and members of their communities.</p> <p>The project was organised by the East of England Co-operative Society's Education Department and supported by Team-ed, the EBL Consortium for Suffolk.</p> <p>Two half day sessions were run in each school for year 10 students involving approximately 150 students from each school and a range of people from the local community. Twenty student representatives from each school were elected by their peers to take their issues forward to a '<b>Changemakers Conference</b>' on the final day. Here the 60 students worked together with their community representatives to prepare to put their 'case' to a panel of local 'Changemakers' - Local, Borough and County Councillors, Business Managers and local employers, Local Economic Development and Regional Development Managers, Police and Leisure Services Managers.</p> <p>The scheme aims to <b>develop a culture of co-operation</b> and break down the myths that young people and communities have about each other.</p>

Source: *Business in the Community*

## 1.2 The importance of intermediaries

Intermediary or *broker* organisations feature heavily in the key success stories discussed above. ***Business in the Community*** has been facilitating the links between businesses and education for years, as well as certifying and disseminating best practice through its *Winners* scheme.

In turn many ***Education Business Partnerships*** have been instrumental in setting up and part-delivering successful engagement schemes, demonstrating the immense value that intermediary organisations can bring to engagement process. The national network of EBPs (NEBPN) consists of 126 local organisations across 11 regions that facilitate the links between business and education. There is a considerable degree of variance in the composition and performance of individual EBPs but the network boasts some great examples of good practice.

The examples here show three EBPs of different sizes, different profiles and different nature, all of whom have the leadership, the strategy and the drive to achieve great things in their local communities. This is what we need to see across all broker organisations and across the entire country.



## Lancashire EBP

Lancashire EBP is an amalgamation of Education Business Partnership Link and East Lancashire Education Business Partnership. This merger, completed in April 2004, created the largest EBP in the country.

LEBP's mission is to work with partners to raise the achievement and enhance the employability of young people in Lancashire through structured work-related learning programmes. Its key clients are schools, colleges, learning providers and employers.

LEBP is now a £ 3.2 million business employing more than 80 people. In the last year it placed more than 18,800 students on work experience and over 520 education staff in professional development placements – both these figures well over target. It worked with 365 schools and 19 post 16 organisations.

## The work

The LEBP has been involved in or run many highly successful projects with young people

Elevate East Lancashire . The Elevate School Visits Project aimed to raise the profile of the construction industry to local young people aged between 14 and 16.

Working with the building and construction trades, LEBP ran a series of 49 workshops in which 1,292 students participated.

More than 60% of the students said they would now consider a career in construction and 83% said it had increased their awareness of the world of work.

## Solent Skill Quest

The Education Business Partnership for Southampton and South West Hampshire was first established in 1997.

Today, Solent Skill Quest is one of the larger education business partnerships in the UK with around 40 members of staff and an annual turnover of £1.2m.

Key factors behind its success include:

- The skill, drive and enthusiasm of its people
- Diversification into more than one business unit
- Making best use of the individual skills of EBP team members
- Constant monitoring and evaluation
- Self-sufficiency and non-reliance on government funding
- Ability to understand, respond and adapt to changes
- Successful relationships with local businesses and schools
- Acting as an impartial broker

## The work

A good example of the type of projects run by SSQ occurred in 2006, when it helped organise a Website Challenge for secondary schools in Southampton, Eastleigh, Winchester and the New Forest, the aim being to provide a 'real' work-related learning project. The challenge, at Southampton Solent University, saw teams of up to 10 students designing a 10-page website to promote Aim Higher and careers in the Marine, Engineering and Manufacturing industries.

## Walsall EBP

- Budget of around £500,000
- Engaged over 2,500 businesses last year
- Strategically promotes the industries with high skills shortages to young people
- Staff engaged in multiple and extensive local networks linking business, education, regeneration and local government
- The board representative of a cross-section of businesses in the local area
- Promotes clear, commercially aware approach to engaging employers
- Sensitive to employers' needs and matching their demands
- Recruiting staff with experience and understanding of the worlds of business, education and local government
- Promotes and disseminates best practice through Employer Awards programme
- Sustains regular contact through newsletters and publications

## The work

Annual Employer Conference – the annual Walsall EBP Employer Conference entitled “Working Together” was held at Bescot Stadium in May 2007 and again attracted over 160 local employer delegates to discuss the ongoing need to support education business links in the borough particularly in relation to the new Diplomas.

The opportunity was taken to present Valued Partner Certificates, Employer Awards and School Awards and the feedback from all of the delegates was extremely positive. It is planned to hold the next Employer Conference in April 2008 with a slightly changed format to ensure that the event remains vibrant and exciting.

Source: NEBPN, Walsall EBP

## 7.3 Reaching the grass roots

Lilian Baylis technology school	CfBT Education trust	Newham 6 <sup>th</sup> Form
<p>Entrepreneurs in Action (EiA) took groups of 11-15 year old from the Lilian Baylis Technology School in Lambeth into City office environments.</p> <p>The teams were set business challenges developed by EDF Energy, Place Group, Public Technology and Garlick and with the support of coaches had to come up with solutions.</p> <p>The school has also sent a group of students to present to the House of Lords upon the invitation of Baroness Amos. The challenge was organised by PublicTechnology.net and focussed on tackling under involvement of younger voters in politics.</p>	<p>In response to UNICEF's 2007 report on the well-being of children, Entrepreneurs in Action (EiA) the CfBT Education Trust engaged with pupils and businesses in Whitley, one of the 20<sup>th</sup> most deprived wards in the UK.</p> <p>Students from Reading Girls School and the John Madejski Academy were set challenge aimed at raising horizons around career advancement options.</p> <p>The challenges aimed to combat the corrosive effects of living in an area of high unemployment and poverty on social aspirations</p>	<p>Entrepreneurs in Action (EiA) ran a employability day for STEM (Science, Technology Engineering and Maths) for students in Newham 6<sup>th</sup> form College.</p> <p>The day workshopped key skills for students including potential career pathways, networking skills and sharpened business skills by setting several case study challenges.</p> <p>The faculty of the College were impressed by the students' focus and professionalism at the challenges and the students gained from the chance to learn from business professionals.</p>

Source: EiA (*Entrepreneurs in Action*)

## 7.4 Edge awards – high achievers

Pachacuti - Small business award winner	Cummins UK - Medium business award winner	Fifteen - Large business award winner
<p>Pachacuti works in the Fair Trade textiles industry and is the only stockist of fair-trade panama hats in the UK.</p> <p>The firm works in partnership with the University of Derby to offer fashion and textiles students the opportunity to experience a hands-on work placement, offering students both year long and shorter placements.</p> <p>Pachacuti is aiming to set up the UK's first fair trade apprenticeship scheme, accepting recent graduates to work at the firm for a year, equipping them with the skills to then go and set up their own fair trade company.</p>	<p>Cummins UK is part of the world's leading diesel engine design and manufacturing company, and is a provider of sales, service, and a supplier of parts and warranties for the diesel engines markets in the UK and Ireland.</p> <p>Its Apprenticeship Training Programme is for its up-and-coming technicians. The youngest participants come through the work experience scheme at the age of 14.</p> <p>The firm wants to expand its new workshops at the Ruddington 'Carter and Carter' training centre to include a mobile workshop, which will enable it to offer a practical learning programme to local schools, not only raising the profile of the profession but also allowing greater participation of students within those establishments.</p>	<p>Fifteen is a top London restaurant based in one of the city's poorest neighbourhoods. It recruits 20 young people each year onto its 18-month training programme. On completing the programme they each have the chance to graduate and secure employment in a top restaurant.</p> <p>Trainees are taken through 3 months of college training, followed by 3 months of work experience placements in restaurants around the city before going to Fifteen to spend a year working as chefs.</p> <p>The business hopes to launch an outreach project to employ a coordinator to develop the outreach project the business operates to maximise the ability of people from the area to join the scheme. It will have course materials developed and promote the scheme more widely, holding open days for teachers and students</p>



## 8. Annex D – Sources reviewed for this project

---

One of the strands of the research was based on commissioning several position papers by experts on the field. In addition to these, we have also reviewed a wide range of key sources both governmental and independent.

### 8.1 Essays commissioned for the purposes of this project

- *What future for employer engagement?*, by Prof. Andrew Miller, 2007.
- *Teachers in workplaces – what future for professional development placements?*, by Prof. Andrew Miller, 2007.
- *Brokers and barriers: What infrastructure do we want to engage employers in education?*, by Prof. Andrew Miller, 2007.
- *How can we encourage employers to become involved in education?* Linda Miller, Institute for Employment Studies, 2007
- *14-19 Policy and Practice: A Briefing Paper for Employers*, Jeremy Higham and David Yeomans

### 8.2 Government

- *Time well spent: Embedding employability in work experience*, by CBI, March 2007.
- *Employability and work experience – a quick guide for employers and students*, CBI, date?
- *A Review of enterprise and the economy in education* (also the “Davies Review”), by Howard Davies, 2002.
- *14-19 Work-related learning – Building on the Best: Final report and implementation plan*, DCSF 2007
- *Leitch Review of Skills, Prosperity for all in the global economy - world class skills*, HM Treasury 2006
- *Work-related learning at Key Stage 4*, QCA, 2007

### 8.3 Specialist

- *Diploma development partnerships workshop for consortia: Employer engagement*, David Harbourne, May 2007.
- *The Key Stage 4 curriculum: Increased flexibility and work-related learning*, by Ofsted, May 2007.
- *Building an Enterprise Culture*, CBI Brief, November 2005, Issue 3.
- *Young learners demanding improvements in work experience: A seminar by the Edge Learner Forum*, Edge, 2007
- *Evidence based inquiry into work experience integration* (untitled PGCE thesis), by Nicola Gridelli, 2007
- *Essential work placements boost starting salaries*, LSC news release, December 2006.
- *Education and employers – working together*, Edge Consultation, November 2006.
- *Employer engagement survey*, NEBPN, August 2006.
- *Employer recruitment practice and practical learning and the use of the workplace as a learning environment*, by YouGov on behalf of Edge, February 2006.
- *The use and value of practical learning in 14 to 19 education: The attitudes and perceptions of secondary school teachers and further education lecturers*, by YouGov on behalf of Edge, January 2006.
- *Interim research report: Second stage research on attitudes towards academic and practical learning*, YouGov on behalf of Edge, June 2005
- *Practical learning: Challenging the education system survey report*, Edge Consulting

- *How can we encourage employers to become involved in education?*, Institute for Employment Studies, by Linda Miller, 2007
- *The Education Landscape*, KPMG, November 2006
- *Independent Study into School Leadership*, PwC, January 2007
- International Review of Curriculum and Assessment Frameworks Internet Archive (INCA), maintained by the Eurydice Unit for England, Wales and Northern Ireland at the National Foundation for Educational Research (NFER). At <http://www.inca.org.uk>

## 9. Annex E – Introduction to Employer Engagement Portal

**IMPORTANT NOTE:** We have created a live demonstrator, which can be found at [www.pluginintoolschools.co.uk](http://www.pluginintoolschools.co.uk) and are encouraging as many employers, teachers and brokers to test it. We are gathering comments and feedback to shape the future product, should we proceed to full development.

To review our demo, please go to [www.pluginintoolschools.co.uk](http://www.pluginintoolschools.co.uk) and choose the employer route (no password / username required). Please move through a proposed journey on the site by clicking on the red flashing links!

We have had feedback from over 30 employers, and had an overwhelmingly positive response. Employers have expressed a desire for even more simplicity on the front page and greater access to other employer's experiences. Both points are being integrated into the new design.

Please let us know your thoughts on the concept, its functionality and whether you will use it by emailing [amanda@publiczone.co.uk](mailto:amanda@publiczone.co.uk).

### 9.1 Aims and overview

On the back of the research and consultations conducted for the project, we have commenced the task of constructing a web-based tool capable of addressing some of the issues raised in our findings. The tool aims to help:

#### 1. Employers

- Understand the range of ways they can get involved in education
- Find opportunities in their local area.

#### 2. Intermediaries

- Promote their programmes
- Attract more employers into engagement
- Receive feedback from a range of businesses.

#### 3. Schools

- Provide a market place for them.

### 9.2 Key features

- A profile page for every school, scheme, employer and broker
- An aggregation of the amazing opportunities available to employers
- Simple tools to help find and select opportunities, either through an intermediary or direct to schools
- Resources, testimonials and ratings from other employers
- Open and inclusive platform enabling partnership.

## 9.2.1 Homepage

The homepage features a header with navigation links: Home | About | Employers | Schools | Brokers | FAQs | Contact Us | Site Map. A large green banner reads "It's not just about work experience" and "How to use this site". On the right, there is a login section with fields for "LOGIN" and "PASSWORD", a "Sign in >" link, and a "Forgotten details?" link. Below this is a "Register now to find local opportunities" section with a "Register" button. A search bar is located below the register section, with a "Go>" button. A "Postcode" field is also present, with a "Submit" button. The main content area is divided into three columns. The left column, titled "Find opportunities near you", includes a map of the UK and a "Submit >" button. The middle column, titled "Many ways to plug into schools", lists various opportunities: Mentoring, Live Briefs, Workshops, Student Placement, Teacher Placement, Field Trips, and Talk in Schools. The right column, titled "Top into Talent!", features a "Virgin" logo and a "Post Office" logo, along with a "Submit" button. Annotations point to specific elements: "A simple, action focused homepage" points to the overall layout; "Quick route to find a local school, scheme, broker" points to the search bar; "Promote opportunities" points to the "Top into Talent!" section; and "Create a very quick way to get involved, with high return user potential to build registration and relationships" points to the "Register" button.

**Plug into Schools**

Home | About | Employers | Schools | Brokers | FAQs | Contact Us | Site Map

It's not just about work experience

How to use this site

Find opportunities near you

ENTER YOUR POSTCODE

Submit >

Nations companies click here

A-Z of Schools Show >

A-Z of Schemes Show >

A-Z of Brokers Show >

Many ways to plug into schools

Mentoring More >

Live Briefs More >

Workshops More >

Student Placement More >

Teacher Placement More >

Field Trips More >

Talk in Schools More >

Top into Talent!

Invent a product that will change the world

Virgin thanks Sarah Hart

Post Office website user testing – young people

The Post Office thanks Paul Nulty

LOGIN

PASSWORD

Sign in >

Forgotten details?

Register now to find local opportunities

Register

SEARCH

Go>

Enter your postcode for information specific to your area

POSTCODE

Submit

**A simple, action focused homepage**

**Quick route to find a local school, scheme, broker**

**Promote opportunities**

**Create a very quick way to get involved, with high return user potential to build registration and relationships**

## 9.2.2 Geographical search features

The search results page shows a list of schools and schemes. The "Schools" section displays two results: "Royal High School" and "Hayesfield School Technology College". The "Schemes" section displays two results: "Mentoring" and "Student placements". Annotations point to specific elements: "Relevant information only" points to the search bar and the "You are searching for schools, schemes and brokers around BA3 7AD" text; "More quick links" points to the "SCHOOLS THAT NEED HELP NOW!" section; and "Constantly reinforce message that there are lots of ways to help" points to the "Key of Schemes" section.

**Search Results**

> You are searching for Schools, Schemes and Brokers

**Schools** (displaying 2 of 10) Show all >

Filter Distance Scheme

Royal High School ★★★★★  
High School / Ages 13-18 / Mixed Sex / State School  
Schemes offered: [Icons]

Hayesfield School Technology College ★★★★★  
High School / Ages 7-19 / Mixed Sex / Comprehensive School  
Schemes offered: [Icons]

(displaying 2 of 10) Show all >

**Schemes** (displaying 2 of 8) Show all >

Filter Option Option

**Mentoring** ★★★★★  
Mentoring is an increasingly popular concept across the UK. It involves one-to-one relationships based on trust, confidentiality and mutual involvement between a mentor (the person offering advice based on their experience) and the mentee. The relationship is often voluntary with the goal of providing practical assistance and support. Mentoring can be a very rewarding experience for everyone involved as it offers a great developmental opportunity as well as a chance for many people to put something back into the community.

**Student placements** ★★★★★  
An opportunity for employers to benefit from an objective, young perspective on their working environment and offer input on any projects or other work that is being conducted. In return, students gain an insight into the working world and how the organisation operates.

SEARCH

Go>

You are searching for schools, schemes and brokers around **BA3 7AD**

POSTCODE

change postcode

Submit >

**SCHOOLS THAT NEED HELP NOW!**

30 second music piece needed for advert...

Manufacturer shows how packaging is made...

New Olympic 2012 logo design ideas...

**Key of Schemes**

Mentoring

Live Briefs

Workshops

Student Placement

**Relevant information only**

**More quick links**

**Constantly reinforce message that there are lots of ways to help**

### 9.2.3 Useable and meaningful search results

The screenshot shows a school website for 'High School / Ages 13-19 / Mixed Sex / Comprehensive School' located at 'Upper Oldfield Park Bath BA2 3LA'. The page includes contact information: 'CLICK TO GET IN TOUCH', 'Tel: 01983 524651', and 'Email: hstc@somersetebp.org.uk'. It also mentions 'Represented by a broker: Somerset EBP' with a link 'What is a broker? >'. A search bar is present with the text 'You are searching for schools, schemes and brokers around BA3 7AD', 'POSTCODE', 'change postcode', and 'Submit >'. The page is divided into sections: 'Schemes available' (Mentoring), 'Your thoughts' (a testimonial about Hayesfield), 'Other schools in your area' (listing Morton School, Prior Park College, Deachen Cliff School, Kingswood School, and Broadlands School), and 'Student Placement'. Annotations with arrows point to various elements: 'Range of simple to understand contact details, local broker information' points to the contact and broker information; 'Useful information about the school not our scheme' points to the 'Your thoughts' section; 'Feedback from other companies' points to a video player showing a man in a uniform.

High School / Ages 13-19 / Mixed Sex / Comprehensive School  
Upper Oldfield Park Bath BA2 3LA

CLICK TO GET IN TOUCH Tel: 01983 524651  
Email: hstc@somersetebp.org.uk

Represented by a broker: Somerset EBP What is a broker? >

You are searching for schools, schemes and brokers around  
**BA3 7AD**  
POSTCODE  
change postcode  
Submit >

**Schemes available**

Mentoring [More >](#)

Mentoring is an increasingly popular concept across the UK. It involves one-to-one relationships based on trust, confidentiality and mutual involvement between a mentor (the person offering advice based on their experience) and the mentee.

The relationship is often voluntary with the goal of providing practical assistance and support. Mentoring can be a very rewarding experience for everyone as it offers a great developmental opportunity as well as a chance for many people to put something back into the community.

Criteria developed:

- Independence
- Confidence
- Management skills
- Creativity
- Team working

[PART 1](#)

< Close

**Your thoughts**

“ Hayesfield was a joy to work with. A thoroughly fun and rewarding experience. Definitely be doing it again soon ”

POST OFFICE

**Other schools in your area**

- [Morton School](#)
- [Prior Park College](#)
- [Deachen Cliff School](#)
- [Kingswood School](#)
- [Broadlands School](#)

**Student Placement** [More >](#)

Feedback from other companies

Range of simple to understand contact details, local broker information

Useful information about the school not our scheme