**CAREER
DEVELOPMENT
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Why Does Employer Engagement Matter?

**A tool kit for managing employer
activities in schools and colleges**

Foreword

President, Career Development Institute

September 2014

The CDI is delighted to launch this practical guide to designing and implementing the work-related curriculum. It is written specifically to support careers coordinators and careers advisers in schools and colleges and is packed with tried and tested ideas, facts and templates. We feel sure that it will help careers educators to achieve their objectives and cover all the critical tasks.

We fully support the Government in its ambition to get employers involved in the curriculum, inspiring young people in a wide variety of ways beyond traditional work experience. However, we also appreciate that this valuable task needs significant behind the scenes work to make this a reality. It is equally true that not all employers have the time, experience or up to date knowledge on training routes to work effectively with young people. Every school needs to have a committed and professional careers team, with the protected time to make these activities a positive and valuable experience for all.

The CDI has a growing membership of over 4,350 career development practitioners and we can provide fantastic opportunities for networking, sharing information, undertaking structured training including taking part in webinars and one-day CPD events. We hope that you will choose to join us.

As the professional body for the sector, we are custodians of the National Occupational Standards for Careers Development and manage the UK Register of Career Development Professionals. For more information on all our activities, including how you can join the Register, please visit our website www.thecdi.net .

Of particular interest to careers teachers and careers advisers, we have recently established a Community of Interest for Careers Educators, which is a great way to share ideas and get support from like-minded colleagues.

In summary, I hope that you find this toolkit valuable and that it makes your job just a little bit easier.

Karen O'Donoghue
President of the Career Development Institute and Chief Executive of The Via Partnership

The CDI fully supports the Government in its ambition to get employers involved in the curriculum

Introduction

This guide is for schools and colleges in developing their employer engagement links. The guide identifies the benefits and outcomes for all involved and may be used as a set of briefings for staff and employers when setting up activities and events to promote career development, financial capability, enterprise and employability .

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1. Rationale and context for employer engagement

Rationale

Both learning and work are changing rapidly, and this has implications for individuals' career paths. Young people in schools today face a future where they will experience several moves from one job to another, need to continue to update their knowledge and skills, and be more likely to be self-employed at some point in their lives, or at least manage several part-time or temporary contracts.

In any event greater flexibility, self-reliance, enterprise and career management skills will be demanded of young people entering the adult world. The predicted demographic changes over the coming decades mean not only that young people will face even more choices and opportunities, thus increasing the need for them to be effective career planners, but also they need to be enabled to maximise their contribution to the well-being of their communities and the economic health of the nation.

Young people require good quality careers education and advice in order to make informed decisions and the earlier this guidance can be provided the better, so that teenagers can be inspired by future possibilities and have time to obtain the skills and qualifications they need.

The *Changing the Pace* report emphasised the importance of employer engagement:
'Businesses have an important role to play in partnering with schools and colleges to raise ambition and achievement and improve performance. By providing young people with work experience and becoming involved with careers guidance, employers can spell out the value of the skills and knowledge developed at school and open pupils' eyes to career opportunities. They can bring their own expertise into schools and colleges through roles such as governors and acting as student mentors. Business links with education are wide spread and growing, but with the right steps they could be grown still further to help inspire and develop our young people.'[1] This is echoed in the annual report of the National Careers Council[2]

The OECD[3] 'research studies suggest that young people particularly value information on jobs and careers if obtained in a real workplace and through contacts with working people'.

The All- Party Parliamentary Group on Social Mobility's Character and Resilience Manifesto (2014) calls on employers to actively encourage staff to participate in Corporate Social Responsibility

activities that develop character and resilience in young people. The group also called on government to ask Ofsted to determine how to factor character and resilience and extra-curricular activities more explicitly into the inspection framework.

Lord Young's report Enterprise for All: the relevance of enterprise in education (June 2014) says "Enterprise for All is about motivating young people to learn and excel in their education and to see the relevance of their studies. Enterprise is more than the creation of entrepreneurs, it is about a can-do and positive attitude and equipping people with the confidence to develop a career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk taking, creativity and innovation, as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do."

In *Building on progress: boosting diversity in our workplaces* (June 2014)[4] the CBI makes four recommendations for breaking down occupational segregation:

• Government must address the careers guidance deficit in line with the recommendations of the CBI and a wide range of other groups including the Women's Business Council, by funding a nationally mandated, locally-run system to support employer engagement in careers services

• In turn, business needs to step up its engagement with schools to provide inspiration to all students on what they might achieve

• Government should mandate the requirement for young people to take on work experience at Key Stage 4, and encourage girls to think outside the box when choosing placements

• All sixth forms, colleges and universities should set and report against Davies-style targets for female participation in key STEM subjects where there is underrepresentation, such as physics.

Context

With the ending of national funding for Education Business Partnership Organisations and the loss of the service they provided as a broker between education and business in some areas, coupled with the withdrawal of work related learning for all at key stage 4 in 2012, schools have found it challenging to develop employer engagement either on their own or as part of a local network. There is now a level of expectation that employers will need to be more actively involved in bringing the world of work to 'life' for young people through helping schools to be creative in offering a range of learning opportunities

to prepare young people for the world of work. Many employers welcome this opportunity.

In the recent Ofsted report 'Going in the right direction?' it recommended that employers and employer networks, such as local enterprise partnerships and chambers of commerce, should:

• Work with the National Careers Service to facilitate links between employers, including small – and medium-sized enterprises, and all local schools by promoting the advantages of having an employer on school governing bodies with responsibility for providing young people with greater direct exposure to the world of work and the full range of career pathways

• Provide more detailed information to schools and career development practitioners (e.g. careers advisers and careers teachers) on local job options, business developments and local skills shortages.

'Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff' published by the DfE in April 2014 says:

"Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

"Schools have a critical role to play in preparing young people for the next stage of their education or training and beyond. Expectations should be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every pupil is stretched and acquires the attributes that employers value. This will help every young person to realise their potential and so increase economic competitiveness and support social mobility.

A clear focus on the enterprise skills, experience and qualifications that employers want can support preparation for work. Schools should help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. Increasing contact with employers will help to raise the profile of the importance of career choices but the school's overall strategy for advice and guidance should recognise that some pupils will need additional support before they are ready to make decisions about their next steps."

1. Changing the Pace –CBI/Pearson education and skills survey 2013.

2. An Aspirational Nation: creating a culture change in careers provision (2013) recommendations 4 &5

3. Learning for jobs thematic Review 2010

4. http://www.cbi.org.uk/media/2789364/building-on_progress.pdf

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2. Managing employer engagement in schools

Good practice shows that where there is a member of the senior management team and a link governor responsible for employer activities and services all employer engagement is more likely to be coordinated, relevant, progressive and quality assured. The senior management provide support to the middle manager/coordinator by ensuring that the activities are well planned and prepared across subjects and the whole school and assist in developing and maintaining employer links.

The middle manager/coordinator plays a pivotal role in securing the success through:

• clarifying the aims and desired outcomes of provision, including how it contributes to the school's mission and core values

• working with colleagues, particularly subject staff, to identify learning objectives to meet curriculum requirements and student needs

• working with key stakeholders to design, plan and deliver coherent a learning programme to meet curriculum and student needs

• explaining the provision, its purpose and desired outcomes to key stakeholders, including young people and their parents/carers

• informing the leadership team and other colleagues about student progress and any priorities for development

• supporting continuing professional development in this area, identifying training needs and advising how to meet them

• monitoring provision and contributing to its annual review and evaluation.

Partnership working with employers

Employers face increasing demands to engage with education and there are numerous reasons why they do get involved and also why they don't. Coordinating and sustaining employer engagement is easier if you know why you are doing it. Further support will be available by working together with your external careers guidance provider. The contributions of career professionals are complementary to those of employers and people at work, in three respects:

• brokerage

• careers education and guidance programmes

• professional careers guidance

See checklist in the Annexe 1

Delivering employer engagement

Most schools use a combination of curriculum models to provide their learners with experiences of the world of work. These include:

• A core PSHE/Citizenship programme usually taught by specialist staff or tutors who have training and resources to teach it

• Contributions from subjects that reinforce the core programme and help young people recognise the relevance of subject learning to adult life

• Suspended timetable activities such as enterprise days and work experience.

The pros and cons are set out in the *Annex 2* and will need to be considered as part of the 'plan-do-review' cycle of employer engagement across the year.

3. Curriculum Planning for Employer engagement

The CDI provides a learning outcomes framework and user guide to support anyone planning career and work-related education programmes of study.[5] When planning your programme you should address the following key questions:

• What do we want students to learn? (learning outcomes)

• What are we already providing that gives students opportunities to develop the learning outcomes? (mapping)

• Which teaching and learning activities will best meet these? (pedagogy)

• What resources will best meet these? (resource planning)

• How can I check that learning is taking place? (assessment)

• How can I judge the general effectiveness of the programmed activities? (evaluation)

It is important that programme content meets young people's needs and that these needs drive further developments. Practical considerations mean that most programmes have:

• A core content covering common learning needs

• Targeted content to meet the needs of specific groups of young people

• Tailored, focused interventions that provide the capacity to meet individual needs.

Consider the ten questions to check for whether learners' needs are being met in the Annexe section What we need to ask is:

• What are we trying to achieve?

• How do we organise learning?

• How well are we achieving our aims?

Work related education

There is greater flexibility to offer a range of options from Key Stage 4. The underlying aims of work-related education are to:

• develop employability skills

• provide young people with the opportunity to 'learn by doing' and to learn from experts

• raise standards of achievement

• increase the commitment to learning, motivation and self-confidence of students

• improve the retention of young people in learning after the age of compulsory schooling

• develop career awareness and the ability to benefit from impartial and informed information and guidance

• support active citizenship

• develop the ability to apply knowledge, understanding and skills

• improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work, and

• encourage positive attitudes to lifelong learning.

The CDI provides a learning outcomes framework and user guide to support anyone planning career and work-related education programmes of study.

Review and assessment

Review
A review is normally an internal process dealt with by school staff. Reviews are also used to check the overall programme within the department to promote improvement. Senior management often undertakes this. Reviews are also used to check progress against set targets as in a careers / PSHE/ Citizenship action plan.

Assessment
Assessment measures a student's progress against intended learning outcomes. Assessment can be divided into two areas:

• Assessment *for* learning which is to help students improve

• Assessment *of* learning which aims to find out what students know and can do.

Evaluation
Evaluation is the purposeful collection, analysis and use of evidence to make judgements about provision and practice.

Evaluation is at the centre of school/college inspection and is used to judge the quality and effectiveness of careers and work-related learning activities and outcomes. It should contribute to the school's/college overall quality assurance process. It should be planned in advance setting out the intentions of why you are doing it and carried out with all relevant stakeholders following a set of ethical guidelines or protocols

Once you have identified the key elements and the intended learning outcomes you wish to evaluate you need to consider the best way of capturing the information/feedback and consider how and to whom it is to be presented.

There are a variety of ways to carry out evaluation. A questionnaire type method is probably the most popular. The key question to ask when deciding on the method is: "Is this fit for the job?" Other methods include interviews, observation of certain activities, suggestion boxes, discussions at staff meetings, face to face discussion with students, parents meetings and employer visits.

• The data collected should be used to make general conclusions about the effectiveness of the activity being evaluated.

• Look for common themes and summarise the main comments.

• The report should be circulated to relevant people e.g. teachers involved in the activity, governors, SMT, School Council members, with a request for further comments.

• The evaluation report should lead to some points of action.

• These should be developed into an action plan with deadlines and names next to each task.

• This will ensure that there is a clear link between evaluation and curriculum planning.

Possible questions for inclusion in an evaluation exercise:

a) Teachers
To what extent do you feel the following objectives for the activity have been met? (List objectives)
How did the students in your group respond to the activity?
How good was the general organisation? (List organisational areas)
How effective were the different sessions?
Are there any further comments you would like to make?

b) Students
To what extent do you think the objectives for today have been met? (List objectives)
How useful was the activity?
What was the most useful part of the day? – Most useful to least useful
Which was your favourite part of the activity?
What did you learn from this activity?
What did you personally get out of the day?
Is there anything else that you feel should be included in this type of activity?
You may also wish to use Annexe 6 to assess Student Characteristics

c) Parents
How were you informed of the activity/event taking place?
Was the information timely and appropriate?
Are the channels for providing feedback helpful? (List channels with most/least helpful scale)
How would you like us to tell you about similar events in the future? (List options)
Do you have any further comments?

d) Employers/visitors
Were you satisfied with the planning/organisation of the activity/event?
Did you have any issues with the facilities/resources/ equipment made available for the activity/event?
How good was the general behaviour and interest levels of the students?
Do you have any suggestions on how to improve the activity/event?
Do you have any further comments?

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5. http://www.thecdi.net/write/CWRE_User_Guide.pdf

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4. The benefits for students, schools and businesses

The Careers Sector Stakeholder Alliance highlights the importance of collaboration and partnership working in providing careers advice and guidance to young people in planning their future lives and preparing for the world of work in 'Securing our future talent' June 2014.

There are many ways in which you and your company can participate in collaborating with schools, training providers and FE Colleges to help provide the workforce of the future.

At the same time, involvement in this activity can enhance and address the training needs of your employees in developing the key personal and work skills essential to create a thriving and successful enterprise operating in the private or public sectors.

Young people need access to quality experiences in order to prepare them for the opportunities, experiences and challenges that the future world of work has to offer.

You, your employees and your company could be the key to unlocking the potential that is present in every young person currently making their way through the education system.

Most employees are also parents who have a vested interest in giving their children the best chance to succeed in an ever increasing competitive and global job market, and some of those young people could become part of your workforce in the future.

Some companies have taken the strategic decision to use specific opportunities to help them to identify their future apprentices; as they have the chance to see at first-hand how individual young people cope with the discipline, opportunities and challenges of tackling real industry problems, working as individuals and as members of a team.

The purpose of this section is to help you clarify the benefits that you and the employers you work with seek to gain from partnership working.

Most employees are also parents who have a vested interest in giving their children the best chance to succeed in an ever increasing competitive and global job market

Identifying what the mutual benefits are for the students, school and employers

Below are some suggested 'benefits and outcomes' that you may wish to use when completing the 'project'/ activity request paperwork in the *four step approach to employer engagement*. Keep a record of the outcomes used for each event/activity to aid your review and evaluation annual report.

What benefits is the school seeking to gain?	Education outcomes	Yes	No
Levels of achievement – better results and outcomes	• Increasing attainment levels and participation rates • Bringing the curriculum to life by showing how subjects are applied and valued in the workplace • Supporting the development of functional skills using workplace contexts • Enriching learning experiences and opportunities • Making links between different curriculum areas e.g. STEM		
Contacts, resources and materials – greater choice and availability	• Providing access to a wider range of resources that are potentially more appealing, interactive and attractive to learners • Keeping costs to a minimum		
Motivation and self-esteem – teachers want to teach and learners want to learn	• Directly showing the relevance of the subject being studied • Connecting subject studies with the world of work • Improving learning experiences • Improving attendance • Improving enthusiasm for teaching and learning		
Local and national targets – benefits the agencies working with young people	• Contributing to achieving national targets in attainment and participation rates • Supporting social mobility agenda • Providing opportunities to develop relationships with the local business community		
Professional knowledge – increases knowledge and understanding	• Using professional development placements (PDP) and other opportunities to help staff update their professional knowledge, bring the world of work into the 'classroom' and show students the relevance of classroom theory to the business world.		
What benefits are you seeking for young people?	**Student outcomes**	**Yes**	**No**
Motivation to learn – getting a real sense of why learning is important	• Meeting and working with experienced practitioners • Studying real work-related issues • Applying theoretical subject knowledge • Applying functional and other employability skills • Understanding the links between classroom activities and the world of work		
Improved levels of achievement – better results and outcomes	• Improving levels of attainment • Improving attendance • Raising aspirations • Boosting confidence • Helping to make sure that learners are 'work ready' when they leave education *continued over …*		

		Yes	No
Enhanced knowledge and understanding – generates a thirst for knowledge	• Providing relevant, up-to-date practices • Illustrating how subjects are applied in work situations • Enhancing understanding of why learning is valuable • Involving learners in negotiating a personalised learning programme to meet their interests, abilities and ambitions • Building upon learning experiences in each key stage		
Better materials and resources – greater opportunity and range	• Working with industry specific materials, protocols and standards • Learning by doing – applying and demonstrating the 'functional' in functional skills Providing relevant, up-to-date practices • Illustrating how subjects are applied in work situations • Learning in different environments • Appreciating the value of products and services by seeing them progress from concept to market		
What benefits interest your employers? (Are you an employer? If so, you may wish to complete this in that capacity)	**Employer outcomes**	**Yes**	**No**
Personal contribution – *employers are making a worthwhile contribution*	• Helping to create a sense of personal achievement and well-being • Providing an opportunity to give something back • Correcting inaccurate perceptions of education and/or the world of work • Helping employees to develop their personal; and professional skills, boosting their motivation and helping to improve employee retention and business performance		
Recruitment and retention – recruiting and retaining the right staff for the business, assisting in keeping recruitment costs low	• Helping to ensure that learning outcomes, including those designed to promote students' economic well-being, meet employer needs • Increasing the size and quality of the local employment 'pool' • Identifying and nurturing talent from an early age • Supporting students to gain the qualifications they need to enter an apprenticeship		
Training – *developing and motivating existing staff and enabling them to expand*	• Supporting staff development – providing opportunities to develop skills such as presentation, mentoring, coaching and role modelling • Boosting staff morale – 'giving something back' • Generating an understanding of and providing valuable information about the education system – through involvement in planning, delivering and evaluating learning activities • Helping employees to feel that they are working for a caring organisation, one that takes its responsibilities in the local community seriously *continued over ...*		

Corporate social responsibility (CSR) – addressing CSR objectives and enhancing the organisation's reputation.	• Increasing the positive image of the organisation within the local community • Having direct impact on hundreds of young consumers, parents, carers and extended family • Gaining positive media coverage – case studies of partnership working, recognition through newsletters, websites, etc. • Improving customer loyalty		
Innovation and business growth – generating ideas for new products and services	• Producing innovative and worthwhile suggestions for adapting operational procedures and manage change • Promoting staff learning and generating more ambitious strategies for future business • Improving the organisation's understanding of young people's attitudes and spending habits • Increasing the brand profile of the organisation and the sector		
Facilities and resources – increasing access to facilities and resources not otherwise available	• Providing real business problems for students to solve in project work • Helping students on work experience develop the right skills and qualities for employment and potentially influence their career choice by giving them first-hand experience • Gaining access to school sports, drama, music, conference and catering facilities, often at little or at no cost, thereby supporting community cohesion		
Creating a healthier, wealthier society – contributing to the general wellbeing of society and the economy	• Making a positive contribution to society as a whole and supporting community cohesion • Creating a better educated society by helping to increase student motivation and raise aspirations • Informing potential customers and clients of the future • Challenging stereotypes and promoting diversity by encouraging young people from a wider range of backgrounds to consider careers in the sector		
Knowledge – increasing knowledge and understanding	• Keeping staff abreast of changing qualifications and developments in education • Contributing to developing materials with schools to include functional, personal, learning, enterprise and employability skills • Providing opportunities to demonstrate the jobs, training opportunities and careers within the organisation and sector • Providing opportunities to share changing practices and changes in technology		

5. How to engage employers

The following section provides a 'how to do it' through a four step approach.

1. Approaching and engaging the organisation
2. Developing the relationship
3. Delivering the activity
4. De-briefing, follow-up and evaluation

'There is no single agreed definition of what 'employer engagement' means or what it involves….
But it does need to consider: which organisations are involved; what it aims to achieve; the type of relationship and that relationships develop through four distinct phases:
Preparing for the engagement; establishing the engagement; maintaining the engagement and ensuring that all participants deliver on their commitment; developing the engagement.' [6]

Step 1. Approaching and engaging the organisation

The first step is to establish a relationship with an employer. This requires that the right organisation and the right person(s) are contacted to make employer engagement happen.

1.1. Find out what you can about the organisation

		Notes
Is this organisation the right one to approach?	*Do your research. Use the internet to see what you can find out about the organisation*	
Ask the senior leader with responsibility for employer engagement if the school already has a link with this organisation	*You need to know if other staff have used the same employer.* *How coordinated is the school's approach to the employer?*	

1.2. Consider who is the best person to approach

		Notes
With a small organisation it is probably best to approach the 'manager'	*Ring to confirm full name and preferred contact details and time of day*	
In a large organisation there are several people that you could approach	*Education community manager* *HR or Training and Development manager* *Specialist manager*	

1.3. Prepare the information that the employer will want to know

		Notes
Why do you want the organisation to help you?	*Consider how this fits with the school development plan*	
How do you think the organisation can help you?	*Talk about the subject, knowledge and experiences that you want the students to gain rather than Learning outcomes*	
What do you want to achieve from the partnership?		
How do you want to work with the organisation?	*Avoid using education jargon. Give the ages of students rather than key stages*	
How much time will the employer have to commit?	*Be clear about the timing in the day*	
Can other employees get involved and if so, how many?	*This may only apply to large organisations*	
How will the organisation benefit from the partnership?	*Look at the 'benefits' sheet*	

1.4. Make the initial contact

		Notes
This could be by; Phone call Email Conference meeting	*If you have to leave a message always include your first and last name, school location, address and the best time to contact you.* *Check if they are involved in something similar in the area*	

1.5. Follow up your initial contact with an email summary

It is best to email a one-page document to your contact that summarises your proposal and the main points of the discussion	*If working with the manager they will forward it to the relevant staff If working with an employee they can share it with their manager for approval and comments*	**Notes**

There are a number of organisations that can support employer engagement. If unclear where to start the following may be able to help:

• your local District Council
• a dedicated Education Business Partnership,
• a Local Authority Employability and Skills Unit

National organisations that can support:

• Barclays Lifeskills
• Business in the Community
• Careers Lab
• Chambers of Commerce
• Federation of Small Business
• Inspiring the Future (through the Education and Employer Task Force)
• Institute of Directors
• LEP
• National Careers Service
• Primary Futures
• Professional Bodies
• Sector Skills Councils
• Speakers for Schools
• Voluntary organisations
• Young Enterprise
• STEMNET

Step 2. Developing the relationship and planning the activity

Once contact has been made it is time to bring the activity together. The following seven steps will support you in doing this

Time
Give yourself plenty of time to work through this phase as your contact may have to consult colleagues whose diaries are already full

Planning sessions
Organise face-to-face planning sessions if you can as this makes a difference to the overall outcomes. Try to hold the sessions in school so that employers can acclimatise themselves to the surroundings. If they have time, show them around the school so they can see where the activity is likely to take place. Discuss their needs – resources, room layout, expectations, session timings.

Supporting employers
Many employers are happy to work with students and see it as part of their personal and professional development. They may be highly skilled in their own field but they are not teachers. Be as supportive as you can during the planning and development process. Help them to develop their sessions and offer advice on techniques and approaches that will engage students

Keep it simple
Avoid using educational jargon. Explain as simply as you can what it is that your students need to understand. Then you can discuss the terminology, vocabulary and concepts you would like employers to use so that the students can see the links with the other parts of their subjects

Be clear about names
Ask your employers how they wish to be introduced to students. Are they Mr. Smith or John? Clarify how they should refer to you in front of students too.

Be clear about roles
Reassure your employers that they will not be left in sole charge of a group of students. Let them know that you or other staff will be there to provide support and that you have ultimate responsibility for managing your students' behaviour

Where possible give employers the option to meet students before the activity.

A starting point for planning the activity is to use the following checklist to make sure that nothing is left to chance

Develop a 'project agreement'

Most employers regard organising, planning and delivery an activity as a project. It helps to have a project agreement so that everyone is clear about what is happening and **why**, and **who** is responsible for doing **what** and by **when.**

The template on the next page will help you plan for the project. Alternatively you may find it is acceptable to put all of the information in an email.

Project agreement for:

Lead contacts	Teacher details	Employer details
Full name		
Form of address in school setting Job title		
Phone		
Main email		
Alternative email		
Mobile		
Work address		
Best time to contact		
Best contact method		

Alternative contacts	School	Employer
Full name		
Job title		
Phone		
Main email		
Alternative email		
Mobile		
Work address		
Best time to contact		
Best contact method		

Project agreement for:

Project details	
What is the activity?	
Which subjects does it link to?	
What are the objectives of the activity for the school and its students?	
What are the objectives of the activity for the employer (and employees)?	
How old are the students?	
How many of them are there?	
What will the employer do?	
What will the school do?	
What resources will the employer need from the school?	
What resources will the employer bring with them?	
What kind of space will the employer need?	
When will the activity take place?	
Will the employer need a car parking space?	
Does the employer have any specific dietary or other needs?	

Action Plan			
Action	**Who**	**By When**	**Comments**

Develop a programme for the session(s)

Agree session timings and content with your employer(s) and prepare a programme, for example:

Time	Action	Who
8:15 am	Visitor arrives and is met at reception	Organiser, SLT, student
8:15 – 8:45 am	Visitor escorted to Main Hall/room to check resources and adjust furniture/set up to suit	Visitor and teacher
8:50 – 9:00 am	Students arrive for registration	Teacher
9:00 – 9:10 am	Students escorted into Hall with staff	

Follow up with the employer(s) that they have received the information. Copy the information to the relevant staff in the school/college; reception, site manager, cover supervisor, head of year. Book car parking, refreshments and a 'base' room especially if you have several visitors. Plan B?

Prepare a welcome pack for employers
The information you provide needs to be targeted against the activity and where possible can be sent in advance e.g. preparation of CVs for Mock Interviews.

An **ideal pack** will include:

• Name and role of person meeting them

• A school map highlighting full address with postcode, car parking, reception, toilets, staff room and where the activity will take place

• Dress code

• Smoking policy

• Health and safety procedures, including fire assembly points

• Statements on safeguarding, behaviour and equality and diversity

• Summary of school's approach to employer engagement e.g. relevant extracts from school website Ofsted report

Activity specific details:
• Programme of the day

• List of students and other adults involved

• Evaluation form

Preparing students and colleagues
Students need to be made aware of what they can expect of the activity and how it is supporting their studies (use the Characteristics checklist). This may be through tutor sessions or an assembly, if through an assembly you can brief the tutors at the same time. Ask for volunteers to meet the visitors and to escort them to and from the 'base' room. Provide the students with name badges so that the employers can interact more easily with them.

You will need to let your colleagues know the content and purpose of the activity so that they can support students as necessary. You will need to make employers aware of students' learning needs, especially if there are extra support staff in the room when they are delivering the activity.

Step 3: Delivering the activity

With good preparation the activity should run smoothly. However, it is always worth double checking the following:

• The 'base' room is set up with everything you need and is 'vacant' for the visitors

• Meet and greet – make sure that someone is at reception to greet your visitors when they arrive. If possible involve a senior member of staff

• Catch up at lunchtime – if the activities last the whole day, lunch is an ideal time to do a quick review. How has it gone from your side as a teacher? How has it gone from their side? What feedback, if any, have you already had from students? Is there anything that needs to be altered for the afternoon session?

• Remember your camera – use your camera to record the event. The photos will come in useful later for newsletters, school website, displays, etc.

Step 4. Debriefing, follow-up and evaluation

Debrief
Once the activity is over, employers will wish to discuss how things went. If you have used a digital camera to record the event, you could show them the photos as part of a final presentation when they have 'end of day' refreshments.

Ask the employers to fill in feedback forms – see example Take the opportunity to discuss the possibility of future involvement with the school so that they can take the request back to the company and plan for the future.

Acknowledge the employers' contribution to the success of the activity and, if possible, ask a senior member of staff to present them with a certificate of thanks

Finally, ask employers if they would be happy for you to write a report or article about their activity for the school's newsletter/ website or local media. (The article may have to go through their public relations department). They could use it for their organisation's website. This will raise awareness among parents and the local community of your partnership activities with employers. It will also raise the profile of your employer's organisation.

Follow up
Try to arrange a telephone meeting with the employer(s) soon after the activity so that you can review it in more detail once you have had a chance to reflect on it. Did you both feel that it met your objectives? How do you know? What feedback have you had? Is this something that you could develop and repeat in the future?

Evaluation
It is great to share your evaluation results with the employer so that they can share them with the manager and colleagues.

It really makes a positive impact and they feel valued for investing their time, energy and resources in your school's activity.

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6. Employer Engagement. Research Report 29 (February 2008) Skills for Business

6. Glossary and descriptions of activities to support employer engagement

Below is a description of the more common forms of engagement that schools and colleges are seeking from their colleagues in industry to support the teaching and learning process along with an estimated time commitment that may have to be made to support these initiatives. Where appropriate, web sites have been identified from which you can obtain more detailed information about specific initiatives or methods of engagement.

Classroom Speakers or Presenters (1-Hour)

Schools invite speakers from the workplace to come and give information and advice about their jobs, and suggest career paths for those students interested in their respective sectors or work roles. Such speakers can outline the essential employment skills required, and discuss the matching of the school curriculum with career needs.

Donations of equipment, training, finance and materials

Financial contributions may be used to fund school facilities, projects or learning resources e.g. library books; technical equipment; even buildings. Businesses may provide donations of their specific products as part of subsidising a school activity e.g. a school trip, production or sports event. Such largesse may be integral to a company's corporate responsibility policy designed to strengthen the relationship between schools and their local community/workplace.

Industrial Visits (2 - 4 Hours)

Visits to places of work beyond the school include site tours which extend the students' understanding of the many kinds of jobs available in a business organisation. The company hosts the visit and provides employees to act as guides for small groups of students giving them an overview of how the company operates.

Some pre-planning with teachers is essential in terms of what students should look for on the visit. A debrief session with the students should take place at the end of the visit.

Mock Applications and Interviews (1 School Day)

Schools may look to employers to provide opportunities for students to practise completing formal job applications, followed by a mock interview. The employers provide real personnel and job descriptions for the purpose, and such interviews can be both preceded and followed with advice likely to sharpen the interview techniques of students when applying for jobs. Some schools include such practice in setting work experience placements as well.

Job Shadowing (2 – 4 Hours)

Students and/or teachers may be involved in such 'shadowing'. It is another way of establishing the relevant links between the academic curriculum and workplace needs and practice. The student and/or teacher follow one person through an agreed working time period observing the demands and skills they have to use. Such shadowing can be used to educate teachers as to actual workplace practice as well as giving students an idea of the sorts of job offers made to young people.

Virtual Industry Visits

Such 'visits' are conducted through company websites where students may tour a workplace seeing the respective site and identifying all the specialist roles within it.

Mentoring (1 Hour per week for a school term)

Employees provide a role model or advisory support for students. Such mentors or 'reading partners' are usually business volunteers who can establish a relationship which encourages ambition and self-confidence.

Vocational Champions or Ambassadors (I day per year)

Many Sector Skills Councils are encouraging individuals to take on the role of an Ambassador for that industry sector and commit some voluntary time to promote career opportunities and pathways by providing information, advice and guidance to young people considering the future career options. Generally, Industrial Ambassadors are asked to give a minimum of one day per year to this activity – but it could always be more if the individual wishes.

School Leadership

Employers may be called on to help with specific curriculum planning or school projects. Senior

Managers from industry acting as mentors to Head teachers and the Senior Management Team in a school can add value to, and enhance, the development of appropriate management strategies for coping with major institutional change. www.bitc.org.uk/businessclass

'Industry Days' are occasions for professional adults- other-than-teachers (AOTs), to work alongside teachers with groups of students looking at the essential demands and skills required for the workplace.

Employer Engagement Governor

School Governing bodies need advice and guidance from industry experts in conducting and managing their relationships with employers. The Governor with responsibility for Employer Engagement can play a key role in this process. Governors' meetings take place approximately five times during a school year. Meetings usually take place in the evenings and can last up to four hours at a time.

Problem Solving Challenges (2 – 5 Hours)
In line with schools' desire to foster independent thinking and team work, companies may provide employees to lead two-hour sessions in 'real life' business problem solving linked to national curriculum content. Shell UK, for example, has helped raise the profile of science through relevant, lively and fun activities in the classroom. 'Work simulation' fits into this category with its demand for role play

School Governing bodies need advice and guidance from industry experts in conducting and managing their relationships with employers.

HTI offer leadership shadowing For more information go to www.hti.org.uk

Work Experience Placements (2-week block; 1 day/week/term)

Work experience helps learners understand and develop the employability skills and positive 'can-do' attitude employers are looking for. For many learners it helps them understand their own strengths, and areas for development, it builds confidence in handling new situations and in working within a team of adults. It helps young people connect their education with their future working lives and provides real opportunities to become clearer about their future career options. Schools and colleges will be expected to offer their students high quality and meaningful work experience as part of their 16-19 study programme to give the student a valuable experience of the work environment and develop their employability skills. Many students 'blossom' in such an environment, and find new reserves of initiative and maturity. They clearly develop a sense of the demands of the workplace and working life, and some may indeed continue in such jobs when they leave school. Often such jobs will link them to further educational and vocational qualifications

Work experience may be defined as: *A placement on employers' premises in which a learner carries out a particular task or duty, or range of tasks or duties, more or less as an employee, but with the emphasis on the learning aspects of the experience.*

and production scenarios e.g. setting up a newspaper office in the school or a news studio.
Problem solving challenges often play a major part in the delivery of Industry Days in schools.

Enterprise Education

Many secondary schools provide the opportunity for students to liaise with local employers to help students set up mini-companies or run 'Young Enterprise' companies in annual area, regional and national competitions. (www.young-enterprise.org.uk)

Such projects allow students to run their own company offering a real service or product, raising revenue through selling shares, designing and making their product or service, marketing and selling the product or service, trading and managing the company process. Companies provide 'advisers' to work alongside small teams of students. Such simulations encourage a greater understanding of 'enterprise'. They allow students to assume managerial and organisational roles, and make their own decisions after appropriate consultation and debate.

Summer Schools (2-weeks)

Some educational establishments organise Summer Schools which take place in the first two weeks of the traditional summer holidays. Many Summer Schools are organised around industrial themes or explore specific curriculum areas such as Science and Technology, Engineering *et al*.

Providing a perspective for these courses based on the requirements of industry is a common element of many Summer Schools and companies can be approached to provide materials, expertise and advisers to support programmes of this kind.

Teacher Placements (1 School Day)

Such opportunities are not too common and exceed 'shadowing'. Such placements for teachers help to foster skills, business insights and a grasp of just what employers need. They can also provide worthwhile professional development opportunities for teachers.

Post-16 Education

Such links are established between schools, colleges and employers where clear progression routes are mapped and assessed. The importance of work experience for higher education students is now being recognised as a 'vital step into employment'. The promotion of Apprenticeships also forms a major aspect of the Government's national strategy to address skill shortages in the economy.

Glossary

A

Attributes: a good quality or feature that someone or something has

B

BIS: Department for Business, Innovation and Skills. Leads on business, further and higher education policy

Business and economic understanding: the ability to understand the business context and make informed choices between the alternative uses of scarce resources

C

Careers adviser: sometimes called careers coach, careers counsellor or careers professional. A trained and qualified adviser to QCF level 6 who will offer support on any aspect of developing employability and managing careers

Careers education: a planned programme of study that helps young people to use information and guidance and develop their career exploration, management and employability skills

Careers information: about opportunities in learning and work where employers can inspire inform and advise

Careers guidance: linked to assistance with recording achievement, reviewing progress and individual learning and career planning

CBI: Confederation of British Industry. The UK's top business lobbying organisation

CEIAG: careers education and information, advice and guidance

Character: linked to Resilience. Linking social mobility to social and emotional skills, which range from empathy and the ability to make and maintain relationships to application, mental toughness, delayed gratification and self-control

CPD: Continuous professional development.

CSR: Corporate Social responsibility. How businesses align the values and behaviours with the expectations and needs of stakeholders, including society as a whole.

D

DBS: Disclosure and Barring Service which replaced the Criminal Records Bureau (CRB). Undertakes checks on the suitability of adults to work with young people

DfE: Department for Education.

Differentiation: Organising learning activities and methods to suit the age, ability and aptitudes of individuals and/or groups of young people with shared needs

E

EBPO: Education Business Partnership Organisation. Local EBPOs provide a single point of contact between schools, colleges and employers. They promote, facilitate and broker partnership working

Economic wellbeing: a programme of learning activities that brings together careers, work-related education and enterprise education

Employability skills: skills that support an individual in getting and maintaining work. They include functional and personal, learning and thinking skills

Employer engagement: mutually beneficial partnership working between employers and education. Helps to improve the variety of education and training opportunities available to young people, improve the productivity and competitiveness of the workforce, and reduce the national skills gap

Enterprise capability: the ability to be innovative and creative, to take and manage risks, to have a 'can-do' attitude and the drive to make things happen

The importance of work experience for higher education students is now being recognised as a 'vital step into employment'.

Enterprise education: learning experiences that have enterprise capability at their core, supported by financial capability and business and economic understanding

External IAG Provider: IAG providers that are commissioned/contracted to deliver independent, impartial information advice and guidance from September 2012

F

Financial capability: the combination of attitude, knowledge, skills, and self-efficacy needed to make and exercise money management decisions that best fit the circumstances of one's life

Functional Skills: the skills that help individuals use English, maths and information and communication technology (ICT) in real life situations

HR: Human Resources. The part of a business organisation that develops, advises on and implements policies relating to effective use of personnel

I

IAG: Information, advice and guidance.

ILP: Individual learning plan, often electronic. Helps individuals to review personal achievements to date, identify strengths and weaknesses, action plan and set goals for the future

Impartial: is defined as showing no bias or favouritism towards a particular education or work option

Independent: is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, websites, telephone and helpline access. Taken together these external sources could include information on the range of education and training options including apprenticeships

Inspiration: stimulation of the mental or emotional faculties to a high level of feeling, animation, or creative activity. When it comes to employer engagement in education, access to gaining insights into the world of work opens young people's minds, raises aspirations and helps them to make better informed decisions in their transition from school/college to the workplace.

L

LA: local authority

Large business organisation: Has over 250 employees

LEP: Local Enterprise Partnership: are partnerships between local authorities and businesses. They decide what the priorities should be for investment in roads, buildings and facilities in the area.

Link Governor: Governor who has agreed to support a specific curriculum area or school activity

O

Ofsted: Office for Standards in Education, Children's Services and Skills. Inspects and regulates the care of children and young people, and education and skills of learners of all ages

P

Parents and carers: includes mothers, fathers, carers, guardians, grandparents and other adults with responsibility for caring for a young person.

Partnership agreement: a document recording contributions each partner will make to the management, planning and delivery of services. Sometimes referred to as service level agreement.

PDP: Professional Development Placement. A period of time (generally between one and five days) that a teacher spends with a company or other organisation to enhance their professional development

PSHE: Personal, Social, Health Education

R

Resilience: linked to Character. A belief in one's ability to achieve, an understanding of the relationship between effort and reward, the patience to pursue long term goals, the perseverance to stick with the task in hand, and the ability to bounce back from life's inevitable setbacks

RPA: Raising the Participation Age. The Education and Skills Act 2011 raises the participation age in education, training or employment with training to 18 in 2015.

S

SMEs: small and medium sized enterprises. Business organisations with fewer than 250 employees

SMT: Senior Management Team in schools. May be known as SLT, Senior Leadership Team

STEM: Science, technology, engineering and maths

V

Vertical tutor group: mixed age tutor group

W

Wex: work experience. A period of time a young person spends on placement with an employer

WRE: Work related education. Learning activities and experiences that enable young people to learn through, about and for work

> **Young people need access to quality experiences in order to prepare them for the opportunities, experiences and challenges that the future world of work has to offer.**

Annexes

Annex 1: Maintaining partnerships

There are several success factors to consider when establishing and maintaining relationships with employers. Consider which ones are met, partially met or still need to be started.

Success factor	Comments/progress towards
An employer engagement or related policy that sets out the rationale and purpose of employer engagement in the school	
A senior leader supported by a designated governor has strategic responsibility for IAG and employer engagement	
The coordination of employer engagement activities in school ensures that employers have a single point of contact	
A planned framework gives coherence, continuity and progression to partnership activities with employers – developed through effective liaison with staff so that all appreciate the benefits of employer engagement	
All subject leaders are consulted on how their subject contributes to IAG and employer engagement and informs related elements of the school improvement plan	
All learning activities involving employers have clear learning outcomes and enhance students' personal, learning and career development	
All students (parents and carers) have the opportunity to contribute to the design, planning, delivery and evaluation of learning activities that involve employers	
Employers have the opportunity to contribute to the design, planning, delivery and evaluation of partnership and other work related education activities	
All staff have CPD opportunities (some accredited) to update their knowledge about the world of work and to enable them to deliver partnership activities such as work experience	
The school recognises and values employer contributions to curriculum and other activities	

Annexe 2: Curriculum Planning

Look at the following table and use to discuss current and future curriculum planning with relevant staff and employers

Curriculum model	Pros	Cons	Reflection on current delivery model
Discrete lessons all year round taught by a specialist team	*Timing of activities meets learners' needs, teachers are experts and learners experience consistency*	*Few teachers develop expertise in the area. The model is often limited to use at KS4. Teachers may not know the learners*	
Modules within a carousel	*Teachers are experts and team teaching is possible*	*The timing of the activities may not meet learner needs. This part of PSHE may become isolated from the rest*	
Integration in PSHE programme taught by a small team	*Timing of activities meets learner needs. Expert teaching supports improvements in quality and facilitates links with other aspects of personal development*	*Aspects of the subject may get lost. Individual teachers may lack expertise in some areas*	
Integration in PSHE programme taught by tutors	*Tutor's knowledge of learners supports effective teaching and learning and facilitates links with subject learning*	*Some tutors are reluctant to teach the subject. Teaching may compete with pastoral work. Resources are stretched when groups are taught simultaneously. The model is difficult to use with vertical tutor groups*	
Embedded in all subjects	*Supports a whole school approach, demonstrates the relevance of subject learning and highlights possible routes through learning and work*	*This part of PSHE loses its identity. Subject teachers may lack relevant expertise and learner experience may be inconsistent*	
Series of suspended timetable events	*Fun activities have high impact and facilitate use of outside experts and a wide range of learning styles*	*Preparation/follow up is often insufficient. There is little progression in learning with some absentees missing out completely. It suggests that this part of PSHE has low status*	

Annexe 3: Employer engagement request for support

We want to do the best we can to prepare our students for the future and we need your help. We are looking for employers to work with us on the activities below. (This form may be used at parent evenings or attending an employer breakfast meeting)

Please indicate the kinds of activities your company is currently involved in, as well as indicate those activities for which you may have a need for more information about or wish to add to what you already work on with schools, colleges and young people.

✔: Our Company does/offers this activity
✘ : Our Company does not offer/do this activity
? : We would be interested in finding out more about this activity.

Success factor	✔	✘	?
Classroom Speaker			
Donating Equipment			
Donating Finance			
Donating Materials			
Industry Visits			
Mock Applications & Interviews			
Job Shadowing			
Mentoring			
E-mentoring			
Vocational Ambassadors			
School Leadership			
Employer Engagement Governor			
School/College Governor			
Attending Industry Days			
Provide Enterprise Advisers			
Teacher Placements			
Work Experience – 2-week block			
Work Experience – Extended (1/2 days/wk)			
Summer Schools			
Sponsorship/Competitions			
Other: Please describe below			

Please use a separate page to record any comments you would like to make on any issues relating to engaging with schools/colleges.

Company Name	Representative
Contact Details	
Industry Sector (A description of the activities is part of the glossary section)	

Annexe 4: Feedback form – employer evaluation

In order for us to review and develop our employer engagement activities with you we would value your thoughts and comments and ask that you take a little time to complete the feedback form.

	Strongly agree	Agree	Disagree	Strongly disagree
Enough time was allocated for developing this partnership/activity				
Planning this partnership/activity was done in an effective and efficient way				
I understood what we both needed to achieve				
I understood how my involvement would support students' learning				
The activity has helped me to raise awareness of:				
My company/industry/what it does/how it does it				
My job role and responsibilities				
The skills, qualifications and experience required in my profession				
The job opportunities in my company/industry				
This activity helped me to (further) develop:				
Professionally and/or personally				
My knowledge/understanding of the school environment				
My confidence in talking to and working with young people				

Annexe 5: Feedback form – Students

State objective of the day/event/activity (this example refers to STEM)
The school has a policy of assessing all learning opportunities. This is a chance for you to

• reflect on the experiences of the activity(ies)
• identify what you have learnt
• record what the experience has been and what you have learnt from doing it and
• say what the benefits have been and how the activity will help you in making informed decisions

Pre-event (preparation) Questions	Post-event (what have you discovered by taking part) Questions
Do you think you know enough about STEM careers?	Do you think you know more about STEM subjects?
Are you interested in STEM-related careers?	Are you interested in STEM-related careers now?
Are you thinking about choosing STEM subjects?	Are you thinking about choosing STEM subjects now?
	Have you enjoyed today?
	Have you learnt something new today? if so, what?

Survey

Since the event/activity	Strongly agree	Agree	Disagree	Strongly disagree
Taking part in activities like this helps me to understand the world of work				
I now understand why STEM is important to this company				
I now understand more about the industry the company is part of				
I now know that there are lots of STEM careers				
I have found out more about the job and career opportunities in the industry and the company				
I understand that these opportunities are for males and females from all backgrounds				
I have taken more interest in science, maths and technology lessons since the event				
I think I would like to do something involving STEM as a career				
The event helped me with my options choices				
It was good to talk to and learn from people who work for the company				
The visitors gave me a good impression of the company				
The best part of the activity was				
The part I least enjoyed was				

Annexe 6: 'Characteristics' checklist for students

This checklist draws on the employability skills identified by the CBI (First steps: A new approach for our schools 2012) Students can self-assess before and after an event/activity whether it takes place on or off-site:

The activities should encourage young people to be	This means helping to instil the following attributes	Students will, for example	How do you rate your skills? 1= poor, 5 = excellent
Determined	Grit, resilience, tenacity	1. Finishing tasks started and understand the value of work	1.
		2. Learn to take positives from failure experience	2.
		3. Work independently and be solutions focused	3.
	Self control	4. Pay attention and resist distractions	4.
		5. Get to work right away	5.
		6. Remain calm when criticised	6.
		7. Allow others to speak without interruption	7.
	Curiosity	8. Be eager to explore new things	8.
		9. Ask and answer questions to deepen understanding	9.
Optimistic	Enthusiasm and zest	1. Actively participate	1.
		2. Show enthusiasm	2.
		3. Invigorate others	3.
	Gratitude	4. Recognise and show appreciation for others	4.
		5. Recognise and show appreciation for their own opportunities	5.
	Confidence and ambition	6. Be willing to try new experiences and meet new people	6.
		7. Pursue dreams and goals	7.
	Creativity	8. Identify and develop new ideas	8.
Emotionally intelligent	Humility	1. Find solutions during conflicts with others	1.
	Respect and good manners	2. Demonstrate respect for feelings of others	2.
		3. Know when and how to include others	3.
		4. Be polite to adults and peers	4.
	Sensitivity to global concerns	5. Be aware of pressing global issues, and contribute to leading society internationally	5.

Join Us

The Career Development Institute (CDI) is the new UK-wide professional membership body for the career development sector. Our members are careers advisers, careers educators, career coaches, career managers and other professionals working in the public, private, voluntary and community sectors.
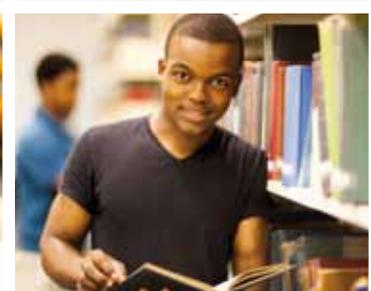
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