



## **The Business Case for Work-Related Learning in Secondary Schools**

*In support of school governors driving the employability agenda*

Written by William Durham in conjunction with the City of London Corporation

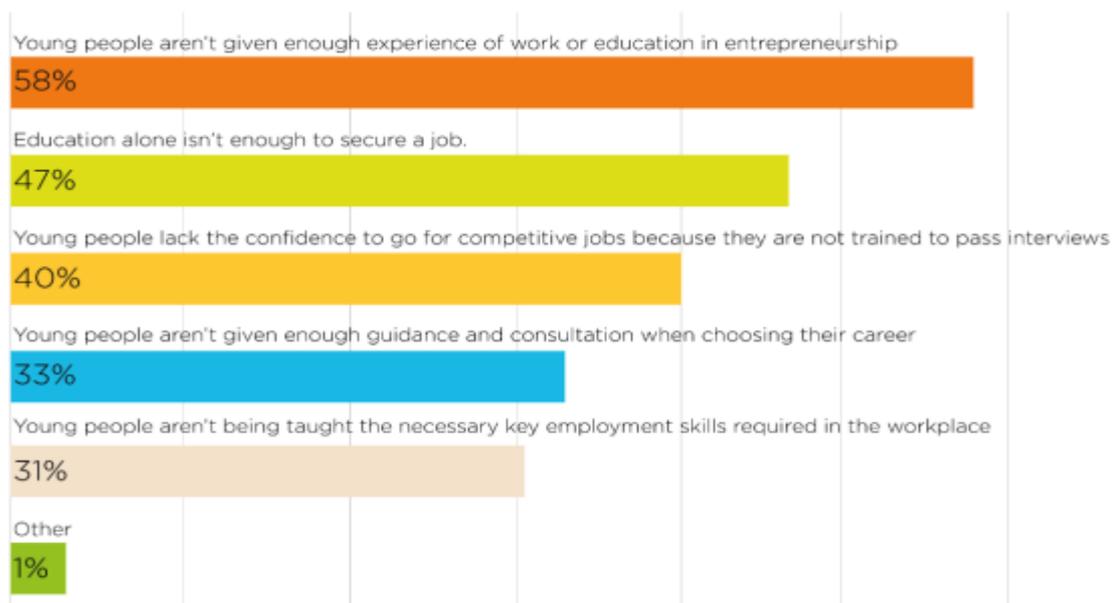


## Why is it important?

London currently has a higher than average rate of youth unemployment and those considered to be NEET (Not in Education, Employment or Training) aged 16-24.<sup>1</sup> Therefore the need for consistent and intensive support and guidance for those currently in the school system is a pressing issue facing schools and wider society. In order to address youth unemployment in London and across the UK, students need to emerge from their education with the breadth and depth of skills and knowledge that meet the demands of the changing world of work. Students also need an understanding of the different sectors of work to inform their future decisions.

A report by Young Enterprise in 2016 found that a third of 16-18 year olds said their education omitted the key employment skills required in the workplace, such as communication, teamwork, building confidence and problem-solving. The following figure also highlights the difficulties young people assessed themselves as facing in terms of securing employment. These results were from a national survey, but it is still worth noting that the challenges young people face in within London are greater and the competition intensified given the global nature of the city, despite the relative abundance of opportunities that are available.

### What do you believe are the biggest obstacles facing young people when trying to get a job?





The Department for Education's statutory guidance for governing bodies, school leaders and school staff on careers guidance and inspiration in schools (updated April 2017) notes that Ofsted reported in 2013 that "only one in five schools were effective in ensuring that all students were receiving the level of information they needed" and that providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy.<sup>iii</sup>

Providing a relevant careers service to young people across the city is evidently of high importance and increasing employer engagement and other opportunities is paramount to this.

*The aim of this project is to enable governors to hold schools to account on their provision of work-related learning and employability skills training and lend their support in helping them access additional external help through their own professional networks and knowledge.*

### **The Statutory Context for schools:**

Secondary schools have a statutory duty to provide independent external careers advice and guidance to all pupils from Year 8-13. This should be intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. 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.<sup>iv</sup>

Schools ought to have a careers guidance strategy that is embedded within a clear framework linked to outcomes for pupils. Schools are allowed to retain in-house guidance for providing careers advice, to pupils, however these are considered to be insufficient in themselves to meet their statutory duty of provision.

Further information and guidance on the statutory context can be found in the DfE document which can be found [here](#).

### **What is the governor role?**

As with the wider responsibility of school governors it is not the role of the employability link governor to lead on careers provision within their school.

The role of the governor is:

- To champion the importance of careers provision and inspiration



- To focus on the strategic aspect of the schools careers provision and help highlight where this can be improved
- To identify ways in which improvement can be achieved using their own knowledge and personal network
- To understand the outcomes experienced by the students at the school, such as destination data

*A more detailed suggested role description for the Link Governor for Employability in secondary schools can be downloaded as part of this resource pack*

### **How can governors improve the experience of the students at their school?**

By opening up employability opportunities within their own networks for students at schools governors can improve the experience of the students at their school by:

- Developing their wider understanding of sectors of work
- Developing their knowledge of where different subject choices lead
- Helping apply their learning to real-life work situations thus bringing it to life
- Deepening their understanding of expected behaviours in workplaces
- Helping them develop the employability skills that will make them attractive to future employers
- Improving their understanding of the economy, personal finance and the structures of business

Aside from the active opening up of employer engagement opportunities governors engaged in work-related learning will improve the experience of students at their school through ensuring the school has a well thought out plan for careers/employability provision that best serves the needs of **all** students at the school.

### **What does it look like? What could it look like?**

Modern careers guidance is as much about inspiration and aspiration as it is about advice. Sustained and varied contacts with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.<sup>v</sup>

The Gatsby Report (2014) looked into careers provision within the UK in comparison to more successful international competitors and found it sorely lacking in priority and resourcing. The below table highlights the eight benchmarks for a successful careers programme in schools developed by the Gatsby Foundation. Whilst it recognises it is unlikely that a school will be able to meet all 8 of these benchmarks, it serves as a useful tool to assess career provision standards, and has been

widely accepted by schools, the Government and the Career Development Institute. For a detailed analysis by the Gatsby Foundation on how these eight benchmarks can be understood in relation to the Quality in Careers Standard criteria, please see the further resources section.

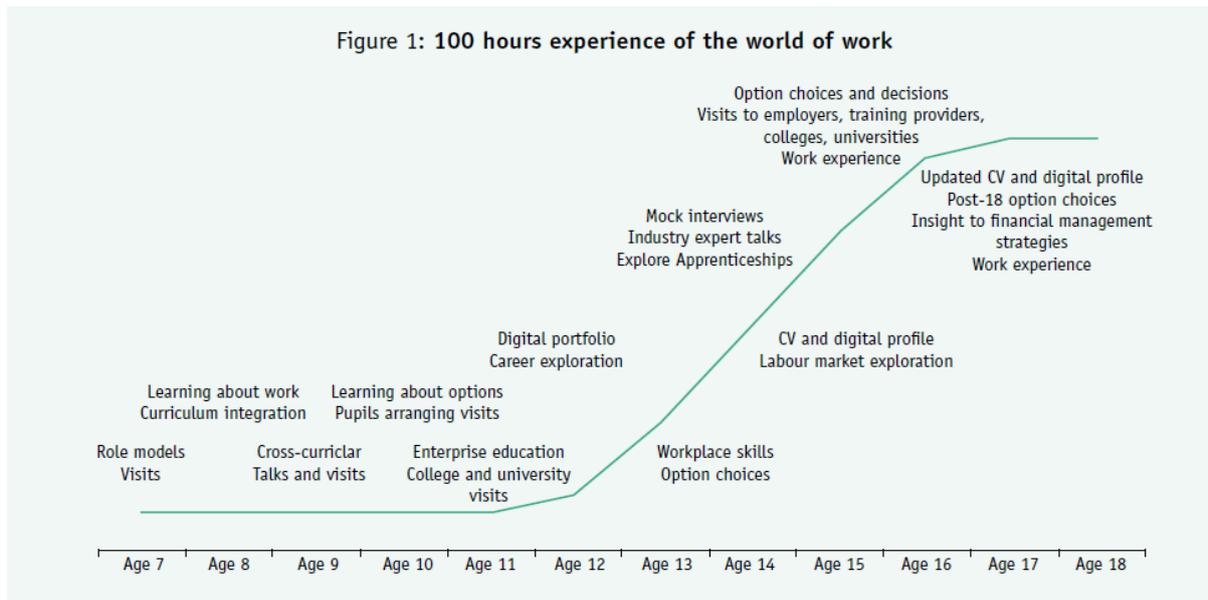
### The 8 Gatsby Benchmarks:

1. A Stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils. Parents, teachers, governors and employers
2. Learning from career and labour market information	Every pupil and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available opportunities.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experience of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

### The Value of Work Experience:

The figure below highlights how the 100 hours experience of the world of work which the government recommends students should receive by the age of 16 should begin to change as the student progresses through their education.

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Employer engagement is of incredible importance in the successful delivery of the career guidance that students require as they begin to make choices which will have a lasting impact on their future career prospects. The need for closer and more sustained engagement between schools and employers remains a pressing issue.

As a snapshot employer engagement with schools can include:

Employer Engagement activity:	Time to complete:
Classroom speakers	1 hour
Industrial visits	2 – 4 hours
Mock applications and interviews	1 day
Job Shadowing	2 - 4 hours
Mentoring schemes	1 hour per week
Work Experience placements to include recruitment processes	2 week block; 1 day/week/term
Enterprise Education partnerships	As required

## What works at secondary level?

The following table was prepared for the Careers and Enterprise Company by Deloitte and collates research into the effectiveness of different forms of employer engagement in schools. It highlights many of the opportunities employers can make available and gives an idea as to what is considered the most effective methods.

<b>STRONG EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>LIMITED EVIDENCE</b>
<b>High quality evaluations showing positive impact</b>	<b>Lower-quality evaluations showing positive impact</b>	<b>Insufficient evaluation evidence at present</b>
<ul style="list-style-type: none"> <li>• employer mentoring</li> <li>• enterprise competitions</li> <li>• work related learning provided in cooperation with employers</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 week work experiences</li> <li>• career learning co-delivered by teachers and employers</li> <li>• careers talks</li> <li>• careers websites</li> <li>• curriculum learning co-delivered by teachers and employers</li> <li>• cv workshops</li> <li>• employer delivered employability skills workshops</li> <li>• enterprise activities</li> <li>• mock interviews</li> <li>• work place visits</li> </ul>	<ul style="list-style-type: none"> <li>• careers fairs</li> <li>• e-mentoring</li> <li>• job shadowing</li> <li>• part time working</li> <li>• teacher CPD delivered by employers</li> <li>• volunteering</li> </ul>

It shows that a varied set of activities have a positive impact in terms of delivering employer engagement activities but that the most measured successful of these were those that involved students either experiencing work first-hand or being challenged to take on tasks and put their skills to the test.



Whilst the above is not an exhaustive list, it is important that companies consider how best they can maximise the impact of their investment in schools and their students, having a clear idea on what time commitment staff can provide and how this is utilised is clearly a good idea before building new relationships. Ample support is available to guide these discussions through supporting companies such as the Careers and Enterprise Company who are able to help companies ensure their commitment is best utilised. Where ad hoc relationships are being built between governors and schools the specific needs of the school, the socio-economic nature of the community it serves and the capacity and expertise of the company will need to be taken into account. Careers professionals within schools ought to be able to help devise a plan to best use the resources provided by employers.

### **What support is there?**

There is a great deal of support available to schools to help them deliver the impartial, outside advice which is required of them in the Department for Education statutory guidelines.

There are organisations such as the Careers and Enterprise Company ([website](#)) whose role it is to work with schools to build their career advice provision and Enabling Enterprise ([website](#)) who work with over 120 top employers to engage with schools.

A comprehensive list of charities and other organisations that can support schools develop their professional networks and how they work can be found in the '*What Support is There*' document within this resource pack as well as the London Enterprise Advisor Toolkit which has also been included. A snapshot of these is included in the appendix.

Helping schools understand the impact of their careers and provision and areas where it may require further thought for improvement can be achieved by using the free [Compass](#) tool developed by the Gatsby Foundation and Careers and Enterprise Company. This allows schools to review their current provision against the eight Gatsby benchmarks and guide leadership teams and governing boards on what areas can be improved.

### **How do students benefit?**

As evidenced in the Young Enterprise report referenced on page 3, it is clear that students felt they had not been suitably prepared for employment and life after school and were uncertain about their future.

Improving the careers provision in our schools through committed and knowledgeable governance can improve the employability of young people by:



- Developing their wider understanding of sectors of work
- Developing their knowledge of where different subject choices lead
- Helping apply their learning to real-life work situations thus bringing it to life
- Deepening their understanding of expected behaviours in workplaces
- Helping them develop the employability skills that will make them attractive to future employers
- Improve their understanding of the economy, personal finance and the structures of business

### **How do schools benefit?**

By having a governor whose core remit it is to challenge and support the school on its careers and employability provision, schools will benefit through:

- Having the link governing provide a strategic perspective on careers provision
- Assessing and challenging the performance of the school regarding their careers provision
- Understanding the statutory duties of the school and knowing what impartial support is out there
- Being able to assist the school in identifying suitable partners to work with

By governors seeking to open up employability opportunities within their own employment or professional networks schools will benefit from new relationships with businesses that can provide sustainable support to meet employer engagement needs.

### **How do employers benefit?**

It's not just the responsibility of schools and colleges to help young people prepare for their future. It falls to all of us to support young Londoners to make informed decisions and to be resilient in the face of the challenges and opportunities our capital's rich labour market has to offer. We need more employers to engage with schools and colleges and services. Face-to face guidance for all young people including those not engaged in education, employment or training must be appropriate for an evolving labour market.<sup>ix</sup>

Employers have a clear reliance on the outcomes experienced by students as they progress through education and begin to make choices which will impact their career prospects. By providing opportunities for students to learn about different industries and the different skills required in each of these will allow employers to play a closer part in the development of a work-ready workforce in years to come.

**Appendix 1:**

Organisation	Nature of Work	Phase of Education	Website
Schools to Business	Provides resources to enable business to deliver effective careers sessions in schools	Secondary	<a href="http://schoolstobusiness.org/">http://schoolstobusiness.org/</a>
Careers Lab	Provide business volunteers to enhance school career provision	Secondary	<a href="http://www.careerslab.co.uk/businesses/">http://www.careerslab.co.uk/businesses/</a>
Career Ready	Linking employers with schools	Secondary	<a href="https://careerready.org.uk/employers">https://careerready.org.uk/employers</a>
Education Business Partnership	Work in specific regions to improve employer engagement and link businesses	Secondary	<a href="http://www.londonebp.net/map.htm">http://www.londonebp.net/map.htm</a>

<sup>i</sup> Figured cited in City of London Corporation youth employability documents

<sup>ii</sup> Young Enterprise *Youth Unemployment A Generation in Crisis Y Report 2016*

<sup>iii</sup> Department of Education (2017) *Careers guidance and inspiration in schools*

<sup>iv</sup> Department of Education (2017) *Careers guidance and inspiration in schools*

<sup>v</sup> Department of Education (2017) *Careers guidance and inspiration in schools*

<sup>vi</sup> The Gatsby Charitable Foundation (2014) *Good Careers Guidance*

<sup>vii</sup> London Enterprise Panel (2015) *London Ambitions: Shaping a successful careers offer for all young Londoners*, London Council

<sup>viii</sup> *What works in Careers and Enterprise* (2015) Careers and Enterprise Company

<sup>ix</sup> London Enterprise Panel (2015) *London Ambitions: Shaping a successful careers offer for all young Londoners*, London Council pp. 5