

## Day one – Thursday 21<sup>st</sup> July, 2016

### Session one: 10:00am-10:30am

#### Room C8 & C9

Simon Field

OECD

#### ***Between two worlds: Education and work***

During the past decade I have visited many different countries looking at their systems of vocational education and training on behalf of the OECD. One remarkably constant feature across all the diversity of countries and systems has been the profound and often unfortunate divide between the world of classrooms and academic study on the one hand, and the working world of offices, industry, hospitals, factories on the other. Too often the first victims of this divide are the young people who have to find their way across this chasm. This presentation will offer some reflections on how education and training systems around the world are facing up to this challenge by finding ways to engage employers more fully in education and training systems, in the design of qualifications and programmes, and in systems of workbased learning.

### Session two: 11:00am-12:30pm

#### Room C8 & C9

Adrian Lyons

Ofsted

#### ***Enterprise, employability and employer engagement: The findings of Ofsted's thematic survey***

During the spring of 2016, Ofsted inspectors visited secondary schools around England to check how well schools prepare young people for adult life through enterprise education, work related learning and direct contact with employers. Inspectors carried out 40 thematic inspection visits. These visits included a mix of inner city, urban and rural settings, a mix of comprehensive, selective, 11-16 and 11-18, mixed or single gender and schools whose overall effectiveness grade ranged from outstanding to requires improvement. The selection was chosen to roughly reflect the range of schools in England. Inspectors leading routine inspections during the first two months of the spring term completed additional questions to inform the survey. There were 109 contributions from these inspections. Ofsted established two expert engagement groups representing employers' organisations including the CBI, Institute of Directors and the British Chamber of Commerce, the TUC and organisations involved in work with schools and business. Individual meetings were held with a wide range of organisations involved in supporting school and businesses links. Telephone interviews were carried out with 10 head teachers of schools that had previously been judged by Ofsted to be outstanding for their enterprise provision. A public call for evidence resulted in 161 responses which informed the survey's findings. Additionally 338 responses from Ofsted's parent panel contributed to the findings. All of this primary evidence was considered alongside evidence from Ofsted inspection reports, Ofsted's previous reports on enterprise, employability and apprenticeships, published pronouncements by business leaders and the wealth of academic literature. Inspectors found wide variation in the provision in schools. The main determinant of this was the attitude of

school leaders. Some saw preparation for work as a central element of education while others saw it as 'a luxury we can't afford'.

**Julie Moote**

**King's College London**

***Who is getting advice? Year 11 students' views on careers education and work experience in English secondary schools***

Currently in England, there is widespread concern that careers education (information, advice and guidance) is relatively poorly resourced in schools and there is much debate about its current effectiveness. Particular concerns have been expressed about the low quality and quantity of STEM careers education. In this paper, we investigate students' views on careers education provision and work experience and their (and their parents') satisfaction with this provision. The work draws on data collected via a national survey of over 13,000 Year 11 students aged 15/16 years and in-depth longitudinal interviews conducted with 70 students from this cohort (from aged 10-16 years) and their parents. Our findings show that there is clear student demand for 'more and better' careers education. Moreover, our logistic regression analyses indicate that provision of careers education in England is currently patterned ways that may be working to promote inequalities relating to gender, ethnicity and social class. Findings from our interview data suggest that the majority of careers support is provided via a 'self-referral' system, which disadvantages those who, arguably, might benefit most. Regression results of survey data indicate that students with more positive attitudes towards science, higher science-self-concepts, and more positive peer orientations toward school are also receiving more careers advice. Results also suggest that students aspiring to science are the least likely to have had work experience. We conclude by discussing the implications of these patterns and suggest some potential, more equitable, ways forward for schools and teachers.

**Deirdre Hughes**

**Institute of Employment Research, University of Warwick**

***LMI: Myths and Realities***

The importance attached to young people and adults having access to high quality, reliable and up-to-date labour market intelligence/information (LMI) to inform and support transitions into and through the labour market remains a high priority for governments across the UK (and further afield). This seminar focuses on latest developments within the UKCES/BIS 'LMI for All' service, including ways to exploit this free resource by developing applications or enhancing existing applications. The use of an application programme interface (API) and 'Careerometer' will be briefly explained, alongside a series of live and innovative case studies. A recent LMI environmental scan on a worldwide basis highlighted this is a unique approach which has attracted significant interest from across Europe and further afield e.g. Canada. The end goal is to increase the reach of this resource among end-users (i.e. individuals making careers decisions). Progress and latest developments will be showcased by the University of Warwick, Institute for Employment Research (IER) in association with key partners.

**Room C11**

**Ann Hodgson and Ken Spours**

**UCL Institute of Education**

***Future apprenticeships: The important role of ‘mediators’ at the local/regional level***

The UK has a small apprenticeship system in comparison with many European countries. Repeated efforts by successive governments to grow the apprenticeship system, for young people in particular, have met with little success and in 2015 only 6% of 16-18 year olds participated in the work-based route. In order to rebalance modes of full-time and work-based participation in education and to create a more direct link between education and the world of work, the new model for apprenticeships, that was set in train following the Richard Review in 2012, marks a paradigm break with the previous concept of apprenticeship frameworks. It is centred around Apprenticeship Standards defined by leading companies; the Apprenticeship Levy that applies to companies with more than a £3m pa wage bill; and a focus on a single summative assessment point rather than the gradual acquisition of national qualifications. This new model is also being driven by a target to create 3m apprenticeships by 2020. This paper captures perceptions of the emergent standards-based model by analysing literature, policy documents and the records of 27 focus group ‘hub’ meetings comprising employers, independent training providers, colleges and other mediating organisations such as LEPs and local authorities, held across nine English regions/sub-regions in the spring of 2016. While there are limitations to the data because those involved in the hub meetings related more to SMEs than to the large corporate employers, who are envisaged as playing a central role in the new apprenticeships, the paper offers a unique early picture of the implementation of the model, seen from the viewpoint of important local and regional policy actors. We will argue there is a continuing important role for those who act as ‘mediators’ and ‘animateurs’ of apprenticeship policy at the local and regional levels in supporting the system to grow.

**John Higton**

**CFE Research**

***The potential market for higher and degree apprenticeships***

Higher and degree apprenticeships are central to current government policy. They provide alternatives routes to occupations compared to the traditional higher education and have the potential to add to the perceived rigour of vocational training, especially for technical occupations. However, despite recent growth in provision of vocational education, alternatives to traditional academic study are only currently available for certain subjects. Our existing apprenticeship research notes the important role employers play in the design and delivery of new Standards. Our previous analysis of Individualised Learner Record (ILR) data shows recent and rapid growth (from a very low base) in apprenticeship starts at Level 4 and higher, especially in STEM (Science, Technology, Engineering and Mathematics) qualifications. We also found that supply at Level 3 in the same subject areas remained broadly static. Furthermore, over four in ten of the 75 new apprenticeship Standards that are “ready for use” are at Level 4 or higher and concentrated in STEM areas. Current vocational provision of level 4 is patchy and the aim of this research is to identify potential market demand. Understanding the extent of vocational provision compared to traditional options is vital for policymakers, who aim to strengthen the UK economy by developing its skills base, and for providers of vocational education, who share responsibility for delivering the government’s vision of addressing intermediate and higher level technical skills gaps in the UK economy. We measure the future market for apprenticeships at NVQ Level 4 plus through two methods: 1) a comparative

analysis of the number of L4+ apprenticeship starts since 2010/11 and equivalent study routes such as foundation degrees, HNDs and sandwich courses; and 2) an investigation of the supply into Level 4 apprenticeships based on volumes at Level 3.

**Room C12**

**Prue Huddleston and Heidi Ashton**

**University of Warwick and University of Leicester**

***Tell it like it is: Education and employer engagement; freelance and self-employment***

Background and rationale. Calls for employer engagement with education often focus on large companies and on specific sectors. Small employers, in particular self-employed and free-lancers, are often invisible, yet they account for more than 15% of the workforce. The creative and cultural sector makes a significant contribution to the economy (5.2% of the UK economy) and accounts for 8.8% labour market (DCMS 2015); it has seen the highest growth since 2010 recession. 44% of those working within the sector are self-employed (CCS 2013.) Many young people are very interested in activities connected with the creative and cultural sector (often outside formal school). What does the research tell us? Those working in the sector require a set of skills beyond technical expertise; confirmed by evidence from employers when talking about recruitment, for example commercial awareness; confidence in promoting and managing oneself and one's work; working in a team; creativity; versatility. A mismatch exists between what is available within the 'prescribed' curriculum, which is subject and target based, and what employers require within this sector and more broadly. Recent curriculum reforms have down played the importance of creative and performing arts. Assessment required by public examinations is inimical to the sorts of approaches essential for those working within the creative and cultural sector where project-based work, portfolios, performances, show reels, videos, artefacts are the metrics of assessment. A lack of understanding of what is required in these industries and an unwillingness to recognise that creative and cultural activities can provide opportunities for young people unavailable elsewhere in the curriculum -and for many unavailable at home or within their wider community. Employer engagement, from this sector, with education very limited, they 'would not know what to do anyway' (CCS Report) Conclusions: Education should provide young people with a more realistic picture of employment, particularly self-employment and freelance work, for which the creative and cultural sector is a rich source of evidence and expertise, often providing role models to which young people can relate. The creative and cultural sector can provide opportunities to individuals who do not thrive within the conventional school curriculum and to develop skills and attributes valued by employers.

**Joan Wilson**

**National Centre for Universities and Business**

***Work experience as a gateway to talent in the UK: Assessing business views***

Work experience is increasingly serving different purposes for employers and acting as a key part of the recruitment process. Where it is used to build and nurture the skills that businesses need, work experience delivers employability skills. Where it is used to capture talent and to identify early on the best of it, work experience contributes to employment opportunities. Despite its multiple uses, there is little in-depth exploration of how the work experience practices and processes of businesses fit into the student access and participation picture, in turn impacting on the talent pool available to employers. We explore employer views on the use of work experience as a gateway to student

talent through an online survey of our business members, with 34 (out of 58) responses from HR specialists received between December 2015 and March 2016. We ask about the extent of opportunities offered and their feed-through to longer-term hire, the reasons behind and benefits of offering work experience to undergraduates, the core channels used, and the associations between work experience and social mobility. We find that while offers are high, channels used primarily involve exclusive university-business relationships, targeted Russell Group recruitment, or networks related approaches including speculative applications. At the same time using work experience to access talented students from disadvantaged backgrounds is less prominent an aspect, suggesting uneven access for students less versed in or served by university or social connections. What we learn from this new evidence is that there remains untouched grounds for work experience to be used as an enabler of social mobility by employers, and the practices for securing opportunities need to take accessibility issues into account. Employers stand to benefit from a wider talent pipeline and potentially better employer-employee job matching if practice changes incorporate measures to attract talent from all backgrounds.

**Helen Wallbey**

**Federation of Small Business**

***Women in enterprise: The untapped potential***

In 2014, 20 per cent of single-person businesses and 18 per cent of SME employers in the UK were majority-led by women. At the same time, self-employment in the UK is at the highest level in 40 years, with much of the recent growth among women. This paper explores the importance of women's entrepreneurship to the UK economy and the challenges women business owners face when starting up and growing their business, including the availability of business support, access to finance and affordable childcare. It includes survey data, compiled by FSB from women business owners, and findings from a series of focus groups from across the UK. The report finds while, any of the barriers women business owners face are common challenges faced by all small business owners. Women continue to encounter barriers that prevent them from moving into business ownership and impede their ability to grow their businesses.

**Room C13**

**Wai Yi Feng and Mark Williams**

**University of Cambridge and Engineering Development Trust**

***Measuring impact of employer-engagement programmes in STEM***

Despite growing policy recognition, activity and investment in promoting and enabling employer engagement in education around the world, little is understood about the impact of employer engagement (balanced against investment of resources) and how this can be assessed by schools, employers, governments and other stakeholders. In the context of STEM (Science, Technology, Engineering, Mathematics), employer-engagement programmes operating within or outside school, in formal or informal education contexts, may be seen as a form of "enrichment" aimed at enhancing young people's experience of STEM. This paper therefore draws on new research into STEM enrichment, and in particular, recent efforts in developing indices for measuring STEM enrichment impact, to throw light on the impact of employer-engagement programmes in STEM education, judged alongside other forms of STEM enrichment. Examples of analysis will focus on work-related learning programmes delivered by EDT—the largest provider of STEM experience-based programmes in the UK, connecting employers with 30,000+ young people aged 11–21



annually. In the cases of Go4SET and EES (Engineering Education Scheme) programmes, analysis revealed that the programmes have high impact against the suites of indices on improving skills and learning processes, enhancing understanding of and attitude to STEM, and raising awareness of and likelihood of pursuing STEM study or careers. Using the set of indices as a diagnostic tool also enabled impact (reported by students) to be compared across programmes and with EDT expectations, helping to identify areas where provisions can be made more effective. Considering different levels of investment, cross-programme impact comparison also facilitates planning at the portfolio level, and hence, enhances efficiency in investment. Efforts are underway to explore further uses of the indices to better understand the impact of different forms of employer engagement and how impact may be optimised across a portfolio of activities. Challenges this raises will be discussed.

**Jill Collins and Glynis Dean**

**Sheffield Hallam University and The Royal Air Force**

***A military approach to inclusive work experience activity: Bespoke STEM placements***

The Royal Air Force (RAF) delivers work experience placements, linked to its 52 occupations, across the UK. In 2007, research examined gender representation in its predominantly technical workforce. Increasing recruitment challenges were predicted for the Service, particularly in engineering. This, and a desire to be reflective of UK demographics, generated a funded STEM (Science, Engineering, Technology and Maths) strategy to increase the number of women in engineering and technical specialisations. The strategy now encompasses other under-represented groups, and demonstrates the organisation's deepening understanding of intersectionality. Early engagement, i.e., with first contact no later than age 14/15 but where possible by age 11/12, is key. A programme of activities developed (since 2009) with industry partners and Sheffield Hallam University (SHU) to encourage young people to consider careers in STEM. In 2012, a survey of 74 girls who had participated in the 'RAF Experience' week (response rate 72%) indicated that over 60% planned to progress to STEM related courses/training. Data from the 76 application forms indicate 3 broad groups, those planning STEM/RAF careers, those tentatively interested and those willing to try something new. The largest group had a tentative interest (58% of 44 girls). Participants report that the experience provided opportunities to gather information, and space to consider future employment options. They used the time to clarify preferences and explore new ideas, building on existing skills/knowledge in a work related environment, drawing on role models for further insights. This paper explores how RAF personnel are encouraged to develop skills as STEM Ambassadors and how this has impact. It describes how the RAF/SHU developed evaluations to revise activities iteratively and explores how the organisation makes research-informed decisions. There is evidence of progression from placements to applications for educational support from the RAF, and entry into Service. Case studies will be included.

**Lynn Gambin and Terence Hogarth**

**Institute for Employment Research (IER), University of Warwick and Fondazione Giacomo Brodolini (FGB)**

***Aligning school to work: Assessing the impact of employer engagement with schools in assisting young people make the transition from school to work***

Based on an evaluation of Business in the Community's Business Class programme carried out by the authors, evidence is provided about the specific types of employer engagement with schools that is most effective in shaping young people's perceptions of the labour market. The effectiveness of

engagement is assessed with respect to employers being able to influence a range of attitudes and behaviours in young people that are known to be related to a relatively successful transition between school and work. The evaluation of Business Class drew on research by Yates et al., and that of Mann and his colleagues, which demonstrated the importance of ensuring that activities undertaken by young people in school are aligned to their career aspirations beyond completion of compulsory education. The evidence that will be presented will show that employers can play a decisive role in shaping both pupils' aspirations and their awareness of the qualifications and skills - both cognitive and non-cognitive - that they will need to acquire if those aspirations are to be realised. It will be shown that it is through specific types of intensive employer-pupil engagement, sometimes delivered on a one-to-one basis, that pupil's activities in-school activities can be most effectively aligned to their career aspirations. Persuading a sufficiently large number of employers to engage in intensive employability activities with school pupils is a formidable task. The evidence shows that the employees who engaged in activities with pupils gained career enhancing skill as a consequence, not least in improving their communication and negotiating skills.

### Session three: 13:15pm-14:45pm

#### Room C8 & C9

##### Special Session

***Employer Engagement in School Governance*** with **Lord Nash**, Parliamentary Under Secretary of State for Schools, Department for Education, **Chris James** (University of Bath), **Clare Collins** (NGA) and **Kirsty Watt and Laurence Stellings** (Academies Ambassadors).

##### Kirsty Watt and Laurence Stellings

##### Academy Ambassadors and Populus

##### ***Understanding the role of business expertise, and exploring good governance, at Multi Academy Trusts***

Through speaking with Non-Executive Directors, Chairs (NEDs), and CEOs of MATS, as well as governance experts within the education sector to gain a comparative perspective, this paper explores the role of individuals with business expertise at Multi Academy Trusts. For NEDs, involvement in MATS is driven by the social purpose and difference that education can make to an individual. A pre-existing interest in education leads most individuals to choose to become a MAT NED over roles in other organisations. As high-performing business leaders, accustomed to working in pressurising, changing and fast-paced environments, concerns prior to joining a MAT was minimal for these NEDs. Once in role, most NEDs agree that they have been impressed with the quality of MAT leadership and the educationalists that are working with. For those involved in medium and larger MATs, NEDs recognise these are significant businesses, with large turnover, assets and staff, with many providing specific examples of how they have helped to develop the governance structure. MAT Chairs and CEOs do not have a fixed view about the 'best' size of the Board or governance structure for a MAT - but are generally in support of small and active boards. While some have conducted skills audits or have had the structure of their Board externally reviewed, there are also Board structures that have simply evolved over time. As MATs grow, Chairs and CEOs readily accept that good governance changes: the larger the chain the greater the need for business expertise drawing on HR, financial and legal areas.

**Room C11**

**Francis Green and Golo Henseke**

**UCL Institute of Education**

***The changing graduate labour market: Analysis using a new indication of graduate jobs***

This paper examines differentiation in the recent evolving graduate labour market in Britain. Using a novel statistically-derived indicator of graduate jobs, based on job skill requirements in 3-digit occupations obtained from the British Skills and Employment Survey series, we analyse trends in the labour market between 1997/2001 and 2006/2012. The indicator performs better than other indicators in validation tests, could be applied flexibly in other contexts, and is available in an appendix. We find that the massive influx of graduates into the labour force has been absorbed with no increase in over education. However, the returns to graduation have become more dispersed, with those at the upper quartile of the residual distribution increasing, while those at the lowest quartile have fallen. The wage gap between matched and overeducated graduates increased by 11 log points. Using the British Household Panel Study we find that the persistence of over education status did not change but for non-employed male graduates moving into employment the chances of entering a graduate job decreased.

**Stijn Broecke**

**OECD**

***Skills and wage inequality***

Using the OECD's Survey of Adult Skills (PIAAC), this paper analyses the importance of skills in explaining differences in both employment and wages across individuals. It then goes on to argue that skills can account for an important share of the wage gap between certain socio-economic groups. The paper further argues that wage inequality is lower in countries that are better at meeting the demand for skills, and also in countries that make better use of their workforce's skills. The policy implications of these findings are also discussed.

**Sandra McNally**

**London School of Economics, Centre for Vocational Education Research (CVER)**

***Post-compulsory education in England: Choices and implications***

This paper will reflect on the choices available to young people after undertaking their GCSEs. What choices are available and what are their implications? This paper will draw on the book (co-authored with Robert Casssen and Anna Vignoles): Making a Difference in Education: what the evidence says. It will also draw on recent work undertaken in the Centre for Vocational Education Research, LSE.

**Room C12**

**Tami McCrone and Susie Bamford**

**National Foundation for Educational Research (NFER)**

***Young people's transitions: How employers make a difference***

Employers' contribution to the education and training of young people is generally accepted to be important to ease transition from education to employment. Currently transition to the workplace involves many challenges such as informing young people about the diverse range of possible jobs, training, and careers open to them; ensuring they have mastered the requisite employability skills to



enter the workforce; and inspiring them to strive for the best they can achieve. Employers add value to this process of enlightenment and can help to break down barriers to successful transitions. This paper presents evidence on how employers currently add value and how innovative approaches to engaging employers ensures that young people benefit from their input. We draw on the research findings and in-depth insights from three case-study projects:

- Sharing innovative approaches and overcoming barriers in delivering 16-19 study programmes' principles: <http://www.nfer.ac.uk/publications/DFIA01>. This study (commissioned by the Department for Education) showcases examples of successful interaction between employers, schools and colleges.

- Improving employability skills, enriching our economy:

<http://www.nfer.ac.uk/publications/IMSL02>. This project was carried out in partnership between the NFER, South East Strategic Leaders, London Councils and the London Enterprise Panel. It highlights how schools, colleges, SMEs (small and medium-sized enterprises) and micro-businesses in London and the South East work together to improve young people's employability skills and successful transition into work.

- NEET prevention - keeping students engaged at Key Stage 4:

<http://www.nfer.ac.uk/publications/IMPE02>. This research examines the impact of school-based programmes, such as enterprise activities, mentoring and work-related learning in place to support students aged 14-16 at risk of temporary disconnection from learning. The final report will be published in April 2016.

Impact and dissemination activities to inform practitioners include: top-tips guidelines, and videos of a practitioner seminar at Pimlico Academy on effective delivery strategies for employers, schools and colleges.

**Christian Percy and Elnaz T. Kashefpakdel**  
**Independent analyst and University of Bath**

***What makes a career talk sing: Under what school delivery circumstances or student attitudinal contexts are career talks associated with optimal, long-term wage outcomes?***

Work by Kashefpakdel & Percy (2016) uses British Cohort Study data from 1984 through to 1996 to demonstrate an association between career talks with outside speakers aged 14-16 and wage outcomes aged 26, controlling for a range of important factors. The longitudinal dataset used for this initial analysis also enables us to dig deeper into what might lead some careers talks programs to be associated with larger effects than others. This paper will test a key hypothesis, drawing on social and cultural capital theory, that there should be a larger wage association for students hearing from outside speakers than internal school staff. Such a hypothesis is expected to stand where the value of careers talks typically and primarily stems from the authenticity and credibility of hearing from outside speakers or from the networking opportunities gained from meeting new people, rather than solely from the information content of a careers talk, where a well-researched staff-led careers talk might perform comparably to one led by an outside speaker. Second, this paper will explore whether the apparent benefits of careers talks with outside speakers identified by Kashefpakdel & Percy are amplified by, complemented by, or indeed muted by the broader school careers delivery environment. For instance: Do we see larger associated effects among students who also engaged in activities like careers officer interviews, discussions with teachers about careers, or timetabled classes covering careers? Thirdly, how do the apparent benefits vary based on student attitudes, potentially shedding light on the human capital context of any theory of change? For instance: Do

students who remain uncertain or concerned about their future job have any different associated benefit from careers talks?

**Steven Jones**

**University of Manchester**

***How access to the medical profession is conceptualised by key stakeholders: Evidence from a case study of NHS 'work tasters'***

Young people's access to the kind of employer engagement activities needed to progress to leading universities and professions have been the subject of increased scrutiny in recent years (Huddleston and Stanley 2011; Stanley et al, 2014; Mann and Kashefpakdel 2014; Jones et al, 2015). One concern regularly flagged is that access varies according to school type and socio-economic background (Hatcher and Le Gallais, 2008; Jones, 2014). A number of recent reports issued by the Sutton Trust (2014; 2016) and the Social Mobility and Child Poverty Commission (2012; 2013) discuss fair access to leading professions, and the role of employer engagement is central to this issue. The career used as a case study for this research involves the medical profession. Our particular focus is the NHS, the largest healthcare system in the world and the employer of around 1.6 million people. Access to work-based opportunities are even more important for progression in medical professions than elsewhere because many higher education courses of study in the field demand that applicants have prior experience (Mann et al, 2011). Scholars have highlighted the importance of authentic exposures to workplaces in healthcare contexts (Neilson and McNally 2010; Porter et al. 2009), with Greenhalgh et al. (2004) arguing that improved access among young people from disadvantaged backgrounds may tackle commonly held stereotypical views of the medical profession. However, studies have indicated such teenagers typically face the greatest challenges in securing relevant work-based experiences (Southgate et al, 2015). Our paper makes a vital contribution to this important, ongoing debate. By examining the responses of schoolteachers, medical students and NHS staff to the idea of 'work tasters' for state school pupils, we (a) identify the real-world barriers that need to be surmounted if access is to be widened and (b) reveal stakeholders' underlying views and dispositions toward entry to the profession.

**Room C13**

**Phil Pyatt**

**Education and Employers**

***Inspiring the Future***

The Inspiring the Future platform was launched by the Education and Employers charity in 2012, as a free, online service for connecting state schools/colleges with people for the world of work from apprentices to CEOs. Inspiring the Future currently matches over 10,000 teachers from more than 5,000 schools/colleges with over 30,000 volunteers, who all pledge at least one hour a year to talk to students about their job, career and the educational route that they've taken, to inspire the next generation of young people to the breadth of jobs and professions available. Since Inspiring the Future launched in 2012, employee volunteers have connected with more than 1 million young people through the programme. In 2013, the Inspiring Women campaign was launched to get more women from the world of work signed up to volunteer; in 2014 Primary Futures which helps primary aged children understand the link between learning in school and the world of work, and in 2015 the Inspiring Governors campaign, which uses the platform to recruit volunteers interested in taking up school governance roles across the UK.

**Andrew Boer and Oliver Brown**

**Edge Hotel School and Wivenhoe House**

***The delivery of an industry engaged learning strategy in Higher Education: Issues and benefits for both parties***

This presentation will review the experience of the Edge Hotel School in its development and implementation of an effective 'industry engaged learning strategy'. It will cover such issues as the needs of both higher education and commercial organisations and highlight ways in which the strategy has been modified so as to accommodate the needs of the industry related organisations. Issues such as expectation management for all parties and clarity of roles and contribution will be discussed as well as some of the practical mechanics of involving and engaging with commercially driven organisations. Whilst a focus of the presentation will be on operational issues and suggestions, consideration will also be made of the need for flexibility or change to the academic systems and philosophies which underpin current Higher Educational practice such as parity of student experience and opportunity. The approach of this presentation is to represent and report the cumulative experience and reflection of the Edge Hotel School as a case study with the input and contribution of a range of industry contributors over the past 2 years. In taking this approach, the presentation is intended to engender thought and discussion rather than provide definitive solutions.

**Session four: 14:45pm-16:15pm**

**Room C8 & C9**

**David Harbourne and Alistair Burlinson**

**Edge Foundation**

***Ten years of research by the Edge Foundation***

The Edge Foundation has been gathering research evidence about technical, practical and vocational education since its launch in 2004. Some research projects have been conducted by Edge personnel; others by academics, institutions, specialists in the private and voluntary sectors, and eminent individuals. Topics have included attitudes towards technical, practical and vocational learning; challenges facing education, employment and the economy; employer engagement in education; and the examination of policy and practice in the United Kingdom and selected countries worldwide. In 2015, Edge's research intern, Alistair Burlinson, collated messages from Edge research over the previous ten years. His work was edited and expanded by David Harbourne. Their report will be published at the London Conference on Employer Engagement in Education and Training in July 2016. This session will highlight key themes from the past ten years and suggest priorities for future research into technical, practical and vocational learning.

**Special session chaired by David Harbourne**

***Evidence-based policy, or policy-based evidence?***

Politicians like to claim that their education and training policies are based on evidence, particularly when they adopt policies which appear to work well in other countries. However, success in one place does not guarantee success in another, for all sorts of cultural, social and economic reasons. In this session, we will explore the challenges involved in finding out "what works" in technical and

professional education, both locally and internationally, and using evidence to support effective policy-making.

**Room C11**

**Ivan Diego**

**Valnalon, Spain**

***VET schools as entrepreneurial hubs: A model***

A highly relevant curriculum and close connections with the world of work place VET schools in an unbeatable position to put forward an ambitious entrepreneurship education agenda. To date, a lot of attention is being paid to this topic but VET schools could further support the entrepreneurial aspirations of some of their students. The role envisaged here for VET schools as local/regional hubs for entrepreneurship transcends the mere provision of start-up advice. VET schools are in a position to steer a process where local authorities, employers, start-ups, teachers and students come together to shape the way enterprise is embedded in the curriculum and learn from each other about a whole raft of aspects related with enterprise and entrepreneurship confronting in a collaborative way challenges that are highly relevant for the community. The paper identifies key elements for the design and implementation of a whole-school approach to entrepreneurship in VET tapping into existing practices observed in five European countries (Finland, Spain, Belgium, Greece and Estonia) during a 24 month-period. Identified areas include: Policy context, leadership and governance, teaching and learning methods, start-up support, links with employers, knowledge exchange networks, and impact assessment. The model presented here is the main intellectual output of a 2-year project funded with the support of the European Commission (2014- 2016).

**Shalena Fokeera-Wahedally and Dominique Slade**

**Mauritius Examinations Syndicate, Mauritias and Cambridge International Examinations**

***Building bridges between schools and industry: The Mauritian experience***

Across the world, governments are increasingly concerned with youth unemployment and the difficult transition from education to work. In response to this challenge, the Mauritian Government has introduced a new qualification at 16+, the HSC Professional, which aims to bridge the gap between school and work. The qualification comprises a coherent programme of learning that allows development of wider employability skills through a combination of academic and applied syllabuses combined with relevant work placement. Consideration is given to real work experience while maintaining the standard of a 16+ academic qualification to enable students to progress either to universities or the world of work. The work placement experience is an essential component of the programme, bringing the greatest benefit to learners while being fully integrated with other components of the HSC Professional. Responding to the needs of the economy was a leading consideration behind the development of the programme which was informed by discussion meetings with employers and analysis of the requirement of the labour market, as well as surveys and focus group discussion of educators and students. The first year of the piloting is now completed and a second cohort of students has embarked on this new learning experience.

**Liz Watts and Jessie Soohyun Park**  
**EdComs and Samsung Electrics UK**

***21st century thinking: How we can use technology to inspire a generation of creative and collaborative thinkers***

Samsung believes in the power of technology to educate and inspire and, through its Citizenship Programme, sets out to harness that power and to address the current digital skills gap that poses a threat to our economy and society. It has pledged to reach 400,000 young people across Europe by 2019. In 2013, six primary schools in highly disadvantaged areas of England and Wales were selected for a unique pilot programme to embed the use of the Samsung Digital Classroom – a mixture of hardware and specialist apps – in one class's day-to-day teaching. The aim was to make digital learning more accessible and to assess how it could enhance both teaching and learning. As well as managing the programme for Samsung, EdComs designed and implemented a mixed-method research programme with the following objectives:

- To measure the impact of the Samsung Digital Classroom on pupil performance and attainment
- To capture changes to teaching and learning practice
- To promote and share learning both across the participant community and externally

Over time, the research has helped us improve the programme and given us convincing evidence of how the equipment can foster critical 21<sup>st</sup> century skills, particularly among children who are disadvantaged. The evidence gathered demonstrates that the Samsung Digital Classroom has enriched learning, increased pupil engagement and improved educational outcomes through increased collaboration and encouraging a spirit of creativity and enquiry. The flexibility of the technology has empowered pupils with special educational needs and behavioural issues who might otherwise have been left behind. In 2015, the programme was recognised by the Children & Young People Now Learning Awards as the initiative that has made the best contribution to improving educational achievement.

**Room C12**

**Stella Williams**  
**Newman University**

***A systematic review of current understandings of employability***

A key demand placed on Higher Education (HE) in the present day is to be a provider of employable individuals. The success of this endeavour is equated with employment outcomes. The validity of this employment outcomes approach is widely contested; however, an alternative measure of employability has yet to be put forward. An assessment of HE's contribution to employability is nigh on impossible, until a more tangible understanding of the meaning of this term is achieved. With numerous competing conceptualisations in existence, the present research seeks to present a systematic review of these conceptualisations and move us one step closer to an evaluation of what HE can, and is offering the employees of tomorrow. A systematic review of employability literature produced between 1960-2014 identified 16 employability conceptualisations. A consideration of the similarities and differences between the components of these employability conceptualisations identified three themes in content (Capital, career management, and contextual dimensions). These findings offer a context in which to evaluate the contribution of HE to employability.



**Miriam Avorin**

**Linköping University, Department of Social and Welfare Studies, Sweden**

***What does academia have to say about NEETs?***

In this study, over 150 peer reviewed articles written on or about the acronym NEET(s), published between 2008 – 2016, have been examined. NEET stands for Not in Education, Employment or Training (referring to a young age group). It was first coined in the UK, developed during the late 1980's and firmly established as the only acceptable acronym to be used (in the UK) in 1999. The acronym is used globally today and is well established.

The main research question guiding this paper is 'How is NEET socially constructed as a group and associated to social problems?' The aim and focus lies on how NEETs are defined, described and referenced to social problems in the selected material. In order to fulfil these aims, a social constructionist perspective on what social problems are and how they are constructed as well as a discussion on power and discourse will be used as a theoretical framework for the interpretation of findings. Data is processed by using both discourse analysis and hybrid qualitative content analysis with focus on keyword-in-context-analysis (KWIC) as well a category-labelling in order to show patterns of association.

**Room C13**

**Angela Richardson and Paul Bocji**

**Heart of Worcestershire College and Aston University**

***Technology and the ability to learn through failure: A virtual business enterprise team***

This paper reports on the development of a module for a Foundation Degree in Business. The module was based around the use of an online business simulation game to deliver key employability skills. The use of the simulation provided a stimulating environment that enabled learners to explore the challenges of operating a virtual company in competition with other student teams. In doing so, learners gained valuable experience that is easily transferred to the 'real world'. Such experience encompassed areas such as strategy formulation, problem solving, working in diverse teams and conflict resolution. The module also provided a wide range of additional learning opportunities that complemented and built upon what was learned from the simulation. Local entrepreneurs and employers, for instance, provided students with valuable advice and guidance, while assessment practices emphasised and encouraged the development of individuals as reflective practitioners. An evaluation of the module found that learners recognised and appreciated many of the learning opportunities open to them. Many students felt that they had improved key employability skills in areas such as communication, leadership and team working. It was also found that most learners engaged well with the module because of the competitive nature of the simulation and the desire to 'win' against competing teams. However, we suggest that failure is just as valuable – if not more so - than success. Students learn a great deal from reflecting upon the reasons for failure, much of which will translate directly to the workplace.

**Simon O'Leary**

**Regent's University London**

***The experiences and attitudes of graduates towards employability-related support in undergraduate degree programmes and the potential role for externally-facing student projects***

Supporting and enhancing graduate employability is a priority across higher education and this research explores graduates' experiences of, and attitudes towards, the inclusion of employability-

related support in undergraduate degree programmes and the potential role for externally-facing student projects. A literature review is supplemented by primary research with graduates from humanities, sciences, engineering and social sciences, spanning several generations and with over two thousand years of employment experience. The findings are triangulated to a workshop with more than a score of graduate careers advisory professionals and the results signal some important trends in experiences and attitudes, as well as variations by discipline and gender. A clear majority want employability to have a greater emphasis in undergraduate degree programmes, albeit that opinions vary on how that may be best achieved. A significant shift has taken place over recent decades with professional service groups such as careers taking a much more active role and the overall level of provision rising. However, a cautionary note is that the link with the discipline remains critical and the right balance needs to be struck between the provision of such support and embedding it into the curriculum. Further research on a six-year case study of externally-facing projects, as a capstone alternative to the well-established dissertation, suggests that the provision of such an option may provide a suitable platform for multiple stakeholders.

**Rachel Roberts**

**Queen Mary, University of London**

***Hidden gems vs. usual suspects: How targeted employer engagement in higher education can produce social mobility outcomes for less advantaged graduates, reputational enhancement for institutions and business development outcomes for organisations***

Ostensibly Russell Group higher education institutions within the UK have few problems engaging with employers, with up to 70% of job offers from leading accountancy firms, for example, being made to graduates from such universities. However, is this still the case for less advantaged students who study at such prestigious universities? This paper explores an employer engagement project at a leading Russell Group institution which has 42% of its undergraduate cohort from less advantaged backgrounds. Data collected on this cohort revealed such graduates are more likely to be unemployed post-graduation and more likely to be in non-graduate jobs than their peers. In response to this analysis the employability team within the institution established a distinct employer engagement programme with the aim to enhance the social mobility of specific cohorts. The programme, financially supported by a leading graduate recruiter from the banking sector, involved facilitating teams of students from low-income background to conduct mini-consultancy projects within growth sector businesses. Student participants in the programme were surveyed both before the project, immediately after completion and three months later in a follow up survey. The results from these surveys reveal that the participants identified an improvement in all the employability skills identified in the questionnaire, directly as a result of their involvement with the specific employer engagement programme: 94% recognised a lasting impact on their employability as a result of their participation. Qualitative evidence revealed that many participants felt that their involvement in the programme had significantly increased both their skills and confidence. The host organisations were also surveyed for their feedback: 70% said they would be happy to recruit from the team of students who worked as consultants. The success of this employer engagement project was further demonstrated by its recognition by a leading national HE employability award.

## Session five: 16:30pm-18:00pm

### Room C8 & C9

**Prue Huddleston and Andrea Laczik**

**University of Warwick and University of Oxford**

***'In the driving seat', or reluctant passengers? Employer engagement in qualifications development: Some evidence from two recent 14-19 qualification reforms***

Vocational education and training (VET) has received substantial policy attention in recent years that is paired with the ambition for the UK to become a leading country for jobs, productivity and skills (UKCES, 2013; UKCES, 2009; Leitch, 2006). Over the past twenty five years, at least, there has been a succession of reviews, White Papers and policy documents identifying strengths and weaknesses of the system and introducing reform. Recommendations from two recent reviews: (Wolf, 2011) and (Richards, 2012) now form the basis for policy reforms in VET. Discourse of employer engagement has been a persistent theme in the reform agenda and the pressure on employers to engage has been intensified. Recent policy documents, particularly within the 14-19 phase, carry the exhortation for employers to jump 'in the driving seat' when it comes to VET qualifications development – even in their delivery and assessment. Our discussion will focus on: How has employer engagement changed over time? How is employer engagement exemplified in the most recent 14-19 reforms? To what extent are employers able to fulfil policy expectations? How does employer engagement impact on the validity of new qualifications? How can previous mistakes be avoided, particularly those made during the development of 14-19 Diplomas? Our presentation focuses on two reforms (one recent, one current) within 14-19 phase where employers have been, or are being, involved: Diplomas (2005-2010) and 16-19 Study Programmes (2011-present). In the development of Diploma qualifications employer engagement was taken to a new and more substantial level. Employers were given the task of designing and developing sector related qualifications, often without the technical knowledge of the process. Currently, Tech Level 3 qualifications and Tech (Level 2) awards (integral to Study Programmes) and leading to a recognised occupation are being developed by awarding organisations. It is a requirement that the qualifications be endorsed and supported by employers or professional bodies. Employer engagement in vocational education and training, although voluntary, continues to be encouraged. The level of employer engagement, however, must be carefully matched to the expertise, experience, capacity and motivation of employers. We will argue that lessons should be learnt from previous experiences of qualifications development to avoid employers abandoning the journey completely.

**Elnaz T. Kashefpakdel, Christian Percy and Anthony Mann**

**University of Bath, independent analyst and Education and Employers**

***Socialised social capital? The capacity of schools to use employer engagement to compensate for social capital deficiencies among teenagers***

Recent papers by Mann and Percy (2013) and Kashefpakdel and Percy (2016) have used statistical analysis to identify wage premiums accruing to young British adults linked to experience of school-mediated employer engagement in education activities. Both studies have sought to explain premiums by drawing on conceptualisations rooted in theories of social capital. Specifically, both papers have drawn out Granovetter's insights that economic advantages can be related to the

nature of social networks possessed by an individual, that benefits can be related to possession of networks which are broad and varied in character: the power of weak ties. Both Mann and Percy (2013) and Kashefpakdel and Percy (2016) have argued that within school-mediated employer engagement activities, teenagers have plentiful opportunity to gain the non-redundant, trusted information and social networks which form a primary element of Granovetter's conception of social capital. In exploring questions of causation, they have drawn on social capital literature which has evidenced the capability of family-rooted social networks to provide teenagers with significant advantages in the adult labour market (see McDonald et al. 2007 and Jokisaari 2007). Studies of the impact of employer engagement in education, consequently, raises important questions on the interrelationships between 'virtual' social capital accessed and enabled through schools and 'real' social capital accessed through family and friends. Specifically, this paper asks: To what extent can state schools and colleges replicate the functions of family-based networks? Can schools compensate for comparative weaknesses in such 'real' networks? Or alternatively, do they serve to extenuate inequalities? The paper explores directly the extent to which the education system possesses the capacity to channel and enhance teenage accumulations of social capital in order to challenge systemic social inequality.

**Room C11**

**Zeeshan Rahman and Patrick Craven**

**City & Guilds of London Institute**

***Making apprenticeships work: Employer engagement in developing the Quality Apprenticeships Model***

Apprenticeships are at the forefront of the current education and skills agenda because of their positive impact on individuals, industry and the wider economy. Politicians and businesses recognize the need for good quality apprenticeships to boost skills, improve productivity and equip people with the skills that employers want. This is why the government has committed to three million apprenticeship starts by 2020 and employers have pledged more than 30,000 new apprentice jobs as part of the National Apprenticeship Week 2016. Nevertheless, there remains a lack of consensus about how apprenticeships should be delivered, and more work needs to be done to implement and build on the current apprenticeship reforms and put quality at the heart of apprenticeships. City & Guilds Group worked closely with the Industry Skills Board (ISB) to propose a Quality Apprenticeships Model focused on delivering a quality apprenticeship experience that meets the needs of employers and young people. The model was based on lessons from the Remaking Apprenticeships report, current government apprenticeships reforms, and consultation with experienced ISB employers. The model concentrated on: recruitment and induction; training and learning; mastery; end-assessment; and progression. These were discussed in-depth with individual ISB members to help develop and refine the model, and to produce case studies that identified best practice. The proposed quality model, and related action plan that is recommended, makes a vital contribution to the discussion around how apprenticeships should be designed to best suit apprentices and employers to deliver a quality experience. It aims to help Government, business, employer groups and City & Guilds Group achieve quality and quantity in the apprenticeship system. This paper aims to present the proposed Quality Apprenticeships Model, the main findings from the interviews with ISB employers, and an overview of the recommendations made.

**Rafael Balparda Pilar and Ivan Diego**

**San José de Calasanz VET School, Spain and Valnalon, Spain**

***Companies as an active part of the evaluation of entrepreneurial skills***

If one of our strategic aims is to increase our students' employability and the quality of their future career development we keep close and constant links with host companies taking part in our apprenticeships scheme. Apprenticeship supervisors in the companies are also involved in the assessment of that same set of cross-curricular, personal and entrepreneurial competencies. In this respect, the development and assessment of transversal competencies comes full circle by the time our students have completed their apprenticeship period. With this objective in mind we devised a simple but powerful online platform to assess cross-curricular competencies. It was based in a 360 evaluation method in which performance is rated by the student, team mates and teacher using a simple survey at the end of each term. By comparing his/her own impressions with feedback provided by teacher and team mates the student becomes aware of own strengths/weaknesses. The improvement process starts here. Goalsetting comes next and, with the help of the teacher, the student commits to make them happen. It is very clear that companies, through their involvement in this assessment process, are making it possible for us to bridge the existing gap between the kind of training companies require and the education we offer in our school. We are achieving better rates of professional integration and our students are more and more satisfied with their professional guidance. This particular aspect caught the attention of CEDEFOP and Austrian researcher Mariya DZHENGZOVA (3S Research – Viena) was commissioned to write a case study based in our experience: "Planning, organisation, monitoring and assessment of 'in company training' at Colegio San José de Calasanz". One of the most valued aspects was the fact that host companies monitor and assess the cross-curricular competencies of student apprentices adhering to the same principles and in close cooperation with us.

**Mahmoud Emira**

**City & Guilds of London Institute**

***Preparing young people for employment and further study: Employer engagement in the City & Guilds TechBac®***

According to City & Guilds research, employers in England find that young people are poorly prepared for employment and lack the right attitude and work skills. This created an urgent need to address these issues. Consequently, City & Guilds proposed the TechBac® to provide learners with a balanced programme of vocational study, which develops their technical knowledge alongside a wider set of skills demanded by employers. Aware of the importance of employers' role (Beddie, 2015), City & Guilds aimed to involve them in developing and endorsing the qualifications within the TechBac® to respond to the needs of learners (i.e. better chance of gaining employment/further study), industry and community. To this end, City & Guilds has undertaken two research projects. The first was conducted in 2013 to inform the design, development and delivery of the TechBac® with employers and other stakeholders and tick the 'quality' box from their perspectives (Griffin, in press). The findings highlighted the importance of the inclusion of work placement, an extended project and broader business skills, which would provide better preparation for work than the current academic curriculum, alongside a robust technical qualification. Following their feedback, the City & Guilds TechBac® pilot was launched in September 2014. The second research project undertaken in 2015, which is the focus of this conference paper, was an evaluation of the impact of the programme to understand the experience of learners doing and tutors delivering the TechBac®; identify mediating and moderating factors in this process and consider suggested improvements.



Although learner destination (employment/further study) will be tracked in the long run to assess wider impact, the research indicated the majority of learners were very satisfied/satisfied with many of its aspects, which might be attributed to the careful design of the programme and employer engagement.

**Room C12**

**Paul Comyn**

**International Labour Organisation (ILO), Skills and Employability Branch, Employment Policy Department**

***Employer engagement in skills development and skills utilisation: Recent research and examples of technical cooperation in developing countries***

The presentation will report findings from recent research into examples of employer engagement in skills development and skills utilisation in Peru, India, Vietnam, Turkey, Bangladesh and the Philippines which have been prepared as part of a collaboration between the ILO and the OECD LEED Program. These examples, and others drawn from the ILO global portfolio of technical cooperation projects, highlight growing efforts around the world to increase the engagement of employers in skills systems to reduce skills mismatch and increase skills utilisation. Whilst much attention has been drawn to the issue of skills mismatch and supply side issues related to the quality and relevance of skills, problems faced by individual enterprises often relate more to how policy and institutional settings affect interactions between individual firms, education and training institutions and other intermediaries that play a role in the labour market. Through increased attention to public-private partnerships (PPP) many developing countries have introduced innovative policy and program initiatives that have increased the involvement of employers in the skill system at the local, sectoral and national levels and provided opportunities to directly influence where, how and what skills are developed and made available.

**Berna Bridge**

**Deniz College, Turkey**

***Aspects of employer engagement in education in Turkey***

This paper presents a descriptive study of employer engagement in educational institutions in Turkey and offers an insight to both education systems and employer engagement in this country to international counterparts. Starting from primary education, the paper investigates employer participation in middle schools, secondary schools, and higher education institutions in detail. There is no employer engagement in primary or middle schools in Turkey. Primary schools prepare students to middle school, and middle schools mainly prepare students for secondary education. On the other hand, there is some employer engagement in high schools, especially in vocational high schools where intense work practice is conducted three days a week for a whole academic year. It has been found that this well-established system prepares students for work life very effectively. In addition to vocational high schools, there is employer engagement in higher education as well. Higher education institutions are divided into two types: 2 year higher vocational schools and universities. Work practice is also conducted in higher education as well, but when compared with secondary vocational schools, it is not as effective. This is mainly due to the fact that the system in higher education is not as well established as it is in secondary education. Furthermore, there are initiatives from the government and several volunteer associations and foundations that offer courses such as call centre training, cooking training, stoking and heat systems training,

apprenticeships, public education courses as well as other support positions. Due to the strengths and weaknesses of the above mentioned systems, employer engagement in this manner has been found to benefit the working class more than higher education students. Initiatives taken by private and volunteer organizations furthermore foster women's and girls' employability.

### **Room C13**

**Chris Gledhill**

**PDMS Ltd**

#### ***Being smart about employer engagement***

Set up 9 years ago and initially focussing on retaining access to high skilled graduates who migrate to the UK for tertiary education Employed.im has evolved into an integrated labour market portal. It combines free services to employers and individuals with commercial services to support activities such as the administration of work experience, Sector specific websites in construction ICT and engineering, commercial job advertising and support for third sector employability initiatives. The project was initially set up with seed funding from the then Department of Trade and Industry but is now managed as a self-funding initiative with multiple income streams derived from both public and private sector initiatives. The design of the portal and development priorities are based on ensuring long term sustainability by considering the needs of individual members, employer convenience and value and efficient service delivery to the public sector in equal measure. The design of the service has also been heavily influenced by various UK reports, in particular the Woods report into youth employment in Scotland and the House of Lords Select Committee on Social Mobility – Report of Session 2015-16. The paper to be presented will reflect on the real world experience of operating, developing and promoting an employability and employer engagement portal in a defined local labour market for almost 10 years. We will reflect on the practical challenges, successes and failures experienced and the effect of both skills shortages and youth unemployment on the perceived value of the platform to policy makers and delivery agencies in the public sector.

**Tom Bulman**

**Worktree**

#### ***Engaging employers sustainably through one-hour 'Career WorkOut'***

Youth unemployment is over 600,000. Research shows that young people's contact with employers is an important indicator of their future ability to successfully enter the labour market (Mann et al., 2014). Young people are known to be especially attentive to the views of professionals they come into contact with in educational settings and overwhelmingly agree that contacts help in career decision-making (Education & Employers Taskforce, 2012). Jones et al. (2015) have argued that rather than contributing to human capital formation (e.g. employability skills), the greatest impact of employer engagement is likely to be felt more in challenging and informing young people's attitudes and assumptions about their experience of education and how it might relate to future working lives. This viewpoint implies the importance of requiring young people to engage with employers to avoid pre-conceptions preventing access to useful information, and raises questions for delivery about the optimum timing and delivery of career-focused employer interventions. In this study, we examine the outcomes of a pilot to introduce all 11-18 year olds in three Milton Keynes schools to a variety of guest workers in a carousel of 7-8 minute conversations during a one-hour session, 'Career WorkOut'. Using data from student feedback immediately before and after the sessions, we observed average increases in students' confidence in career decision-making (19%), confidence

talking to unfamiliar adults (23%) and commitment to learning and achieving (8%). We observed high levels of satisfaction among employee volunteers, with 62% strongly agreeing they felt valued and 49% strongly agreeing 'I now feel more positive about my work', suggesting potential worker productivity gains for the employer. In the paper, student data is segmented by age to identify variations in impact. A comparison may also be presented from comparable young people attending a traditional careers fair wherein young participants engaged freely with volunteers at stands.

**Patrick Craven and Neil Burke**

**City & Guilds of London Institute and Youth Focus North East**

***Exploring employer perceptions of open badges in supporting young unemployed people into education, employment or training***

Research has highlighted gaps in provision whereby learners have difficulty describing their competencies and telling their story to employers and employers in turn struggle to identify candidates whose qualifications they can trust. Could open badges be the key to helping employers recruit the right candidates? Open badges allow anyone to earn a badge, for learning done anywhere. They allow all sorts of skills and achievements to be verified, stored and shared that might not normally be recognised. City & Guilds worked with Youth Focus North East and DigitalMe to design, endorse and pilot open badges that learners can achieve throughout the Reducing the Skills Gap programme. This programme improves the development of employability skills in young people. It was designed alongside employers to address seven key skills which employers cited as lacking in some young people today. This piece of research explored whether employers believe that badges are successful in providing a new currency for employers and unlocking opportunities for the young people. It looked at how employers value professional credentials compared to traditional ones and the opportunities and challenges of using open badges to recognise skills around employability. The research showed that the concept of badges and their ability to evidence the skills that young people have, was well received by the employers. The evidence contained within a badge was seen by employers as an integral part of the badging process, in particular, the ability for young people to demonstrate their abilities through practical evidence which has been verified was key. The study also found that there was a lack of understanding from employers about badges which has meant that they have not yet been integrated into their recruitment processes. The challenge is how badges can be incorporated within recruitment processes, so that young people can show the employers the skills which make them employable.

## Day two – Friday 22<sup>nd</sup> July, 2016

### Session one: 9:30am-10:15am

*Room C8 & C9*

**Andreas Schleicher**

**OECD**

**'An interview with Andreas'**

The OECD's Director of Education and Skills will respond to questions from the conference delegates.

### Session two: 10:15am-11:45am

*Room C8 & C9*

**Lesley Giles**

**UK Commission for Employment and Skills**

***Youth unemployment: Challenges and solutions***

The presentation would outline some of the challenges facing young people in today's labour market and propose potential solutions for systematic sustainable change. This abstract provides an overarching narrative about youth unemployment. However, there are different ways in which the presentation could be focussed including:

- Providing a deeper understanding of the context/nature of the challenges within the labour market
- The future shape of the labour market and the nature of work within this
- The importance of strengthening career pathways and professional technical routes/programmes
- Initiatives to inspire greater employer commitment/engagement

On the one hand the situation looks positive. Youth unemployment has reduced as the UK has emerged from recession. However, this masks the high proportion of youth unemployment in comparison to adult unemployment. This is a problem in the UK not faced by our competitor countries in Europe. Research indicates that young people find it difficult to enter and progress in work because of the structure of the UK labour market. The increasingly 'hourglass' effect in the economy with growth in high skilled jobs, contraction in the middle and growth at the bottom, is making it more difficult to progress in work. Young people are most likely to be recruited into these low wage, low skilled jobs where the pathways for getting on in work are unclear. Part of the solution is to secure better connections between the worlds of business and education. Contact with the world of work should be an ongoing part of every young person's education with plenty of opportunities to 'earn and learn' in high status, high quality apprenticeships. However, underpinning this needs to be strong business leadership. This means employers, with their employees, taking greater responsibility for developing skills and jobs for future competitiveness. This is not just about the interests of big business. By collaborating employers have greater purchasing power and can achieve effective economies of scale. Many employers are keen to step up and lead developments in their sector. However, achieving the systematic change that is required is challenging and a 'one size fits all' approach will not achieve this goal. UKCES has been trialling some practical solutions

tailored for particular sectors and employers but from which wider learning can be drawn. For example, seven UKCES Futures Programme projects are exploring means of enhancing pay progression of low paid workers. We are also supporting senior business leaders to provide strategic leadership for improving productivity. For example, employers in the food and drink manufacturing sector are exploring how to enhance the pipeline of professionals with the necessary skills to enhance productivity in the sector.

**Steven Bainbridge**

**European Centre for the Development of Vocational Training (Cedefop)**

***Excellence and inclusivity: A skills agenda for Europe***

Economic and social success is to a large extent based on the skills acquired through formal, informal and non-formal education and training. An under-skilled population implies a precarious distribution of wealth, vulnerable consumers and marginalisation. With the new wave of globalisation, technological progress and digitisation, the nature of work, job profiles and skills required by the labour market are changing and more jobs require high qualifications compared to medium or no qualifications at all. The paper will delve into Europe's challenging economic and social environment using the results of Cedefop's European skills and jobs survey (2015) and the framework of the new *Skills Agenda* (2016) launched by the European Commission. The author will illustrate the need for more relevant education and training contexts that must respond to the fast-changing needs of the economy and society particularly the labour market. The diversification of the supply of the learning opportunities, the much needed levels of basic and digital skills as well as other key competences, the validation and visibility of already existing skills in the labour market, the forecasting of skill needs per country and sector will be among the topics discussed in the presentation. The author will illustrate and show evidence of challenges to the acquisition of skills, better use of qualifications and their transparency systems, skills intelligence and guidance and funding opportunities are indicators of a roadmap that should take member states towards more and better jobs for younger and older workers. Finally the paper will delve into the importance of policy design and implementation of employability indexes, productivity (including the public sector), digitisation and automation, migration and the costs of skill mismatch.

**Room C11**

**Bohrene Chakroun**

**UNESCO**

***Financing skills for work in education 2030: Contribution of private sector***

The aim of this presentation is to share the main findings of a research the potential of private sector resources to invest in technical and vocational education and training (TVET) schemes. Key messages:

- Training levies are important tools to provide a pool of funding which can contribute to the advancement of human capital. The potential of this type of fiscal instrument is especially important for countries which have unstable public budgets.
- The review of the existing literature has pointed out that the vast majority of the research work undertaken has followed a qualitative approach. This is so due to the lack of statistical data which would be required to conduct empirical analysis.
- Our review of the literature has revealed that there are some pieces of research which cover issues such as the general outcomes of training programmes, or the training which has been



financed by means of a training levy in a particular sector. However, to the best of our knowledge there is no study which provides forecasts of the potential amount of resources which could be raised by this type of tax.

- In order to contribute to the existing body of knowledge, we propose a conceptual framework which shows how the amount of revenue raised will depend on the levy base and the rate at which the levy is set. However, there are other factors which could influence the final outcome achieved by the relevant levy, such as the economic and institutional context and the general conditions of the labour market.

Main results suggest that if all private sector payroll were available for a 1.04% training levy then global funds of the order of US\$ 312-411bn could be raised annually over 2015-2020.

**Graciana Rucci**

**Inter-American Development Bank**

***Skill Development for Employment in Latin America and the Caribbean***

Presentation of the panorama of Skills Development for employment in Latin America and the Caribbean to motivate new applied research in the region. Using different data and econometrics methods, this research tries to answer the following questions:

1. Have gains in access resulted in higher returns for tertiary graduates in the region?
2. What is the level of education mismatch in the region?
3. Does training improve on labor market outcomes?

We find i) improved access did not implied higher returns, but huge heterogeneity in returns and degrees in Chile and Colombia; ii) significant mismatches between education and employment in Mexico; iii) training vouchers in Chile have an overall positive impact on earnings and no significant impact on employment.

**Karina Veal**

**Asian Development Bank, Philippines**

***Employer Engagement in Education and Training; Approaches across emerging Asia***

This presentation will provide an overview of selected modalities and approaches to employer engagement with skills development across developing Asia. The presentation will be based within an appreciation both of historic patterns and developments in various countries and of the rising commitment of educationalists and employers to reduce the divide between education and employment. High-income economies (such as UK, Germany, Japan, Singapore, and Republic of Korea) have well established, and government supported, institutional arrangements pertaining to employer engagement with their systems for skills development. In the case of Europe, these strategies and approaches tend to be based in long standing cultural and occupational traditions. In the case of Asian high-income economies, most of which are recent in their emergence, the strategies and approaches often tend to have been conceived and implemented as part of an overall economic development plan. By contrast, developing countries in Asia are seeking to find their own way towards improving the employment outcomes of their young people in the context of more globalized, diverse and competitive environments. Employer engagement approaches are often informal (as are the economies). Throughout Asia we see 'work around' examples of employer engagement that occur at institute or government level, sometimes supported through technical cooperation. These examples, though promising, may not be well imbedded in policy, nor widely distributed in practice. The mission of the Manila-based Asian Development Bank is for Asia and the

Pacific to be free of poverty. Providing finance to assist governments meet their goals for educated and skilled workforces forms part of that mission.

**Room C12**

**Sean Richards**

**UCL Institute of Education**

***Different pathways, diverse destinations***

This paper presents findings from three recent evaluative studies of careers education, information advice and guidance (CEIAG) in schools, colleges and universities in London. The paper focuses upon identifying the decisive factors which have influenced learners' career decisions at various stages of their career journeys set within a context of increasing policy stimulus by Government and Ofsted for the provision of impartial, effective and high quality CEIAG. Drawing upon extensive interviews with learners in schools, colleges and universities, the paper provides a detailed analysis of students' challenges and triumphs and narrates the often complex routes and pathways into higher education and/or employment that young people are negotiating. The report illustrates a range of innovative approaches to employer engagement and partnership working between employers, schools, colleges and universities and examines the value of work experience and work placements for learner progression into work and higher study. The report identifies newly emerging approaches to CEIAG which signpost and support learners through their journey from school and college into work and examines some of the local ecological factors shaping their journeys. The report draws upon UCL IoE's evaluation of 'Believe in Young People', a registered charity and web-based one-stop CEIAG service; the National Careers Service – Prospects Inspiration Project, a community outreach approach to employer engagement and partnership building between schools, colleges and employers to support learner progression, and research conducted with London Higher into the CEIAG experiences of students from Black And Minority Ethnic group backgrounds (BAME) at eight universities in London. Challenges include improving the quality of CEIAG for disadvantaged groups; promoting parity of esteem between academic and vocational routes by raising awareness of the complementarity of academic and practical skills required by employers.

**Tristram Hooley**

**The Careers and Enterprise Company / University of Derby**

***Effective employer mentoring: Lessons from the evidence***

The idea of an adult supporting a young person to develop has been with us for most of human history. The founder of the Big Brothers/ Big Sisters programme in the US, Earnest K. Coulter, described this rationale as follows.

*There is only one possible way to save that youngster, and that is to have some earnest, true man volunteer to be his big brother, to look after him, help him do right, make the little chap feel that there is at least one human being in this great city who takes a personal interest in him; who cares whether he lives or dies.*

This quote still encapsulates the core rationale that is advanced in support of mentoring. Advocates often point to the benefits that are associated with social capital and which are often more readily available informally to young people from families with higher socio-economic status. Introducing formal mentoring programmes can therefore help to 'level the playing field', 'close the gap' and support social mobility. This paper sets out the findings of a literature review on employer

mentoring. The review found that there was a substantial evidence base on employer mentoring. We can describe the strength of the evidence as moderate to good as it includes high quality studies and a number of statistical meta-analyses.

The evidence suggests that mentoring can have a significant and observable impact on behaviour, attainment and progression although the effect sizes are typically small. However, mentoring is a moderate to low cost intervention. The evidence suggests that mentoring needs to be high quality in order to deliver any impacts and that badly organised mentoring can do more harm than good. It also provides us with a range of insights about how best to organise mentoring activity. It highlights the importance of well-designed programme; recruitment and screening; matching; orientation and guidance for the mentor; support and supervision of the mentoring relationship; and careful attention to how the relationship ends.

### **Room C13**

#### **Special session**

**David Way (former CEO of the National Apprenticeship Service) with Lutz-Peter Berg (Embassy of Switzerland), Kirstie Donnelly (City & Guilds of London Institute), David Harbourne (Edge Foundation), Bill Lucas (University of Winchester) and Shaun Meekins Head (Barclays)**

#### **Book launch: *A Race to the Top – Achieving 3 million more apprenticeships by 2020***

Kirstie Donnelly welcomes the opportunity to keep the debate about Apprenticeship policy and practice alive through a new book that carries forward many of the themes identified in the ISB report Making Apprenticeships Work. David introduces the new book, explains its purpose and headline conclusions and highlights quality and simplicity as key emerging themes. Professor Bill Lucas underlines the importance of achieving quality through improved teaching and learning; and how this can be achieved. David Harbourne draws on his experience of systems overseas and in the UK explains that UK arrangements really could be a lot simpler. Dr. Lutz-Peter Berg explains how the Swiss system prioritises Apprenticeships, has arrangements that people understand and delivers consistently high quality. Kirstie and speakers joined by Shaun Meekins and are invited to add any comments on the discussion so far from their experience and encourages further discussion about these important issues with panel members.

### **Session three: 11:45am-12:45pm**

#### **Room C8 & C9**

**Claudia Harris**

**The Careers and Enterprise Company**

**Sir John Holman**

**The Gatsby Foundation, University of York**

#### ***Good career guidance***

The session will describe the international study of career guidance that led to publication of the Gatsby report *Good Career Guidance*. This defines eight benchmarks for career guidance, based on international best practice. I will outline developments since the publication of the report, including

the pilot of the benchmarks in 16 schools and colleges in the north-east of England and the development of an audit tool for schools.

**Room C11**

**Nele Graf, Denise Gramß and Michael Heister**

**University for Applied Management, Germany and Federal Institute for Vocational Education and Training, Germany**

***Analysis of employers learning competences for further education success***

Increasing digital and technological innovations change the requirements for employers and organizations. Therefore lifelong learning of employers is an essential factor for employability, individual professional success and the company competitiveness. Self-directed learning for further education at the workplace becomes more important. Our concept is based on theories and knowledge of psychology, work science, competence research, adult education, HR management and, of course expert experiences. As a result a model of employers learning competence was developed by using approaches of individual learner characteristics and learning process. The resulting model contains self-reflection of own characteristics, learning management as well as work environment and executive support and appreciation. Self-reflection describes the employers learning style, Atkinson's achievement motivation, self-efficacy, need for cognition etc. The learning management implies the learning process from the individual learning needs, learning goals, the design of learning as well as the transfer in the working process and the evaluation. Also patience and perseverance are considered. The analysis of employers' individual learning competences is essential for successful self-directed learning, supports the development of further education formats and increases the efficiency of HR development. The data base contains 10.000 employers across Germany, in different branches and companies. Knowledge of employers learning competence supports employers, executive staff and HR developer to improve learning and further education as well as helps to implement a modern learning culture. The project is an association of the University for Applied Management, Vodafone Foundation and the Federal Institute for Vocational Education and Training.

**Ramli Rashidi and Ludger Deitmer**

**University College Technology Sarawak, Malaysia and University of Bremen, Institute Technology and Education, Germany**

***Investigating the impact quality of a new apprenticeship approach (NDTS) in Malaysia***

The introduction of National Dual Training System (NDTS) in the Malaysian VET system shall develop self-reliant and highly skilled workers to adopt technological advancement continually. The Malaysian government wants to ensure that private industry (employers) and public training institutions (PUTRI) collaborate effectively towards developing the desired human resource talent pool capable of raising the income and economic status of the country to international standard. The Malaysian government adopted the dual element of the German VET system into the country's reform of the national VET system. The key focus of the research study is to explore and investigate the collaborative working agenda and critical factors between the instructor and coaches and to allow to develop an integrated curriculum where the school and the companies share curriculum elements; school on theory and workplace on practical knowledge. Thus, a Focus Group using evaluation criteria of Regional Collaboration (ERC) tool to gather input data for improvement of collaboration. This research identified several key factors that will form the framework for the dual

system collaboration. The identified critical factors are namely, a) Goal setting, b) Partnership development, c) Collaboration management, d) Impact of learning and competence, e) Evaluation of collaborative performance and dual system in use. This research engaged 30 interviews, 100 survey questionnaires and four focus group discussions and workshops. The results showed that the significant factors such as the importance of goal-setting, development of partnerships, partnership management, the impact of learning and skills development are most critical in the formation of collaboration framework.

### **Room C12**

#### **Special session**

**Employer engagement in primary schooling** with **Steve Iredale** (National Association of Head Teachers) and **Jennifer Durrant** and **Roberta Kay** (Gunton Primary Reach2 Academy).

### **Room C13**

#### **Anne Hampshire**

##### **The Smith Family, Australia**

##### ***Improving the education and employment outcomes of highly disadvantaged young Australians***

The Smith Family is an Australian non-government organisation which supports 34,000 highly disadvantaged children and young people a year through its long-term educational scholarship program, *Learning for Life*. Young people can begin on the program in the first year of school and continue through to the end of tertiary study. Parental engagement is a key component of the program. For high school students on the program there is a particular focus on providing career-related support, including through goal setting, mentoring, work exposure and experience opportunities and tertiary engagement initiatives. A longitudinal data set of all students on the *Learning for Life* program has been developed and is being used for research, policy and practice purposes. The dataset includes demographic, administrative and outcomes data. Program outcomes include:

- seven out of 10 young people on *Learning for Life* are completing high school
- 84% of former program participants are in employment, education or training a year after leaving the program.

These are strong educational and employment outcomes given the significant level of vulnerability and disadvantage participants experience. This presentation will articulate the core components and underpinnings of the *Learning for Life* program and explore some of what has been learnt from analysing four years of demographic, administrative and outcomes data. It will particularly explore the impact on post-school engagement of the year in which a young person leaves school and the role of the career-related activities that are part of the *Learning for Life* program. It will highlight some of the implications for policy and practice of this analysis.



Kerry Lee

University of Auckland, New Zealand

***All partnerships aren't equal: Investigating the benefits of industry-school collaborations, from a business perspective***

In an environment where corporate social responsibility is required and education is expected to be authentic and mirror the 'real-world', partnerships between industry and schools are becoming common practice. Although the number of industry-school partnerships has grown rapidly over the last twenty years any research into these partnership has focussed on the school perspective rather than that of the industries. This New Zealand interpretive research was undertaken with the objective of identifying which industry sectors had the greatest involvement in schools and what benefits were gained from the partnership. Forty participants from industries with established school links, completed an on-line questionnaire. Findings indicated that all industry sectors identified benefits from their partnerships, however these benefits varied according to which sector the industry represented. Being aware of these differences could assist the development and sustainability of school-industry links. For example, schools could target specific sectors depending on their partnership needs, and highlight the potential benefits pertinent to the particular industry sector, thus tailoring the partnership to ensure both school and industry needs were met (a win-win situation).

**Session four: 13:45pm-14:45pm**

**Room C8 & C9**

**Special session**

**Deirdre Hughes – joined by senior representatives from the Education Endowment Foundation and Bank of America Merrill Lynch**

***An International Literature Review: Careers Education***

The report is designed to provide an overview of the evidence-base underpinning careers education, and its impact on pupils' skills and outcomes. The review aims to identify which interventions might be most appropriate to implement in the UK context to better support careers education, and in turn improve education, economic and/or social outcomes for young people. The literature search highlighted 73 studies focused on careers education and 23 studies exploring the impact of part-time employment. The results found that literature in this field is weak and fractured. Specifically, within the UK there is a notable lack of robust studies, the majority of studies were US in character. Evidence available, however, points towards the benefits which can be drawn from careers education - high quality, independent and impartial career guidance for young people is key to supporting transitions into education, training and employment. The majority of studies revealed positive findings for education, economic and social outcomes of young people. The literature suggests that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs from an early age.

**Room C11**

**Special session**

***Employer Engagement in Education and Development***

A structured discussion with **Paul Comyn** (ILO), **Karina Veal** (ADB) and **Bohrene Chakroun** (UNESCO). This session will consider why business-education collaboration is important to panellists working internationally. Panellists will be invited to share one or more examples of the way that improved collaboration in a particular country is having benefits in their country and to describe who is benefiting and how. They will also consider how governments and international organisations (banks, donors, agencies) can facilitate or support business-education collaboration. Finally, discussion will consider the risks, constraints and challenges for business-education collaboration in developing and transition economies.

**Room C12**

**Jay Derrick and Paul Grainger**

**UCL Institute of Education**

***Fit for purpose: Collaborative partnerships between industry practitioners and teachers for the co-design and delivery of vocational education and training programmes***

The nature of work is continuously and rapidly changing as employers engage with the opportunities and challenges posed by digital technology, globalisation and economic developments, resulting in new occupations and business processes that demand new skills and capacities. A key problem in this context is the need for ongoing redesign of vocational education and training (VET) programmes, including apprenticeships. One distinctive response to this challenge has been the recent development of new kinds of partnership between employers and training providers, using collaborative development activities to update and enhance employment and training programmes, productivity and innovation in the local, regional and national economy. In particular, industry specialists and VET teachers have co-designed and co-delivered professional, technical and vocational education and training, including apprenticeships. These collaborative activities have often shown evidence of innovation, capacity building and imaginative use of resources. This paper, based on research carried out in 2014 and 2015, examines examples (n=40) of collaborative employer provider partnerships in England working on the co-design and delivery of VET programmes. Common types of activity, structure, methodology and risk among highly diverse collaborative projects are identified, and the paper suggests that awareness of these commonalities is important in initiating and sustaining collaborative partnerships, without which VET programmes are always likely to be behind the curve of technology-driven change in the workplace. The main question addressed is: 'How can partnerships devoted to the ongoing co-design and delivery of VET programmes be established and sustained?' It also discusses:

1. the roles of leadership and of practitioners
2. overcoming differences in organisational culture and language
3. benefits to different stakeholders
4. how capacity building and innovation is supported

These projects shed light on how bottom-up collaborative initiatives can contribute to an updating and enhancing of employment, training programmes, and productivity in the local, regional and national economy.

**Room C13**

**Muir Houston**

**University of Glasgow**

***Partnership and collaboration in work-based and -related learning in Higher Education***

The purpose of this paper is to report on findings from the UK based element of an EU funded project looking at partnerships and collaborations between external stakeholders and higher education institutions to deliver work-based and related degree-level programmes; or, what is termed Tertiary Lifelong Learning (TLL). While the paper engages with case studies from partner countries in order to provide a European level context, the focus will be on the three UK based case studies. Core questions addressed are the regulation of TLL systems within the national qualification systems, and, in particular the integration of labour market stakeholders in the design of Work Based Learning (WBL) programmes. The project was specifically concerned with the relevance of university provision for the impact on adult learners in the labour market and its influence on their work performance. In the UK three distinct models or forms of university/external stakeholder collaboration, partnership and cooperation were selected involving higher education institutions and: public and third sector stakeholders in community development; a trade union and a major multinational aerospace firm; and, a more corporate approach between academia and a major multinational utility provider respectively. We briefly review the UK institutional landscape, with a focus where relevant, on adult education and WBL in HE. We then present each of the case studies with details on the programme, the partnership or collaboration with external stakeholders, the learners and its impact. Finally, we discuss the potential opportunities, but also the constraints or barriers of cooperation, collaboration and partnership to advance the integration of WBL in higher education at not only the national but also at a European level; and critically engage with over 20 years of EU policy making in the field of lifelong learning with a focus on education and training policies.

**Paula Grayson and Harri Kamalanathan**

**Bell Consultancy, Ravensbourne and Haus Pictures**

***Mainstreaming entrepreneurial habits in students***

Ravensbourne, a Higher Education institution, completely transformed where students learned: enterprise location and extraordinary new building; how they taught students: only novel techniques, all teaching and learning strategies emphasising an entrepreneurial end point, only modern materials, business aware but still academic critiques; all research both business and academically rigorous; all students having real industry experience as an intrinsic part of the course; the people who taught and inspired: more entrepreneurs, more enterprising academics, all business aware, embedded entrepreneurs, students creating businesses during their courses and immediately afterwards externally or in the embedded Incubator Hub. This new vision gave them a USP of industry sensitive employability for their students following their degree or Masters degrees, in a competitive market for their specialist sector. These infrastructure and input transformations resulted in fundamentally different employability attributes, exemplified by the entrepreneur who will demonstrate his own journey with real life examples. The paper provides evidence of infrastructure and input changes which led to the entrepreneurial habits becoming the heart of the student experience.

## Session five: 14:45pm-15:45pm

### Room C8 & C9

Kate Ridley-Moy and Michele Weatherburn

Department for Education

***How evidence is used in policy making: careers policy & Using evidence findings in post-16 analysis unit, DfE***

An overview of how the evidence base on careers was used to inform policy-making, during a time of major change and review of the policy. More generally, how do government analysts and policy makers use research and what can researchers do to maximise how their work is used.

### Room C11

Mick Blaylock

Core Maths Support Programme – Department for Education

***Education and Employer Engagement: Maths for Work, Study & Life***

The Core Maths Support Programme (CMSP) has been supporting the introduction of the new Level 3 Core Maths qualifications since April 2014. The sector-led support model releases Core Maths Lead teachers (CMLs) in partner schools and colleges around the country for up to half of their timetable to support Core Maths in their region. In the first year the focus was to support the 150 Early Adopter schools and colleges who started teaching Core Maths from September 2014. The programme also supports post-16 providers that started to teach Core Maths from September 2015 (both the 75 Early Developers, identified through the Maths Hubs, and other centres). Additionally the programme is actively encouraging new centres to teach Core Maths from September 2016. Approximately 3,000 students from about 200 centres sat the first Core Maths examinations in May 2016.

Damien Smith

Department for Work and Pensions

***Employer engagement - a new strategy from DWP***

### Room C12

Anthony Mann, Elnaz T. Kashefpakdel and Rachael McKeown

Education and Employers

***Teenage indicators of a young person's future economic success***

This study aims to explore the relationship between adult economic outcomes and teenage school-mediated work-related perceptions and experiences, which can be measured and influenced by teaching staff through the development and use of a diagnostic tool. Analysis of longitudinal studies identified specific indicators during a young person's schooling that can result in economic boosts later in their futures. The literature search revealed the following potential indicators: certainty in career aspiration, character of career aspiration, alignment of educational expectation and career aspiration, extent of engagement with employers, and perception of the value of engagement with employers. Results from analysis of the longitudinal data set (British Cohort Study) highlight two indicators. Teenagers with access to social networks received higher wages, at 10% more at age 26, in

comparison with their peers. Teenagers who believed school to be a 'waste of time' earned 16% less by the age of 26. Working with teaching staff and careers advisors, the study reviews insights from longitudinal studies to develop a diagnostic toolsets for schools to assist with career development opportunities amongst young people.

**Anthony Mann, Elnaz T. Kashefpakdel and Rachael McKeown**

**Education and Employers**

***Young people in the labour market: Understanding how teenage employer engagement makes a difference to adult outcomes***

This study builds upon previous work conducted by Education and Employers in 2011, in which 1,000 young people aged 19-24 were surveyed upon their opinions and experiences of employer engagement in education. In a new survey, undertaken by polling firm, YouGov, the views of 2,000 young adults of similar age are sought. Comparisons between the two surveys focus particularly on the role of employer engagement within schooling and relationships between experiences of engagement and later economic outcomes.

**Room C13**

**Jan Noterdaeme**

**CSR Europe**

***The European Pact for Youth***

The Pact for Youth is a mutual engagement of business and the European Union leaders. Initiated by CSR Europe, it brings together representatives for business, education and youth, and the European institutions. The Pact initiators and supporters share a common vision: to create a fair and equitable culture of partnership between business, education and youth in Europe, to prepare young people for quality jobs and responsible citizenship. In line with these objectives and proposed actions, business will engage with the European Commissioner for Employment, Social Affairs, Skills and Labour Mobility and all supportive organisations, to support the creation of 10,000 quality business-education partnerships, with the shared target to establish together at least 100,000 new good quality apprenticeships, traineeships or entry-level jobs. This session outlines the need for the European Pact for Youth and how it is implemented and utilises research.

**Andrew Mackenzie**

**Reed in Partnership**

***Young Careers***

Young careers is a programme to pilot innovation in careers advice delivery. Our own research has identified that careers advice often fails to provide young people with the breadth of options they need to make decisions about their future. This programme seeks to inspire young people to consider new careers and ensure that teachers are able to provide informed guidance. By developing links between local employers and educational leaders, Young Careers aims to support schools delivering high quality careers guidance. We complement the employer brokerage provided by National Careers Service and the Careers and Enterprise Company. Our employer partners are 'Young Careers Champions' and we deliver careers fairs, employer workshops, open days and visits. Reed in Partnership provides a geographic cluster in Barnet & Enfield and an ICT sector based cluster. The feedback from the pilot will showcase best practice for careers advice and shape the future delivery of this support across the country.



**Session six: 15:45pm-16:45pm**

**Room C8 & C9**

**Robert Schwartz**

**Harvard Graduate School of Education, US**

***The Challenge of Engaging Employers: A Report from the Field***

In 2011 Schwartz and two Harvard colleagues released a report challenging the growing “university for all” movement in the U.S. That report, *Pathways to Prosperity*, made the case for the creation of a “multiple pathways” system leading from the end of secondary school into the labor market, pointing out that fewer than one in three young Americans attain a university degree by their mid-twenties, and that the country needs a much more robust strategy to prepare young people for the millions of “middle skill” new and replacement jobs projected by 2020.

In response to the interest generated by the Pathways report, in 2012 Schwartz, with colleagues from Jobs for the Future, a national NGO based in Boston, launched a network of states and metropolitan regions committed to working together to create career pathways systems that span grades 9-14 (secondary school and community college) and are designed to equip young people with the skills, work experience, and credentials to get them launched in technician-level jobs in such fields as Information technology, health care, and advanced manufacturing, without foreclosing the opportunity for further education. At this writing the Pathways to Prosperity Network has nine state members and three additional metropolitan regional members, with two large urban areas and two more states likely to join by the fall. One of the goals of the Network is to provide all students with an opportunity for an internship or other form of extended work-based learning prior to leaving secondary school. Schwartz will describe the challenge of engaging employers to partner with education institutions in the provision of such opportunities, and the lessons he and his Network colleagues are learning from this work.