

Employer & workplace engagement

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Introduction

This section describes some research studies into career interventions designed to increase exposure to either the workplace or professionals within it, which offer learning opportunities or the chances for using evidence and ideas in approaches

In doing so, in the Practices and Outcomes section, we have noted the potential contribution that the study could make to practice, by identifying the type of challenge it addresses.

As well as publications showing implementations for this type of career intervention, we have included several resources from other media, including talks, interviews and case studies. These may not be “academically” rigorous, but can provoke reflection and understanding of further approaches. These are included in the “Further illustrations and perspectives” section.

Finally, from either discussions we have had with the CDI, or through research agendas suggested in careers or related fields, we include a section on some potential future “Research questions”.

Key learnings

Some of the key points that offer indicators on the state of research in this area include the following:

- Two-thirds of teachers and secondary school students in England agreed that short work experience placements helped in career decision-making and navigation (Mann and Davies, 2014)
- There is also a mature body of research that has investigated and demonstrated significant links between school-mediated employer engagement and the employment outcomes of young people, as per the review by [Musset and Kurekova \(2018\)](#) for the OECD.
- [Kashefpakdel and Percy \(2016\)](#) analysed the British Cohort Study (1970) longitudinal dataset, designed to survey approximately 17 000 babies born in Great Britain, and use data from 1986 and 1996. After controlling for various variables like socio-economic background, the study found that at age 14-15 participation in each career talk is associated with an earning premium, at age 26, of 0.8% (rising to 1.6% where the teenager reported their career talks to have been 'very helpful').
- UK students have historically reported that education does not prepare them well for working life. However, students who experienced work-related learning feel better prepared ([Mann et al 2017](#)).
- Historical evidence pointed to the potential for work experience programmes to exacerbate socio-economic inequalities, however, with employers preferring students from schools associated with higher socio-economic statuses of their students ([Hatcher, R., & Le Gallais, 2008](#), [Mann et al 2017](#))
- Employers can also experience barriers to participation, with a potential tension between objectives for HR and corporation social responsibility ([Sims, 2017](#)).
- Extracurricular activities are also highly valued amongst higher education students as ways to develop their career. ([Jackson and Bridgstock, 2022](#))
- Career events have a significant impact on students' propensity to apply to the employers that they interact with ([Lewis et al, 2025](#)).

Practices and outcomes

Practices and outcomes that describe practices and outcomes for different challenges are listed below, with links in the title column. We have mostly included open access sources, but where the sources requires payment, it is noted next to the link by “(Paid)”.

Title	Challenges	Brief description
Hatcher, R., & Le Gallais, T. (2008). The work experience placements of secondary school students: widening horizons or reproducing social inequality?. Birmingham City University, Faculty of Education. (Link)	Considering the potential of exasperating social disadvantages through engagement programmes with work in schools.	This study is based on research carried out in five schools in one large urban area, which covered different socio-economic areas. Perception and experience insight relevant to career education was gathered from three main sources. Questionnaires were completed by the Y10 cohort in each of the five schools, amounting to a total of approximately 1000 Year 10 students. Interviews were carried out with 98 Year 10 students, and one interview was carried out at each school with the teacher or teachers responsible for their work placement programme. Amongst findings, employers preferred students from the schools with higher socio-economic status pupils. The distribution of students to workplaces exhibits a combination of social class patterns and school-effect differences. Professional occupations are less gender differentiated than working class jobs, and consequently gender differentiation in work placements was not a factor at the high SES school, in contrast to the other schools.
Mann, A., Huddleston, P, and Dawkins, J. (2012), Employer Engagement in English Independent Schools, report for Education and Employers (Link)	Understanding how to go about employer engagement	The report provides findings from an investigation into practices of employer engagement found in English independent schools. Data came from structured interviews with 15 staff in six different schools, a survey of 987 young adults (aged 19-24). The survey addressed what provisions are in place, the motivations and how schools go about these activities. For instance: 100% of the top 20 schools employ business coaches, often through extracurricular activities. 90% undertake 2 week work placements. 80% invite speakers. There were various goals,

		including to support career choices and university admissions.
Hutchinson, J., & Dickinson, B. (2014). Employers and schools: How Mansfield is building a world of work approach. <i>Local Economy</i> , 29(3), 257-266. (Link)(Paid)	Creating the eco-system to run a local careers learning programme	This article describes a partnership approach developed in Mansfield where a consortium of local schools has worked with their business community and public sector organisations. A strategic careers learning programme was designed using feedback from students on their careers support requirements. The paper shows the role and inter-relationship of key players. The paper describes the creation of imaginative interventions.
Mann, A., & Dawkins, J. (2014). Employer Engagement in Education: Literature Review. CfBT Education Trust. 60 Queens Road, Reading, RG1 4BS, England. (Link)	Literature review of employer engagement for context and comparison with present practices.	This literature looked at practices and evidence related to career education in schools, with focus on employer/workplace engagement related activities. The paper points to a plethora of sources from, typically 2000-2014, which recounts how students gain different benefits from work experience, such as personal “maturity”, academic application success, and (principally) enhanced motivation.
Mann, A., & Percy, C. (2014). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. <i>Journal of education and work</i> , 27(5), 496-523. (Link)(Paid)	Making the case to students and school stakeholders for investment in employer engagement, particularly to elevate students with low social capital.	This paper provides a data analysis on students in England to understand the impact of employer engagement. Following studies in the US that found that such interventions could lead to 6%-25% salary uplifts later in life, the same sort of analysis was carried out in England: “A new 2011 survey associates wage returns and school-mediated employer contacts for 169 full-time 19–24-year-old workers on annual salaries within the UK environment – and suggests a link of 4.5% between each additional school-mediated employer.” The uplift in salary is attributed to social capital.
Taylor, A. R., & Hooley, T. (2014). Evaluating the impact of career management skills module and internship programme within a university business school. <i>British Journal of Guidance</i>	Constructing a programme with a work experience component for school graduates	This study evaluates the impact of an intervention on business school graduates’ employability comprising of a curriculum-based career management skills (CMS) module and an industrial placement year. The study uses data from the destinations of leavers of higher education survey to examine the employability of different groups within the cohort (no intervention, CMS module only and CMS module plus structured work

& Counselling, 42(5), 487-499. (Link)		experience). It finds that structured work experience has clear, positive effects on the ability of graduates to secure employment in 'graduate level' jobs within six months of graduation. Furthermore, participation in the CMS module also has a clear, positive effect upon the ability of participants to secure employment
Atkinson, G. (2016). Work-Based Learning and Work-Integrated Learning: Fostering Engagement with Employers. National Centre for Vocational Education Research Ltd. PO Box 8288, Stational Arcade, Adelaide, SA 5000, Australia. (Link)	Understanding potential and best practices for employer engagement in work related learning	Set in Australia, and based on learning from national programmes, this paper summarises the key features of work-based learning and work-integrated learning and discusses how engagement with industry and employers can be fostered and what the two sectors can learn from each other.
Jones, S., Mann, A., & Morris, K. (2016). The 'employer engagement cycle' in secondary education: Analysing the testimonies of young British adults. Journal of Education and Work, 29(7), 834-856. (Link)	Reviewing feedback from work placements to examine how it affects different students	This article analyses and conceptualises testimonies that were gathered using an online survey of over one thousand young people in the 16-18 age range. "Emerging through young people's perceptions of employer engagement is a complex web of human, social and cultural capital accumulation. Overlaps are frequent, with newly acquired forms of capital often activating others..." The authors argue that work placements benefit those with existing capital, perpetuating positive or adverse cycles.
Kashefpakdel, E. T. and C. Percy (2016), "Career education that works: An economic analysis using the British Cohort Study", Journal of Education and Work, pp. 1-18. (Link)	Demonstration of wage effects from career talks by employers at school	The paper provides a longitudinal analysis of the British cohort survey, which shows that the receipt of career talks age 15-16 leads to wage premiums of close to 1% by age 26, and that this increases if the talk was found useful.
Mann, A., Kashefpakdel, E. T.,	Historic evidence	This report, published with the kind support of LifeSkills at Barclays, sets out

Rehill, J., & Huddleston, P. (2016). Contemporary transitions. Young Britons reflect on life after secondary school and college, Education and Employers Research Occasional Paper, 11. (Link)	showing reflections and memories of education experiences that identify social inequalities.	findings from a survey of young British adults aged 19-24, but which gives insight into experiences from education. Responses came from 1,744 individuals aged between 19 and 24. Fieldwork was undertaken in May 2016. Young adults attending selective and/or fee-paying institutions routinely recall greater levels of school-mediated employer engagement in terms of specific activities. Young adults in 2016 recall 1.6 school mediated engagements with employers: 22% greater employer engagement than in 2011. Disadvantage is associated with lower levels of engagement: former recipients of Free School Meals and children of parents without experience of higher education recall lower levels of engagement
McGrath, D., & Murphy, D. (2016). Understanding accounting as a career: an immersion work experience for students making career decisions. Accounting Education, 25, 57 - 87. (Link)(Paid)	Removing barriers to career-specific work placements to increase interest in a profession with skills gaps.	This paper, set in Australia, was motivated by a shortage of accountancy and finance professionals in the country. The paper draws on the work experience, social psychology, careers, and accounting education literatures. The project adopts an action research methodology which engages professional accounting practice, high school career advisors, and the university sector to deliver a structured work experience programme which addresses barriers and also increased the quality of the placement experience.
Jackson, D., Rowbottom, D., Ferns, S., & McLaren, D. (2017). Employer understanding of work-integrated learning and the challenges of engaging in work placement opportunities. Studies in Continuing Education, 39(1), 35-51. (Link)	Understanding potential barriers for participating in work-related learning by employers	This study examines employer understanding of Work-Integrated Learning (WIL), reasons for participation and the challenges and barriers posed during the WIL process by employers in an Australian setting. The study was undertaken by the four publicly-funded Western Australian universities, in partnership with the Chamber of Commerce and Industry of Western Australia, and is focused on work placements among business students. Findings indicate employers had very little understanding of WIL offerings at the four Business Schools. While employers generally believed that student work placements are useful for their industry sectors, a number of issues impacted on

		their engagement in WIL. These included identifying suitable projects and tasks for students to complete; sourcing suitable students; concerns with student performance and capacity to mentor/supervise.
Kashefpakdel, E. and M. Schleicher (2017), The Impact of Career Development Activities on PISA Mathematics Tests. An Analysis of Data from The Organisation For Economic Co-Operation and Development (OECD), Education and Employers Research, London (Link)	Data analysis that captures the impact of different career related activities in school on PISA test scores	This report by Education and Employers used OECD data to relate career activities in school with PISA test scores for mathematics tests. In the analysis, four activities are isolated: participation in internships, job shadowing, job fairs, and speaking with a careers advisor in school. Analysis examined six countries, based on data availability (Australia, Belgium, Canada, Denmark, Finland and Ireland). The analysis found in some cases a strong, statistically significant relationship between participation in career development activities and higher scores in the PISA mathematics test. The most consistent positive effects are found in relationship to speaking with a careers advisor in school. Relationships are particularly strong in Ireland and Finland.
Simms, M. (2017). Understanding employer engagement in youth labour market policy in the UK. Human Resource Management Journal, 27(4), 548-564. (Link)	Understanding decisions from employers' perspectives on whether to engage in work experience programmes.	This article analyses employers' decisions about whether to engage in policies to help young people into work. Tensions are described between a HR perspective and one orientated towards corporate social responsibility amongst those less likely to engage.
Mann, A., Rehill, J., & Kashefpakdel, E. T. (2018). Employer Engagement in Education: Insights from International Evidence for Effective Practice and Future Research. Education Endowment Foundation. (Link)	Understanding different international models and practices for employer education, to inform choices of approach by student attainment level.	This extensive international review examines the different approaches found internationally to employer engagement in career education, and creates a typology of approaches. Nine types of intervention were described. Past literature was reviewed to strongly suggest the efficacy of employer engagement activities. The paper includes a discussion of how such schemes imbue students with benefits. Work experience was found as the most effective intervention evaluated, though benefits varied by student attainment level.

Musset, P., & Kurekova, L. M. (2018). Working it out: Career guidance and employer engagement.. OECD. Link)	Overview report into careers education and the role of work experience	This OECD report gives an overall landscape picture of the need for career education in schools, pointing to the economic and social drivers. The importance of exposing students to the world of work is discussed (Chapter 5), which provides a range of sources that offer evidence into research that has demonstrated the value.
Inceoglu, I., Selenko, E., McDowall, A., & Schlachter, S. (2019). (How) Do work placements work? Scrutinizing the quantitative evidence for a theory-driven future research agenda. Journal of Vocational Behavior, 110, 317-337. Link)	Reviewing the evidence for work placements and their potential limitations	The aim of this systematic literature review is to evaluate the effectiveness of placements for career outcomes and to identify any underpinning core psychological processes and to offer a theoretically grounded framework for future research: "Work placements improve employment prospects, but evidence on subjective career outcomes is mixed... Most existing studies on work placements lack theoretical basis and empirical rigor.... Placements can be viewed as career transition events which lead to identity construction in the work context."
Kashefpakdel, E., Rehill, J., & Percy, C. (2019). Motivated to Achieve: How encounters with the world of work can change attitudes and improve academic attainment. London: Education and Employers. Link)	Creating a case - and then designing a programme - to enable students to engage with employers.	A robust, randomised controlled trial (RCT) that researched n=650 GCSE students in England is used to demonstrate between young people's engagement with the world of work through career talks and their GCSE attainment. The intervention group received additional careers talks over and above their usual career activities. Improvements were also found in student attitudes, weekly revision hours, as well as GCSE results. Lower achievers and less engaged learners were found to benefit most from the intervention.
Kuijpers, M. (2019). Career guidance in collaboration between schools and work organisations. British Journal of Guidance & Counselling, 47, 487 - 497. Link)(Paid)	Integrating career guidance into the relationship between schools and employers	This paper reviews a two year project to review evidence of where schools and employers collaborated to offer students insights into the workplace. The paper presents the results of a desk research on 17 performed studies, four case studies and 34 interviews. Results show that collaboration between schools and organisations takes place mainly through divided responsibilities rather than shared responsibilities and that a career dialogue

		with students is still often missing. Recommendations are ultimately made to elevate career guidance.
Percy, C., Rehill, J., Kashfepakdel, E., Hodges, A., & Haskins, M. (2019). Insight and Inspiration: Exploring the Impact of Guest Speakers in Schools. Education and Employers.	Inviting speakers into schools	The report uses evidence from three UK datasets that had become available recently to understand the impact of bringing speakers from employers into schools. The paper reviews why teachers who invite guest speakers keep doing it, how they deliver talks, and the impact this can have on young people: Across various surveys, between 77% and 91% of young people said that the talks had helped.
Tyszko, J. A., & Sheets, R. G. (2019, September). Co-designing assessment and learning: Rethinking employer engagement in a changing world. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). (Link)	Establishing partnerships between employers and education to co-design pathways for students and work placement experiences	A partnership was described between the secondary education community and employer community, which facilitated the creation of new pathways for students to enter the world of work. This so-called "Talent Pipeline Management" movement provides a framework for co-designing the pathways, and designing new work experiences for students. The model for collaboration was described as a way for employers to signal their need for students' capabilities to educators. Meanwhile, it allowed educators to signal relevant student learning to employers in a way that they could relate to.
Huddleston, P. (2020). A short history of employer engagement. Once more round the buoy or set fair for a better voyage. Education and Employers. (Link)	Making the case for employer engagement, using lessons from the long history of initiatives.	The report provides an interesting review of the history of employer engagement as a means for informing (usually) young people who are yet to enter the workplace about the realities of work. By the early C21st, a "A growing body of evaluation studies, and some research, had identified the benefits to be derived from closer cooperation between education and the world beyond the academy." The paper concludes by lamenting that the lessons of history are not always learned, and what is intended in policy has not always been enacted.
Poulsen, B. K. (2020). Insights and outlooks: Career learning in the final years of compulsory	Using employer engagement with self-reflection	This article reports from a Danish study about career learning in secondary school where the aim was to broaden perspectives about

school. Education Inquiry, 11(4), 316-330. (Link)	to retain/increase students' openness to different options in later stages of secondary education.	careers in the final years. In the programme, teachers and guidance practitioners worked with VET-schools, upper secondary schools and local companies in order for the pupils to both experience and sense different educational and occupational opportunities and systematically reflect on these experiences. Students came to have more positive views of vocational career paths as well as increased openness and curiosity.
Jackson, D., & Bridgstock, R. (2021). What actually works to enhance graduate employability? The relative value of curricular, co-curricular, and extra-curricular learning and paid work. Higher Education, 81(4), 723-739. (Link)	Understanding the perceived value of extra-curricular activities for skills development and career	Embedded, co-curricular and extra-curricular activities have emerged for developing employability. Their relative value lacks empirical exploration. This study in Australia explored graduates' self reported participation in, and their perspectives on the value of, a range of embedded, extra-curricular and co curricular learning activities, as well as paid work, for employability. Survey data were gathered (N=510) from Business and Creative Industries graduates from three Australian universities about the perceived value of activities for: skill development, gaining relevant experience, networking, and creating employment opportunities. The activities were considered more useful for gaining experience and skills than for broadening networks and improving career outcomes.
Lexis, L., Thomas, J., Taylor, C. J., Church, J. E., & Julien, B. L. (2021). Informational Interviews Help Undergraduate Students at the Midpoint of Non-Specialist STEM Degrees Confirm Their Career Aspirations. Journal of Teaching and Learning for Graduate	Confirming career plans with higher education students using employer engagements	The paper describes informational interviews held by Australian STEM higher education students some way through their degree - i.e. interviews with career professionals to confirm or challenge their chosen career plans. The nature of the intervention is described and students conclude that the exercise was a useful one.

Employability, 12(2), 299-315. (Link)		
Otto, E., & Dunens, E. (2021). Imparting the Skills Employers Seek: Community-Engaged Learning as Career Preparation. Journal of Community Engagement and Higher Education, 13(1), 39-56. (Link)	Helping students to acquire skills more strategically from placements, and then articulate them to employers	This US paper reported a community learning programme that involved college students taking placements. The research involved parties carefully reporting the skills acquired on placements. The researchers compared with the skills that employers were most seeking in the year of the study, This exercise provided a more detailed analysis at career readiness - at the level of specific skills - as well as showing how it could be then used to help students to articulate the skills they've acquired when seeking employment.
Agcas (2022), Employer Engagement: A New Era. Phoenix, the Agcas Journal (Link)	Learning from current higher education practices	Examining the post COVID landscape, the report finds from a survey of career services that "university careers services, and the professionals that work within them, are firmly plugged into their local communities and playing a crucial role as mediators between students and graduates and industry representatives." Various modes of collaborative practice are described: "careers fairs, to building communities of practice, to cross-region and cross-sector steering groups." The report also covers equality, diversity and inclusion and the role of university career services on influencing how employers recruit towards these ends.
Millward, W. (2022), International work experience practices: a rapid evidence review for Speakers for Schools, SQW (Link)	Reviewing the international evidence on "what works" in work experience, and proving the impact for students.	As part of a programme called "Work Experience for All", Speakers for Schools commissioned SQW to undertake this international review of English-language evidence on international work experience practices. The rapid evidence review found that there were commonalities in work experience internationally, and that participation in short-term placements is associated with heightened self-confidence, motivation towards school and career aspirations in the short-term, as well as improved access to higher education and lower likelihood of becoming NEET in the longer-term.
The Careers & Enterprise Company (2022).	Encouraging employer participation	This report presents key insights into how and why businesses are supporting the careers education of young people in

Employer engagement in careers education: Insights 2020/21. London: The Careers & Enterprise Company. (Link)	and best practice to maximise the value of collaboration	England, based on surveys of ninety highly engaged employers. Employers are found to be strengthening their pipeline by working with schools and colleges, using digital innovation to provide experiences for students and actively working with schools and colleges to influence how the collaboration model works. The paper provides a range of activities that employers can engage in to contribute to students, such as promoting the role of teachers and sharing LMI with schools.
James Relly, S., & Laczik, A. (2022). Apprenticeship, employer engagement and vocational formation: a process of collaboration. Journal of education and work, 35(1), 1-15. (Link)	Designing collaborations between employers and training providers to design high quality apprenticeships	This paper does cover employer engagement in guidance per se, but rather employer engagement in the formation of apprenticeships. Semi-structured interviews were conducted with employers and apprentices from five businesses in the automotive industry and their further education training providers. The findings suggested a close collaboration and communication between the college, employer and the young person, based on high levels of trust.
Zaidi, A. and Salis, S., (2022), Evaluation of the Employer Support Fund pilots, Report by ICF Consulting Services for the Department of Education (Link)	Identifying and overcoming barriers to employers providing work placements.	This report evaluates the employer support fund pilots in the academic years. The pilots offered grants of up to £750 to employers to cover the costs of hosting industry placements in preparation for the roll out of T Levels. This report described an evaluation that examined the barriers with employers providing placements, and then how the funding was used by providers and employers, the role it played in overcoming employer barriers. Finally, the impact on the quality and quantity of the placements was also described. The report described some barriers, particularly engaging employers, but concluded with the finding that the grant improved the quality of the placement in nearly all cases,
CRAC (2023), Supporting local students and graduates: An evaluation of the Office for Students challenge	Derving local economic benefit from partnerships between employers and universities	This challenge project run by the Office for Students was launched in October 2018. The competition aimed to support universities and partnerships to deliver innovative projects targeted at supporting local graduates and students, and through doing so improve both graduate outcomes

competition: Industrial strategy and skills: support for local students and graduates (Link)		and local prosperity Around 6.5k students participated, in line with the initial targets. 89% of student or graduate participants were positive about their participation in the programme with improvements evident in relation to a series of confidence, capability and learning outcomes.
The Careers & Enterprise Company (2023). Insight Briefing: The Potential of Teacher Encounters. London: The Careers & Enterprise Company. (Link)	Designing teacher engagements with employers to enhance careers education	The report is contextualised by the prospect that teachers will play a larger future role in career education Two small partnership projects are described that bring teachers together with local businesses. The results show increased teacher knowledge, a better ability to connect lesson content with careers, and greater commitment. Both employers and students also benefited.
The Careers & Enterprise Company (2024). Employers standards for career education - One year on. London: The Careers & Enterprise Company. (Link)	Results of employed engagement with career education standards	"Launched in 2023 by The Careers & Enterprise Company, the Employer Standards aim to improve the quality and impact of employer engagement in careers education. As of September 2024, 811 employers from a wide range of sectors and sizes had self-assessed against the Standards, including ... who re-assessed their impact". Those most engaged were finding positive results in terms of closing skills gaps, and 81% said that were able to develop new talent pipelines through the initiative.
Career Wales (2025), The Tailored Work Experience (TWE) Project aimed to support Year 11 students in finding positive pathways after school. (Link)	Results of a 2 year programme to offer Year 11 students in Wales tailored career placements.	The Tailored Work Experience (TWE) Project aimed to support Year 11 students in finding positive pathways after school in Wales. Positive results were found from the project. 90.5% of learners felt they knew what they wanted to do after Year 11. The project involved 380 students. 85.26% (324 students) continued into positive post-16 destinations. 98% of employers also felt the experience was positive for their company, and they would recommend it to others
Lewis, N. et al (2025). How do students find out about employment opportunities? Prospects Luminate	Outcomes from HE student interactions with employers.	The study, funded by the Jisc careers research grant, uses focus groups and one-to-one interviews to discover how students discover and interact with graduate employment opportunities, and assesses the effectiveness of current

		employer engagement practices. 54% of surveyed students had no prior knowledge of employers before attending events, yet 78% of them considered applying after attending such an event.
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Further illustrations and perspectives

Title	Role	Brief description
Benefits of work experience placements, a candidate's perspective. YouTube (c2015) (Link)	Understanding perspectives of a candidate	This video captures the thoughts of a UK work experience candidate who undertook an eight week placement at the construction group, Breyer Group. This short video shows the candidate on site and talking about how engaging with new tasks helped her confidence.
What works in careers and enterprise (c2017). YouTube (Link)	Understanding principles and intent of work placements	This short video is provided by the Careers and Enterprise Company and features some leading academics talking about the intent of work placements in schools and desirable outcomes.
Economics Work Placements (c2019). YouTube. (Link)	Understanding a candidate's experience	Several young people talk about their experiences on placements as part of years out from their economics degrees at Sheffield University. For instance, a young economics graduate talks about working at Lloyds Banking group, the workplace culture, the opportunities presented to learn about different divisions in the bank. Another talks about carrying out economic and health analysis for the OECD.
What you need to know about work placements (c2019). YouTube (Link)	Explanation of the unique benefits of placements	This is a short talk by a Work Placements Adviser at Anglia Ruskin University, talking about the role of work placements and the specific value it offers to candidates alongside their degrees.
Careers Related Learning in Secondary Schools YouTube (c2021) (Link)	Overview of careers learning in schools	This was a lengthy (45m) talk by the Careers and Enterprise Company for Governors in Schools and explains about the multiple facets of careers education in schools, including roles and responsibilities and challenges. The governor role is explained as a way to get buy-in for careers.
A Day in the Life of an Enterprise Student. YouTube (c2022) (Link)	Understanding a candidate's experience	This 6m video explains the day in the life of University of York enterprise student and describes networking opportunities with businesses presented in her course, and the role of monthly coaching sessions.
Work placements: are they worth it, YouTube (c2021) (Link)	Understanding value and benefits of HE placements	This podcast by the University of Exeter, involving their Placements Learning Manager, discusses the value of work placements to students.

Work experience, YouTube (c2022) (Link)	Insights from a work experience education provider	This 33m podcast is by two company directors for the Changing Education company who provide work experience services to education. I
My Social Work Placements (c2023) YouTube (Link)	Understanding a candidate's experience	A social worker describes the experiences she had a young black social worker, and the settings she worked in. She talks about the range of cases that she dealt with, as well as the wider context of how the placement sat within her qualification.
Placement case studies, Sepnet (n.d.) (Link)	An example of a subject specific placement initiative	Sepnet are the South East Physics network. This resource provides a number of case studies of higher education physics placements, as an example of a subject specific placement scheme. Case studies provide the learning gained by students.
Careers & Enterprise Company, Cornerstone Employer case studies (Link)	Case study collection on career hubs across England	Description of the CEC's Cornerstone Employer Groups – with case studies to help illustrate how they work and what they have achieved. Case studies list the background, aims, activities, outcomes from different regional career hubs across England.
Jackson, D., & Meek, S. (2021). Embedding work-integrated learning into accounting education: The state of play and pathways to future implementation. Accounting Education, 30(1), 63-85. (Link)	Example of integrating work related learning into training within a specific field (accounting)	Although not specifically related to careers, this paper gives potentially important insight into the opportunities that learning provides during the course of a professional training pathway. This paper reviews the ways that work integrated learning is important for professional training, and the ways that this could be enhanced in accounting. Different types of work integrated learning are described, and it is suggested it plays a particularly important role for international students. The context for such learning is enhanced by the view of employers that graduates are not career ready.
Pullen, C. (2025). Apprenticeships in England - Initial or Continuing VET? In: QUINTANA-MURCI, Elena, SALVÀ-MUT,	Book covering conference proceedings related to contemporary issues in VET pathways	Proceedings of the 6th Crossing Boundaries in Vocational Education and Training conference: "What emerges is a colourful mosaic of viewpoints that cross disciplinary, methodological, and national boundaries. Collectively, they express a strong commitment to reevaluating VET as not just a means for labour market

Francisca, STALDER, Barbara Elisabeth and NÄGELE, Christof, (eds.) Towards Inclusive and Egalitarian Vocational Education and Training: Key Challenges and Strategies From a Holistic and Multi Contextual Approach. Proceedings of the 6th Crossing Boundaries Conference in Vocational Education and Training, Palma, Mallorca,. Zenodo, 464-471. [Book Section] (Link)		integration, but as a space for personal growth, social inclusion, and democratic engagement”. A paper covers the question of whether the apprenticeship scheme in England maps more readily to the international IVET or CVET definitions. Mapping exercises led to the authors saying: "We find that apprenticeships in England in general can be mapped to either IVET or CVET. The political rhetoric around apprenticeships has considered them to be IVET at their core. The interviews suggest that individuals recruiting and supporting apprentices focus their activities on young people, as though IVET was the main focus, but find that apprentices are a range of ages with different prior qualifications and levels of work experience."
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Future research questions

The Careers and Enterprise Company and Education and Employment are particularly active in research into employment engagement, as part of careers education within compulsory education.

Additionally, the CDI discusses research questions and gaps with expert academic. Amongst the common topics that have been proposed for future research studies, to close gaps in our knowledge, include:

- Exploring mini placements and experiences - The question has been raised about the pros and cons of having multiple shorter placements or workplace experiences that offer a broader set of experiences to students. Such interventions might be designed differently to those today, prior to narrowing down on longer placements later in education.

Some research agendas have been proposed in other disciplines which many be asking questions that are also relevant to the CEIAG profession, such as:

- Work engagement and career (the topic, though usually defined for the work population, may have implications for career education) ([Lee et al, 2016](#))
- How work placements work ([Inceoglu et al. 2019](#))