The purpose of this guide is to equip Enterprise Advisers with information that will help bring their school's careers and enterprise development plan to life.

A school’s careers and enterprise development plan will outline gaps in provision, and together with our key partners, Enterprise Advisers will increase meaningful encounters with the world of work.

The Activities Guide sets out the activities that the Gatsby benchmarks identify as important in raising young peoples’ encounters with employers and experiences of the workplace.

Activities with the sign FB are ones funded by our Investment Funds, which includes the Careers and Enterprise Funds and the Mentoring Fund. All these programmes undergo rigorous assessment and have a proven track record and evidence of impact.

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OVERVIEW

EMPLOYER ENGAGEMENT: MORE IS MORE

“Research shows that young adults who have greater levels of contact with employers whilst at school are significantly less likely to become NEET and can expect, when in full-time employment, to earn up to 18% more than peers who had no such workplace exposure.”


SCHOOLS ENGAGEMENT: START YOUNGER

“Inspiration about enterprise should begin at an early age when children are open to the ideas and influences which will shape their futures.”

‘Enterprise for All’
Lord Young
### SETTING THE CONTEXT: THE GATSBY BENCHMARKS

The Gatsby Benchmarks provide a strong framework for action, and of particular interest to The Careers and Enterprise Company are ways to bring the worlds of education and employers closer together. This is why we focus on benchmarks 5 and 6 in the Activities Guide.

<table>
<thead>
<tr>
<th>Gatsby Benchmark</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A Stable Careers Programme</td>
<td>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.</td>
</tr>
<tr>
<td>2 Learning From Career and Labour Market Information</td>
<td>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 information.</td>
</tr>
<tr>
<td>3 Addressing The Needs Of Each Pupil</td>
<td>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.</td>
</tr>
<tr>
<td>4 Linking Curriculum Learning To Careers</td>
<td>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.</td>
</tr>
<tr>
<td>5 Encounters With Employers and Employees</td>
<td>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.</td>
</tr>
<tr>
<td>6 Experiences Of Workplaces</td>
<td>Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</td>
</tr>
<tr>
<td>7 Encounters With Further and Higher Education</td>
<td>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.</td>
</tr>
<tr>
<td>8 Personal Guidance</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Category**
- Talks And Websites
- CV Workshops
- Mock Interviews
- Mentoring
- Employability Workshops
- Enterprise Activities
- Employer-Delivered Classroom Learning
- Workplace visits and experience
- Work Shadowing
- Volunteering and Citizenship

*Source: Good Careers Guidance (2014), Sir John Holman; Deloitte What Works Project*
The Careers and Enterprise Company is an evidence-led organisation. Our approach to research is to test, learn and adapt, so that we build on what works in careers and enterprise provision for young people. Research underpins all our programmes;

1. Our cold spots research helps our Investment Fund prioritise areas of investment
2. Our Moments of Choice research identifies that most young people want experiences that help them to understand the different skills required by different jobs
3. The Gatsby benchmarks and What Works research identify the workplace encounters which make a difference to young people

The Activities Guide is firmly rooted in this evidence so Enterprise Advisers can be sure that the activities highlighted, when delivered right, will show impact, and help young people realise their potential.

Further information about our research can be found here: [www.careersandenterprise.co.uk/research](http://www.careersandenterprise.co.uk/research)
A PLAN FOR SCHOOLS

SCOPING THE LANDSCAPE: THE QUESTIONS YOU NEED TO ASK AT YOUR FIRST SCHOOL MEETING

Your first meeting with a school’s senior leadership team is crucial as it sets the tone and demonstrates our ambition. Listening to their past experiences of careers and enterprise is important, especially if there are strategies in place that are worth building on. But asking insightful, thought-provoking questions is also important. They can help to highlight areas for exploration and inspire the teaching staff to commit to our Network. Here are some initial conversation-starting questions to get the ball rolling.

1. How aware are you of the local economy, its current and future skills shortages, industry developments, future trends and employment issues facing local businesses and your students?

2. How up to date are you with the national economy, developing industries, competition from abroad, comparisons with other countries and the future skills that your students will require?

3. How relevant or important do you feel these issues are to your school (staff, parents, young people, governors)?

4. What does enterprise mean to you?

5. What do you think are the main outcomes and competencies that an embedded enterprise culture would have on your staff, students and the school?

6. How much knowledge do you think your students have about the local labour market and the skills employers will be looking for in the future?

7. How would you rate ‘aspiration’ in your school (Pre-16 and Post-16)

8. Are you confident all students understand their options?

9. What do you think might be the best mechanisms or ways of coordinating engagement in this agenda?

The school or college’s careers development plan

The next step would be a more detailed discussion to get a deeper understanding of the school or college’s careers and enterprise strategy. This in turn will enable a discussion around any gaps in coverage and what they should focus on when writing their careers development plan.

Tools to help schools and colleges

We have created two free online tools for schools and colleges in England. Compass helps them to understand how their careers activity compares to the Gatsby Benchmarks.

Your school(s)/college(s) can use the new and improved Compass to:

– evaluate their careers activity in around 30 minutes
– compare their school to the eight Gatsby Benchmarks for good careers guidance
– identify strengths and areas for improvement
– get relevant online resources to help them improve on their score
– easily share their results with their Enterprise Coordinator and Adviser, along with other colleagues, if they choose.

Tracker is our new interactive tool for schools and colleges who are part of our Network. It will help them to build and manage their careers activity plan:

– based on their Compass results
– easily add, manage and evaluate their careers activities and events
– effectively direct time and resources on activities that will improve their Gatsby Benchmarks
– easily download and share plans with colleagues and governors

You can champion the usage and the benefits of these tools, and support the Company’s aims of all schools and colleges having completed their Compass evaluation within six months of joining the Network, and starting their careers activity plan using ‘Tracker’ within nine months.

The Compass and Tracker tools are available here: schoolshub.careersandenterprise.co.uk and they are based on the Gatsby Good Career Guidance Benchmarks.
These case studies are illustrative of the activity that schools may be engaging in. *FB* denotes an organisation that is a beneficiary of one of our *Investment Funds*.

### Description

Career Fairs serve as a valuable resource to explore career options. Students can discover first hand from employers what is out there in the work world from one single location and explore different options and career paths.

### Case Study

“I can’t think of any other place where students have access to so much science in one hall. This is the best place to bring students to find avenues for jobs” — Teacher

**The Big Bang** UK Young Scientists & Engineers Fair is the largest celebration of science, technology, engineering and maths for young people in the UK and takes place annually in March. Regional events are also held. Led by EngineeringUK *FB*, it is delivered by over 200 organisations from the public, private and voluntary sectors to give a flavour of the real scale and diversity of engineering and science in the UK.

For more information see: [www.thebigbangfair.co.uk](http://www.thebigbangfair.co.uk)

“The important thing for employers is to show what skills shortages exist in their industries, and provide them with the opportunity to find their apprentices right here.” — Theo Paphitis, Patron, The Skills Show

**The Skills Show** is the nation’s biggest careers event bringing together business, government and education, representing a diverse range of sectors, from engineering and construction, business and IT, to hospitality and creative arts.

For more information see: [worldskillsuk.org](http://worldskillsuk.org) *FB*

**Your Future Careers Fairs** *FB* — St Helens Chamber are running Careers Fairs across England working with local Chambers to provide young people with ‘encounters’ and ‘information’, motivating, inspiring, and enabling them to engage more proactively with future careers guidance, resulting in better ‘buy in’ to their individual careers advice plan.
ST HELEN’S CHAMBER

Supporting the businesses of today and to sustain the business community and economy of tomorrow.

*Businesses are invited to meet the next generation of workers*

YOUR FUTURE CAREERS FAIRS

PROGRAMME OVERVIEW

St Helen’s Chamber is raising awareness in young people of the range of careers available, increasing confidence levels in young people of engaging with employers and basic employability skills. The Your Future Careers Fairs are exciting and engaging events for young people aged 11–18 to provide them with ‘encounters’ and information; motivating, inspiring and enabling them to engage more proactively with future careers guidance.

WHY ARE SCHOOLS ENGAGING?

Schools don’t always have links to businesses and welcome the support of Chambers to encourage businesses to attend careers fairs and engage with young people.

WHO IS BENEFITTING?

Years 7–13, Schools/colleges, Corporates/ SMEs

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careers and skills fairs</strong></td>
<td>Coast to Capital, Cornwall and the Isles of Scilly, Cumbria, Dorset, Greater Cambridge &amp; Greater Peterborough, Humber, Liverpool City Region, New Anglia, Sheffield City Region, South East Midlands (inc. Northamptonshire), Stoke-on-Trent &amp; Staffordshire, Swindon &amp; Wiltshire, The Marches, Worcestershire, York &amp; North Yorkshire</td>
<td>Encounters with Employers</td>
</tr>
<tr>
<td><strong>Careers talks</strong></td>
<td></td>
<td>Website</td>
</tr>
<tr>
<td><strong>Employer delivered employability skills workshops</strong></td>
<td></td>
<td>Contact your local Chamber or search <a href="http://www.britishchambers.org.uk">www.britishchambers.org.uk</a></td>
</tr>
</tbody>
</table>
CAREERS TALKS

Description

An employee delivers an informational or inspirational talk related to their career to a group of students.

Of school students surveyed on career advice from employers:

- 58% thought it useful in deciding on a career,
- 39% thought it useful in getting a job after education, and
- 37% thought it useful in getting into HE. (Employers and Education Taskforce)

Case Study

“Very good, I gave my details to the NHS and hope to get some valuable work experience next term.” — Jasmin
“I enjoyed speaking to the apprentices and found out much more about this option.” — Ben

Students at the Finham Park School Apprenticeship Options Day

Inspiring the future connects volunteers willing to deliver a one-hour insight talk about their job and their career path with schools looking for employer engagement opportunities. These talks are intended to inform students of career paths that they might not have considered and help them to develop a clearer understanding of the routes people take in securing different types of employment.

For more information see: inspiringthefuture.org

Founders4Schools is a free online service enabling teachers to inspire their students about the jobs they might hold in the future by connecting with local business leaders.

The service aligns with The Gatsby Foundation benchmarks for good careers guidance and enables teachers to facilitate a wide range of employability encounters from speed mentoring, cv workshops, career talks to workplace visits, enterprise competitions and keynote speeches.
Founders4Schools’ mission is to improve the life chances of students by giving them access to inspiring business leaders in their community who help them discover the skills and pathways that will be relevant when they leave education.

“This is a brilliant idea and such opportunities are invaluable to the youth of today. The format for our event was fantastic and the interaction between the speakers and audience was a delight.”

Hans Bhurruth, Deputy Head of Year 12, UCL Academy

WORKFINDER

PROGRAMME OVERVIEW

Founders4Schools is a charity dedicated to helping students, from Year 6 to Year 13, bridge the skills gap which bars them from successfully entering the world of work once they are finished in their formal education. They provide careers education by facilitating interaction between students and fast growing companies. In doing so, Founders4Schools aim to decrease the skills gap, improve social mobility and boost economic growth in the UK by making it easier for companies to hire ‘home-grown’ talent to fulfil their growth ambitions.

WHY ARE SCHOOLS ENGAGING?

“Immediately after the event some students requested information about creating their own app, and others started a lunchtime economics club”

Bobby Ahmadzadeh, Teach First teacher, Brentford School for Girls, Hounslow

IMPACT

The Founders4Schools team has facilitated over 126,000 encounters for 46,000 students so far, with a growth rate that exceeds 100% Year on Year. 96% of students felt inspired by the speakers, with 94.6% saying they would be interested in attending an event like this again.

WHO IS BENEFITTING?

Years 7–13, Those at risk of being or are NEET, Schools/colleges, Corporates/SMEs

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers talks</td>
<td>Nationwide</td>
<td>STEM Apprenticeships</td>
</tr>
<tr>
<td>Work place visits</td>
<td></td>
<td>Website</td>
</tr>
<tr>
<td>1–2 Week work experience</td>
<td></td>
<td>founders4schools.org.uk</td>
</tr>
</tbody>
</table>
## COMPREHENSIVE CAREERS WEBSITES

### Description

An interactive website that offers careers information, support for careers decision making and potentially chat capabilities/helplines.

Students do not regard careers websites as a replacement for direct contact with a careers adviser; teachers should ensure that those who engage less are receiving the necessary guidance through other channels.

### Case Study

“Plotr is now a valued careers resource with schools and colleges in The Royal Borough of Windsor and Maidenhead and as it develops further we see it becoming a key part of careers education within the borough.” — Jennifer Gunn, RBWM — Youth Advisor, Directions

**Plotr** is a website created to help 11-24 year olds discover and explore careers. It’s built around the Game which uncovers careers matched to skills, interests and personality.

For more information see: [www.plotr.co.uk](http://www.plotr.co.uk)

“**Colourful, user friendly, & simple to navigate**” — Student, Bede Academy

**Success at School** is a national careers platform for secondary students. Local and national employers share work placements and job opportunities, so students can move directly from researching careers to applying for opportunities.

For more information see: [successatschool.org](http://successatschool.org)
Interactive workshops with employers that offer individual support can help each student build a CV and cover letter to match their skill set and aspirations.

**Gro Your CV — help for young people to translate their social action experience into ‘CV speak’**

gothinkbig.co.uk

**Case Study**

Students recalled learning what to include in a CV and being shown different templates, which was again new information. In the session, students started to prepare their own CVs and some recalled spending further class time on it, which they felt reinforced the information they learnt in the LifeSkills session. This may have contributed to a large positive improvement in their perceived CV skills, from little confidence to a moderate level of confidence. *“All I knew before [LifeSkills] is that you had to put your GCSE’s on it.”*

**LifeSkills**, created with Barclays, helps young people get the skills they need to enter the world of work. Consisting of free, curriculum-linked resources and workshops for schools, online content so young people can access materials outside of the classroom, work experience opportunities, and advice for businesses on how to take on an apprentice or trainee, over 1.6 million young people have participated in the programme since 2013. The Work Foundation’s independent review of the programme found that it is raising the confidence and aspirations of the young people who take part.

For more information see: barclayslifeskills.com

**Impetus** — TwentyTwenty are delivering ‘26 week courses designed to help hard-to reach 15- 18 year-old NEETs develop work skills” in the D2N2 and LLEP areas. These students will undertake a 26 week course where they will gain Level1/2 qualifications in Maths/English; learn work-ready skills required by local employers through project work and have at least 40 hours of work experience; developing the ability to interact effectively with employers through lessons/talks/interview training and cv development as well as attendance in business networking events.
TwentyTwenty aims to help young people see beyond their disadvantage and disengagement, recognise their worth and potential, focus on building the skills for success, and develop a clear vision and plan to achieve sustained employment and a bright future.

“With encouragement from the staff I decided to go College to carry on my studies, something that I would never have considered before.”

Hayley

JOURNEY TO WORK (J2W)

PROGRAMME OVERVIEW

TwentyTwenty provides intensive long term support for young people, delivering person centred support, with intensive education and extensive engagement with employers. TwentyTwenty takes a strengths based approach which focuses on what young people can do, not what they cannot. J2W runs four days a week for six months. Students not presently engaged in any form of education and training gain accredited qualifications in maths, English, ICT (up to level 2), and non-accredited qualifications in employability and personal development.

WHY ARE SCHOOLS ENGAGING?

Schools engage with the programme because of the bespoke nature of the support offered to young people.

Employers feel that J2W offers a truly immersive engagement package which means that they are involved in the design and delivery of every aspect of provision.

IMPACT

TwentyTwenty has achieved significantly higher than average positive outcomes for young people and has consistently improved those outcomes over time. Their achievement has been recognised by several national awards. TwentyTwenty is widely recognised as a high-performance charity with great potential for growth.

WHO IS BENEFITTING?

Young people who are or are at risk of being NEET.

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring with an employee</td>
<td>Derby, Derbyshire, Nottingham and Nottinghamshire, Leicester and Leicestershire</td>
<td><a href="http://www.twentytwenty.org.uk">www.twentytwenty.org.uk</a></td>
</tr>
<tr>
<td>Employer-led career learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer-led curriculum learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Description

An employee delivers a one-to-one mock interview to a pupil to prepare them for the job application process.

## Case Study

“STEMNET’s involvement really does help, especially with raising achievement levels and increasing motivation.” — Matthew Evans, Horndean Technology College

STEMNET (the Science, Technology, Engineering and Mathematics Network) creates opportunities to inspire young people in STEM. Their network of STEM Ambassadors get involved in a range of activities, including giving careers talks, supporting projects in after-school STEM Clubs and helping students with mock job interviews.

For more information see: stemnet.org.uk

Springboard is delivering an innovative and comprehensive Hospitality Careers and Education Programme in York and North Yorkshire, building on existing provision and developing brand new activity, to inspire and educate school pupils (aged 12-18) through careers guidance, CV-building, work experience, interview preparation and application support within the world of the hospitality, leisure and tourism industry. Linked directly into the school curriculum, it will enable social mobility by helping to "open pupil's eyes to careers they may not have considered".

For more information see: charity.springboard.uk.net
## MENTORING WITH AN EMPLOYEE

### Description

Mentoring can have a transformative effect on the lives of young people, providing the inspiration and support needed to achieve more positive outcomes.

### Case Study

- **Brightside mentee**

  *“Mentoring has definitely changed my life. Without my mentor I’d probably be sitting around doing nothing but thanks to her advice I now have a clearer idea of my future.”* — Brightside mentee

Brightside is a charity that provide online mentoring services, in conjunction with educational and industry partners, to help young people access educational and careers pathways that they may previously not have thought possible.

For more information see: [www.thebrightsidetrust.org](http://www.thebrightsidetrust.org)

- **Malcolm Rose, Deputy Head**

  *“Future First provides a great way for my pupils to learn about careers and skills. Former students can be inspirational yet approachable role models and their interaction with current students raises their aspirations about what they can do in the future”*

Future First provides mentoring (and e-mentoring) services organised via school alumni networks which can provide insight on higher education and specific industry sectors to pupils as well as motivational guidance. Importantly, its mentors are drawn from school alumni networks. Because these employers and employees are former students of the same school, students can relate to them more easily and visualise their own career-path.

For more information see: [futurefirst.org.uk](http://futurefirst.org.uk)

In January 2016, the Government announced the launch of a national mentoring campaign that will connect a new generation of mentors to pre-GCSE teens at risk of disengaging and under-performing. As part of this, the Company launched a Mentoring Fund, with winners announced in November 2016. Beneficiaries are well underway delivering across the UK.

For more information about our approach to mentoring see: [careersandenterprise.co.uk/mentoring-fund-and-community](http://careersandenterprise.co.uk/mentoring-fund-and-community)
Future First is a national education charity that helps state schools and colleges to build alumni communities.

“This is probably the first lesson I’ve had at Oathall that I can relate to and get a better understanding of what people do.”
Harry, A-level student at Oathall Community College

SUSTAINABLE ALUMNI COMMUNITIES

PROGRAMME OVERVIEW

Through Sustainable Alumni Communities, Future First is supporting state school students to transform their confidence and motivation by accessing relatable role models and the world of work. Using an online platform, models of best practice and expertise, the service equips schools to build thriving alumni communities that they can access for generations to come.

WHY ARE ALUMNI ENGAGING?

Former student of Bodmin College, Natalie Hammond, said, “I remember being in Year 10 and having so many decisions to make which was really daunting. The opportunity to talk about my experiences after leaving school and at university at my old school will hopefully be reassuring. It’s great to be involved in such a rewarding project.”

IMPACT

All 40 schools have established alumni communities and 4,504 alumni have registered to support their old schools. Almost 8,000 students have experienced quality encounters with alumni through activities such as soft skills building workshops, mentoring, motivational assemblies and activities that support key transitions.

WHO IS BENEFITTING?

Years 7–13, Young people at risk of being or are NEET, Schools/colleges, SMEs

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers talks</td>
<td>Cornwall and the Isles of Scilly</td>
<td><a href="http://www.futurefirst.org.uk">www.futurefirst.org.uk</a></td>
</tr>
<tr>
<td>Employer delivered</td>
<td>Heart of the South West</td>
<td></td>
</tr>
<tr>
<td>employability</td>
<td></td>
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<tr>
<td>Networking with employers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Description

An employee delivers lessons in the classroom related to employability skills such as self-awareness, timekeeping and communication skills.

Workshops delivered in small groups can improve learning and reinforcement of information.

Case Study

The Key and Business in The Community (BITC) are working in partnership to increase the impact of their proven programmes in the North East and Tees Valley. Combining their networks, the programme is providing intensive interventions for those pupils identified as the most disengaged and/or at risk of becoming NEET.

Building on existing success and a proven track record, Bridge to Work at Loughborough College will increase encounters with employers for school pupils and NEETS to raise employability skills, confidence in the job market and career aspirations with a view to support into employment. The project will raise awareness year 9 (12+) pupils to give tools for informed decision-making with GCSE options, creating workplace links between schools, colleges and employers.

Supported by the Careers & Enterprise Fund, BITC and Career Ready are delivering employer visits and workshops in New Anglia and the SELEP areas, thereby increasing the likelihood of their attainment and aspirations being aligned with the labour market. The project will also increase the awareness of teachers, parents and students about progression pathways and local jobs enabling smoother transitions to the labour market and potential impact on the numbers of NEETs.

Career Ready is a UK wide charity linking employers with schools and colleges to open up the world of work to young people. Career Ready offers a structured programme of study for 16-19 year olds, that sits alongside students’ school or college coursework. It is delivered by employer volunteers who provide masterclasses, mentoring, workplace visits and internships.

For more information see: careerready.org.uk
Creating a world where young people believe in their own ideas and can take responsibility for living them.

“The Key has given me the opportunity to do something new and be able to help others in different circumstances.”
Abby, Student

THE KEY TO EXPANDING BUSINESS CLASS

PROGRAMME OVERVIEW

The Key seeks to address the gap in 'employability skills' of young people to make them more confident in their own abilities and prepared for the work environment. Using the structured Key Framework, The Key helps young people take responsibility for what matters most and experience the rewards of self-discovery and personal development. Working with BITC, the programme delivers careers and enterprise programmes with a track record of proven success, in education settings.

WHY ARE SCHOOLS ENGAGING?

Schools view the programme as a good way to engage young people who are more difficult to access into 'traditional' careers activities; who benefit from a more targeted and practical approach to gaining the necessary skills. Schools also see the added value and benefit to overall academic achievement and outcomes.

WHO IS BENEFITTING?

Years 7–12, Schools

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers and skills fairs</td>
<td>North Eastern, Tees Valley</td>
<td>STEM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Those at risk of being or are NEET</td>
</tr>
<tr>
<td>Careers talks</td>
<td></td>
<td>Website</td>
</tr>
<tr>
<td>Enterprise activities</td>
<td></td>
<td><a href="http://www.thekeyuk.org">www.thekeyuk.org</a></td>
</tr>
</tbody>
</table>
A UK wide charity linking employers with schools and colleges to open up the world of work to young people.

“The most import thing that I learnt was what my core values were and what makes me, me!”
Palmers College student, Thurrock

EMPLOYABILITY FOR EVERYONE

PROGRAMME OVERVIEW

The programme seeks to address low aspiration, limited horizons, lack of awareness of local and national career opportunities and lack of the skills required to access them for students. Employer volunteers deliver masterclasses mapped to Skills for Career Success in either the classroom or as part of a workplace visit. Each masterclass includes the chance to tell their career story and describe the apprenticeship and school leaver opportunities in their business.

WHY ARE SCHOOLS ENGAGING?

“An excellent trip (to PD Ports) for our students which gave them a good insight into logistics and warehousing and the world of work in general.”
Teacher, Stoke Ormiston Academy, Ipswich

IMPACT

100% of teachers say the masterclasses were either very or fairly effective in challenging students to acquire new information and skills 100% said they were very or fairly effective in enhancing learning from school studies.

WHO IS BENEFITTING?

Years 9–13, Schools/colleges, Corporates/SMEs

ACTIVITY PLANNING

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer delivered and employability skills</td>
<td>New Anglia, South East</td>
<td>Employability skills</td>
</tr>
<tr>
<td>Employer-led career learning</td>
<td></td>
<td>Website</td>
</tr>
<tr>
<td>Work place visits</td>
<td></td>
<td><a href="http://www.careerready.org.uk">www.careerready.org.uk</a></td>
</tr>
</tbody>
</table>
**ENTERPRISE ACTIVITIES**

**Description**

Short-term enterprise activities delivered in schools can involve simulation of business challenges.

Enterprise activities increase students' employability and enterprise skills; their business and economic understanding. They also contribute to increased confidence and pupil motivation.

**Case Study**

“It’s given me a great taste for starting up a business and we’re very keen to carry on what we have started.” — Danni

“It was the teamwork. It was hard work, but fun.” — Rhianna

For the nationwide Tenner Programme, young people aged 11–19 get a taste of what it’s like to be an entrepreneur, experience first-hand different roles within a business and ways of dealing with challenges they may face in the world of work. They are pledged £10 from the Tenner Bank and use this start-up capital to get their business off the ground, working alone or in a group. They have one month to make as much profit as they can from their tenner while also trying to make a difference and give back to society. There are online resources to help teachers and students, including a logbook for students to help them keep track of how they are getting on.

For more information see: [www.tenner.org.uk](http://www.tenner.org.uk)

**Make It** challenges take children into manufacturing sites to address real challenges. These range from making an unmanned rescue vehicle, designing and building a scale model of a nuclear power station, through to creating a new cake or dessert for a food manufacturer. Each challenge sees circa 100 students (aged 12-15) from 12 schools forming their own companies and taking on one of a number of job roles from managing director, finance director, sales and marketing manager through to manufacturing manager, design engineer, logistics manager and quality controller.

For more information see: [www.themanufacturinginstitute.org](http://www.themanufacturinginstitute.org)

**Groundwork’s Enterprise Camp** will deliver transformative experiences and tailored careers interventions to NEET young people (16-18 years) in Lancashire, Sheffield City Region, Tees Valley, through a new approach to careers activity designed to support and inspire those not engaging with mainstream careers services.
Groundwork is a national charity that works with communities across the UK supporting them to create better places, live and work in a greener, more sustainable way and to improve their economic prospects.

“Thanks to Groundwork I can now chase my dream of becoming a full-time magician. This is something I never would have dreamt of. Going up to strangers and having the confidence to talk to them and show them tricks. They have changed my life forever.”

Luke, Chorley

ENTERPRISE CAMP

PROGRAMME OVERVIEW

Groundwork identifies areas with high NEET rates, and an above average proportion of employers who believe local young people are poorly prepared for work.

Core to the Groundwork model is the Enterprise Camp – a residential challenge designed to encourage team work, improve skills and confidence, and develop enterprising behaviours. Local employers are heavily involved with the supporting young people in a variety of ways. Through mentoring, supporting ‘Dragons Den’ competitions, providing meaningful employer encounters that develop career aspirations, widen horizons, and increase understanding amongst young people about the attributes of valued employees and successful entrepreneurs.

IMPACT

Enterprise Camp deliver transformative experiences and tailored careers interventions for hundreds of NEET young people (16–18 years) by inspiring those not engaged with mainstream careers services.

WHO IS BENEFITTING?

Young people who are or are at risk of being NEET.

<table>
<thead>
<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Enterprise Activities" /></td>
<td>Lancashire, Sheffield, Tees Valley</td>
<td><a href="http://www.groundwork.org.uk">www.groundwork.org.uk</a></td>
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<tr>
<td><img src="image" alt="Skills building &amp; citizenship" /></td>
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<tr>
<td><img src="image" alt="Mentoring with an employee" /></td>
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</table>
**Description**

Longer-term business competitions involving employers where groups of students develop and run a small enterprise.

**Case Study**

“Doing Young Enterprise gave me a real sense of what the business world was. It made me want to get out there, start working and earning money as opposed to just learning about it.” — Ella

“The experience of helping to set up and run a business has really given me a new found confidence. I feel more determined to go far in life and know now that I’m good at working in a team. I am much more ambitious and will try not to let anything hold me back.” — Kirsty

The Young Enterprise Company Programme has been running since 1963 with over one million 15-19 year olds taking part. Delivered across an academic year, young people make all the decisions about their business, from allocating individual company roles, preparing their business plan, designing and marketing their product or service, selling directly to the public and ultimately winding up the company and paying their taxes. Volunteer Business Advisers offer support, business knowledge and expertise to the team.

For more information see: [www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

Envision’s Community-Apprentice is an enterprise competition, underpinned by a skills development and citizenship programme, proven in a rigorous randomised control trial to “develop some of the most critical skills for employability”. The project will engage schools and employers within the Birmingham and Solihull LEP.
Envision brings together local businesses, schools, charities and volunteers to provide a practical learning experience.

“The skills I gained from being involved in Envision gave me the drive not to give up my dream.”
Steven, Envision Grad

COMMUNITY-APPRENTICE

PROGRAMME OVERVIEW

Community-Apprentice is an inter-school competition which requires young people to develop, and crucially demonstrate, the competencies most valued by employers. The programme allows young people to tackle real-life challenges requiring them to manage risk and develop their decision-making, team-building and problem-solving skills. They are supported by business mentors to develop their own social action projects and participate in inter-school challenges judged in terms of skills demonstrated.

IMPACT

A randomised control trial showed that pupils who take part in the programme develop critical skills for employment. Participants showed an 11% increase in co-operation, a 7% increase in grit and resilience and a 6% increase in problem-solving.

WHO IS BENEFITTING?

Years 10, 12, Schools/colleges, Corporates

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<thead>
<tr>
<th>Key Activities</th>
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<tbody>
<tr>
<td>Mentoring with an employee</td>
<td>Greater Birmingham &amp; Solihull Solent</td>
<td>Those at risk of being or are NEET</td>
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<tr>
<td>Enterprise competition</td>
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<td>Website</td>
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<tr>
<td>Skill building and citizenship</td>
<td></td>
<td><a href="http://www.envision.org.uk">www.envision.org.uk</a></td>
</tr>
</tbody>
</table>
EMPLOYER-LED CAREER LEARNING

Description

Working alongside existing careers teaching, employees can enrich students’ understanding of career paths.

Getting people from the world of work into classrooms alongside teachers can be inspirational for students.

Case Study

Through the Careers Lab programme, schools have invaluable access to ‘Business Ambassadors’ who bring their knowledge and experience of the world of work to the classroom to help inspire and motivate students to start thinking about their own career journey. With a flexible, progressive framework of teaching materials for ages 11-16, it’s a collaborative and proactive way for businesses and teachers to open students’ minds to the possibilities of the workplace, and to help bridge the gap between education and economic need.

For more information see: careerslab.co.uk

Discover What Matters from Lloyds Banking focuses on young people’s strengths, capabilities and motivations. The programme includes lesson plans for teachers covering Individual Strengths, Career Orientation and Employability Skills.

For more information see: discoverwhatmatters.co.uk

Greenpower’s Project Blyth will set up teams of students in the Humber who will each work with local employers to design, build and race an electric racing car. After the first year, the kit cars can be dismantled and reassembled by the next year group. This multidisciplinary project, e.g. design, electrical, mechanical and IT, in addition to workplace skills e.g. teamwork, financing and project planning provides an invaluable experience for young participants.

Ahead Partnership’s Make the Grade brings “together students and businesses to unlock potential in both”. Extending the school business partnership model across Birmingham, Tees Valley and districts of Leeds City Region, a network of employers and schools will be built in each area to creative experiences to inspire students, better equip them for work and inform their decisions about the future.
For over a decade, Ahead Partnership has been connecting businesses with people and communities, using partnership as an engine for social and economic change.

“I understand now that working hard and being able to work as a team will help me in whatever I do in the future.”
Student, Westminster City School

MAKE THE GRADE

PROGRAMME OVERVIEW

Make the Grade builds a dynamic network of schools and employers in each area. With sustainability in mind, it provides the opportunity for young people to have multiple opportunities to be involved with employers. Through strategic, sustained and creative experiences, the programme equips young people with the skills they need to prepare for the world of work.

WHY ARE SCHOOLS AND EMPLOYERS ENGAGING?

“We can say no to others (providers) because we have a quality partnership that is working.”
Employer

“Make the Grade is a programme that allows us to offer a lot more additional opportunities than we would ever have been able to do alone. It allows our students to be nurtured and they allow our students to grow into well rounded individuals that can function well and effectively in society.”
Paul Cooper, Deputy Head Teacher, Abbey Grange Academy

WHO IS BENEFITTING?

Years 7–10, Schools, Corporates/SMEs

Key Activities | LEP Coverage | Area of Focus
--- | --- | ---
Careers talks | Greater Birmingham and Solihull, Leeds City Region, Tees Valley | STEM
Employer delivered employability skills workshops | | Website
Work place visits | | aheadpartnership.org.uk
EMPLOYER-LED CURRICULUM LEARNING

Description

Curriculum learning (incl. STEM & MFL) co-delivered by teachers and employers, employees linking curriculum to their own experiences.

For example, STEM related material can help students visualise what an engineer does and instil a more positive attitude towards engineering as a potential career choice.

Case Study

"Design technology used to be all about bits of wood, plastic and metal, but not any more" Pop your head round the door of his classroom and the excited screams and shouts dispel the myth that engineering is dull. "Suddenly the children started to see science as being relevant to the real world." — Phil Holton, Olave’s in Orpington, Kent

National Grid is undertaking a range of activities to build people’s awareness of the importance of STEM skills including a range of resources for teachers including stimulus material that will help deliver practical and engaging STEM based learning experiences and inspire students to develop their interest in science and engineering.

For more information see: www2.nationalgrid.com/uk/our-company/education

Working with national employers such as National Grid, IMPARTIQ have developed a series of apps which help young people to understand STEM terminology in the curriculum in the broader context of work. Covering science, biology, chemistry, physics, computing and maths, the apps can inspire students by blending careers ideas with academic learning.


Created by The Ideas Foundation, Creative Ladder is an inspirational employer-led programme that improves social mobility for students from schools with high FSM, low employer engagement and high ethnic diversity. Creatively talented students progress onto The Ladder - an intensive package of employer led mentoring, workshops and inspirational workplace experiences, designed to develop young people’s careers. The Ladder also provides a community network where talented young people support each other on their career journeys.
Ideas Foundation works to bridge the gap between the creative industries and secondary education. They have worked with over 100 schools in the UK to run engaging projects which aim to teach students real skills that can be transferred into the creative industries.

“The Ideas Foundation has made me think outside the box. It has given me an insight into different jobs in the industry. I now understand the roles. I thought that it was either creative or technical, now I realise there are so many roles in between.”
Saria, Student

CREATIVE LADDERS

PROGRAMME OVERVIEW

Real life creative briefs and competitions are set by leading companies such as IBM, Sony, BBC and Nike. Companies provide employer led curriculum learning and expert insights to the students through visits and videos. The skills that they will learn not only help them understand what skills are required to get a job in the creative industry, they also give students an edge in any profession through the practical experience they have had. The briefs are competitive: when students upload their idea by the brief deadline, it is submitted to the company, who will judge their ideas against all other entries based on pre-agreed criteria.

WHY ARE SCHOOLS ENGAGING?

“We wanted to say an enormous thank you for the ‘Multimedia Space Day’ that you put on for us here last week. The students were really buzzing, and did produce some fantastic work. So many thanks for your organisation, engagement with the students, enthusiasm and know-how. The students had a really fabulous day and are still talking about it.”
Dr. Jo Foster Vice Principal (Director of Nexus and the Gifted STEM Programme)

WHO IS BENEFITTING?

Years 7–13, Schools/colleges, Corporates

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<thead>
<tr>
<th>Key Activities</th>
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<th>Area of Focus</th>
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<tbody>
<tr>
<td>Employer delivered</td>
<td>Black Country, Cornwall and the</td>
<td>STEM, Creative</td>
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<tr>
<td>employability skills workshop</td>
<td>Isles of Scilly, Greater Birmingham and Solihull, Greater Cambridge</td>
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<td>and Greater Peterborough, Greater Lincolnshire, Greater Manchester,</td>
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<td></td>
<td>Heart of the South West, Lancashire,</td>
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<td></td>
<td>Liverpool City Region, London, New</td>
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<td></td>
<td>Anglia, South East, Tees Valley</td>
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Website www.ideasfoundation.org.uk
WORK PLACE VISITS

Description

Students are taken as a group to a workplace and are introduced to its operation.

Workplace visits can be a useful alternative and achieve many of the same outcomes as work experience. This can be useful for schools that struggle to place students in work experience.

Case Study

Liz Lovell, from Luton Sixth Form College, accompanied her students on a visit to Cosworth, a manufacturer of engines for F1 race cars. She said: “It was an exciting opportunity for STEM students to learn the entire process of engine design and manufacturing, from assembly through to product testing. The students were completely engaged throughout.”

Career Ready is a UK wide charity linking employers with schools and colleges to open up the world of work to young people. careerready.org.uk

Your Life is delivering “Memorable workplace visits revealing first-hand the amazing careers available through studying STEM” in the Black Country, Greater Manchester, Liverpool City Region, London, North Eastern and Tees Valley LEP areas. The Best School Trip programme, supports employers across the UK to open up their workplaces to 13-16 year old students and their teachers, offering a memorable experience and insight into their business and people. The overall aim of the programme is to drive uptake of Maths and Physics at A Level by showing young people the dynamic career opportunities unlocked by studying these subjects.

Tomorrow’s Engineers helps young people understand the diverse STEM careers available by increasing the number of encounters a young person has with an employer.

See www.tomorrowsengineers.org.uk
EngineeringUK is a not for profit organisation, which works in partnership with the engineering community to promote the vital role of engineers and engineering to society.

Pupils who have taken part in a Tomorrow’s Engineers activity know more about what people working in engineering do: 50% of Tomorrow’s Engineers pupils said they knew a lot, compared to 25% in the all UK sample. The impact on girls is especially notable, with 45% knowing a lot, compared to 16% (all UK).

TOMORROW’S ENGINEERS

PROGRAMME OVERVIEW

Tomorrow’s Engineers seeks to create the next generation of engineers by helping young people from all backgrounds understand the variety, excitement and opportunity presented by a career in engineering. The aim is for everyone between 11 and 14 to have at least one engineering experience with an employer and for equal numbers of girls and boys to aspire to become engineers.

IMPACT

“Tomorrow’s Engineers saved the day and to date have been my go-to contact on anything related. It was TE that pushed me towards engaging with schools, which has got me in with Leighton Park, it was TE who helped me on the day to promote STEM”

Director of Bion

WHO IS BENEFITTING?

Years 7–13
Schools/colleges
Corporates & SMEs

Key Activities | LEP Coverage | Area of Focus
--- | --- | ---
Careers & skills fairs | Cumbria, Greater Manchester, Humber, Lancashire, Liverpool City Region, Solent, South East, York and North Yorkshire | STEM
Employer-led career learning | | Creative
Networking with employers | | Technical skills
Apprenticeships
Website | www.engineeringuk.com |
1-2 WEEK WORK EXPERIENCE

**Description**

A student enters the workplace to develop insight into the day-to-day role of an employee in an organisation. Work experience can also benefit businesses by providing opportunities to engage and develop their future workforce, improve uptake of apprenticeships and drive employee engagement.

There are a number of useful guides to support employers run successful work experience programmes. These include:

- Barclays Lifeskills
- Business in the Community
- CIPD
- Department for Education

**Case Study**

“Work experience has made me understand what I need to do to get where I want to be.” — A Level Student, Little Heath School, Placement at a local solicitor’s office

Education Business Partnerships deliver a wide range of activities and are the leading providers of Work Experience. There are 80 Education Business Partnership organisations across the UK.

For more information see: [ebpnational.org.uk](http://ebpnational.org.uk)

**Industrial Cadets** operates through Engineering Development Trust, specialists in linking schools/students with employers to provide quality workplace experiences. Industrial Cadets is a work experience accreditation, raising young people’s awareness and aspirations of local jobs. It bridges the gap supporting employers to provide quality work experience governed by a competency framework, leading to effective apprenticeship pipelines.

**IntoUniversity's** careers programmes support students in accessing high quality careers. The aims of the project are to increase students’ knowledge of the career paths and opportunities available to them through contact with employers on Business in FOCUS days, Careers in FOCUS programmes, the Corporate Mentoring scheme and/or through internships and work experience.
EDT/INDUSTRIAL CADETS

EDT delivers over 40,000 STEM (science, technology, engineering and mathematics) experiences each year, for young people age 9–21 across the UK.

“IC empowers the girls to feel confident about their abilities in STEM subjects and thrive in numbers and ability in both FE and HE.”

Teacher

INDUSTRIAL CADETS – EXTENDING REACH

PROGRAMME OVERVIEW

Industrial Cadets (IC) is helping to address the skills shortage, particularly in STEM and the high level of youth unemployment. The challenge is to provide as many young people as possible with workplace experiences during their education. Students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Employers’ engagement activities are mapped to a skills/competency framework at Bronze, Silver and Gold levels enabling accreditation. Young people gain an IC award and recognition along with the employer (and schools).

IMPACT

95% of cadets agreed that they have improved their skills as a result of their Industrial Cadets experience.
87% of cadets are more likely to choose a future career related to their Industrial Cadets experience.
97% of Cadets agree that they have learnt more about career opportunities available during their Industrial Cadets experience.

WHY ARE SCHOOLS AND EMPLOYERS ENGAGING?

“IC helps clarify and define our offering to young people better than we could by ourselves. By providing a quality mark, which means something to both us, and the students. The Silver Award is nationally recognised, and online support after support is invaluable to further the overall learning journey”

Employer

WHO IS BENEFITTING?

Years 7–11
Schools/colleges
Corporates/SMES

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<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
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<td>Enterprise activities</td>
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<td><a href="http://www.industrialcadets.org.uk">www.industrialcadets.org.uk</a></td>
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<td></td>
<td>Leicester &amp; Leicestershire, Sheffield, City Region, South East, South East</td>
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<td>Lincolnshire (including Northamptonshire), Stoke-on-Trent &amp; Staffordshire,</td>
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<td></td>
<td>Tees Valley, The Marches, Worcestershire, York &amp; North Yorkshire</td>
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ACTIVITY PLANNING
INTOUNIVERSITY

IntoUniversity provides local learning centres where young people are inspired to achieve.

“My mentor always helped me to solve any problems that I had and continued to build my confidence. I can never thank him enough.”
Anna, Student

INTOUNIVERSITY CAREERS PROGRAMMES

PROGRAMME OVERVIEW

The IntoUniversity programme aims to address the opportunity gap in the UK by supporting young people from the most disadvantaged backgrounds to achieve their potential. Careers themed interventions support students by providing opportunities to engage with employers through targeted activities, work experience and mentoring with corporate partners. These interventions improve the students’ understanding of different career pathways and encourage the development of soft skills essential for employment such as teamwork and communication.

WHY ARE SCHOOLS AND EMPLOYERS ENGAGING?

“The best thing about the programme was taking students out of the school environment to experience learning in a different context.”
Teacher

“The day was very well organised, I can only give positive feedback. I enjoyed sharing professional opinions and giving advice to students throughout.”
Corporate volunteer

WHO IS BENEFITTING?

Years 9–13, Schools/colleges, Corporates

<table>
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<tr>
<th>Key Activities</th>
<th>LEP Coverage</th>
<th>Area of Focus</th>
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<tbody>
<tr>
<td>Mentoring with an employee</td>
<td>Coast to Capital, Derby, Derbyshire, Nottingham &amp; Nottinghamshire, Leeds City Region, London, Solent, West of England</td>
<td>STEM</td>
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<tr>
<td>Employer-led career learning</td>
<td></td>
<td>Those at risk of being or are NEET Apprenticeships</td>
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<tr>
<td>Networking with employers</td>
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<td>Access to Higher Education</td>
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Website

www.intouniversity.org
WORK RELATED LEARNING

Description

Employers offer extended work experience to students in conjunction with traditional school based activities.

Case Study

“The BiYP programme makes integrating employability into the curriculum a streamlined process – saving valuable time and resources – and also enables us to track student employability and skills development and gain destination data through the BiYP portal. When it comes to meeting Ofsted requirements, instant access to such information is invaluable.” — Paul McIntyre Assistant Head at Elizabeth Garrett Anderson School in London

By connecting educators with employers, Believe in Young People (BiYP) provides an end-to-end managed service through an integrated employability programme leading to apprenticeships or employment. Within its programme, BiYP also provides:

— personalised CEIAG
— structured work experience placements and mentoring
— employer school visits and workshops.

For more information see: biyp.org

**Global Generation’s KX Express project** provides training and real-world encounters with employers in the King’s Cross estate.

The project aims to prepare young people for work through training & real-life encounters with employers and give young people insight into work opportunities & learn about different strands within businesses & what studies/training will help them get into jobs.
Global Generation primarily works with local young people, businesses and families in King’s Cross as well as at a campsite in Wiltshire. They combine activities such as supporting bees, carpentry, urban food growing, cooking, and eating together with dialogue, story, creative writing, silence and stillness.

“Since finishing the programme, I have completed my GCSEs and was elected to become a member of the first ever Islington youth council.”
Miriam, London

KX EXPRESS

PROGRAMME OVERVIEW

Global Generation involves students (many on FSM) in enterprise education through a creative programme of hands-on and reflective opportunities. The programme supports NEET young people into work, supports students with SEND in work experience and jobs with some of the companies in the development, and looks to change employers’ views of 16–18 year olds.

WHY ARE SCHOOLS ENGAGING?

“One of the strongest and most effective partnerships from which Regent High School and its students have ever benefited. The impact on these young people has been immense, giving them a wide range of practical skills and increasing their self-confidence and self-esteem. The experience of building real and sustained relationships with the new businesses moving into King’s Cross has brought an important additional dimension... which the school alone could not provide.”
Head Teacher

WHO IS BENEFITTING?

Years 7–13, Young people at risk of or are NEET, Schools/colleges, Corporates

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<thead>
<tr>
<th>Key Activities</th>
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<tbody>
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<td>Enterprise activities</td>
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<tr>
<td>Work place visits</td>
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<td>1–2 week work experience</td>
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### WORK SHADOWING

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<td>Students get to experience first-hand what it entails to work in a certain position in the company by shadowing a particular employee.</td>
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<tr>
<th>Case Study</th>
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<tr>
<td>“I just wanted to say thank you ever so much for today. The work, effort and time you put into today was absolutely astonishing. I’m so grateful to have been part of this wonderful experience. So again thank you immensely on behalf of Lauren, Paulina and myself. It was great working alongside such fantastic people. You were all very welcoming and gave us a fantastic insight into interior designing as well as just how great the people you work with on a day to day basis are. So thank you once again for this opportunity. Some day, I hope that I’ll be as good as you all if or when I decide to join interior design” — Suhaila, Lauren and Paulina. Kingsford Community School.</td>
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</table>

workinsight.org provide structured, bite-sized experiences to students offering access to employers of all sizes – from a local butcher to a FTSE-100 company.

For further information see: workinsight.org

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Rebalancing the Outer Estates is partnering with ThinkForward, to launch their coaching programme in Nottingham North. It will equip young people identified as being most at risk of becoming NEET with knowledge and work readiness skills to successfully transition from school into further education and employment.

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![workinsight.org](https://example.com/workinsight.org)

**REBALANCING**
The Outer Estates Foundation

![ThinkForward](https://example.com/thinkforward)

Successful school to work transitions
## Description

A student volunteers a limited number of hours per week around their school responsibilities or following conclusion of school.

## Case Study

"*HeadStart has given me the confidence to believe in myself and to achieve what I would have previously thought as unachievable. It has also helped me to make a difference to my community, and the lives of the people I was working with throughout my volunteering.*"  — Lauren Holmes, HeadStart volunteer

**HeadStart London** offers 16-18 year olds the opportunity to develop employability skills through volunteering and professional workshops. [www.headstart-thechallenge.org](http://www.headstart-thechallenge.org)

Through **The Careers & Enterprise Fund** the scheme is being made available in the Black Country, Coventry & Warwickshire, Greater Birmingham & Solihull, Greater Manchester and Lancashire LEP areas.

**FutureVersity** programme in London aims to raise aspirations and develop key capabilities in young people through holiday courses and volunteer schemes.

Young people spend 25% of their time outside of school; Futureversity engages them during this "downtime" to include multiple interactions with employers, maximising exposure to the workplace.

**Vacation Education** targets young people 13-16 years old, eligible for free school meals aiming to increase their social mobility, tackle education inequality and broaden horizons.
Futureversity provides courses and activities for 11–25 year olds to help them develop the skills and self-belief they need to make the most of their lives.

“If I wasn’t at Futureversity, I’d probably be doing nothing at home, bored.”
Zubair, Student

VACATION EDUCATION

PROGRAMME OVERVIEW

When schools close each summer, young people from disadvantaged backgrounds can often be exposed to one or more of the following: the negative, cumulative effect of summer learning loss; lack of access to non-formal education helping to broaden their horizons and lack of support with their physical and emotional wellbeing. By making better use of ‘empty summers’ Futureversity has developed a framework of summer school activities which provides 80+ hours of non-formal learning for each participant. This includes learning about and developing 6 core capabilities for work, ten or more encounters with business people and three work place visits.

IMPACT

A review with teachers of last year’s participants demonstrates that a significant number achieved much better than expected in their GCSEs, progressing to further education. Impact data has verified that participants increased: Drive by 40%; Self-assuredness by 22.9%; Resilience by 34% and Receptiveness by 18.8%.

WHO IS BENEFITTING?

Young people in Year 9

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The Challenge is the UK’s leading charity for building a more integrated society, a society in which there is understanding and appreciation of each other’s differences.

“HeadStart has given me the confidence to believe in myself and to help me to achieve what I would have previously thought wasn’t possible.”
Lauren

HEADSTART

PROGRAMME OVERVIEW

HeadStart challenges and supports young people to complete at least 16 hours of volunteering (providing first-hand work experience), alongside access to professional workshops to develop the skills valued by employers. Everyone completing at least 16 hours of volunteering is guaranteed an interview for a paid opportunity with a leading employer.

IMPACT

An independent report in 2015/16 report found that: "HeadStart successfully prepares young people for adulthood and employment through helping them build character, skills and competencies."

Beneficiaries reported significant improvements against key traits and skills, including confidence (15% increase); perseverance (19% increase); trust in others (46% increase); motivation (9% increase); communication (23% increase); and teamwork (15% increase). They also reported increased confidence in clearly articulating their skills and experience to employers (24%).

“HeadStart is focused on offering the right skills to the right age group to excel in the workplace. We found HeadStart candidates really stand out – we offered 4 in 5 candidates barista jobs compared to the usual 1 in 5 we interview. This is therefore providing a strong talent pipeline for our business whilst supporting our CSR aims.”
Lisa Robbins, HR Director, Starbucks

WHO IS BENEFITTING?

Years 11–13, Schools, SMEs

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<th>Key Activities</th>
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<td>Employer delivered</td>
<td>Black Country, Greater Birmingham and Solihull, Greater Manchester, Lancashire, London</td>
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<td>Interviews for paid roles</td>
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Description

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and communities.

Everyone can get involved in social action. It has the double benefit of developing young people’s employability skills whilst benefiting their communities.

Case Study

“Youth social action (e.g. volunteering, fundraising and campaigning) is a fantastic way for young people to develop confidence, resilience and character; employability skills, which can make a big difference when they’re trying to get a job. It also gives young people the opportunity to make a positive contribution to their local community, society or to a greater cause.” — Paul Drechsler CBE, President Confederation of British Industry (CBI)

National Citizen Service (NCS) is a government funded part-residential programme open to all 16 and 17 year olds in England. The programme helps to develop employability skills while engaging young people in their communities. Programmes take place out of term time and cost nothing for schools and colleges to support.

For more information see: www.ncsyes.co.uk

VIY (Volunteer It Yourself) helps school leavers in Greater Birmingham & Solihul and London learn DIY and building skills whilst improving their community.

The project aims to encourage school leavers at risk of becoming NEET to think afresh about vocational building and construction trades as an attractive, rewarding and enterprising skills development and employment pathway. They get ‘hands on’ learning and applying vocational trade skills on real jobs and work placements.
VIY combines volunteering and DIY by challenging young people aged 14–24 to learn trade and building skills.

“I loved getting messy and getting the job done”
Lucy, Islington

VIY combines volunteering and DIY by challenging young people aged 14–24 to learn trade and building skills.

“Why are schools engaging?”
Pat Porter, Careers Adviser, The International School

WHO IS BENEFITTING?
Years 8–11

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### Key Activities

<table>
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<th>Mentoring with an employee</th>
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<tr>
<td>Employer delivered employability skills workshops</td>
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<td>Work place visits</td>
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### LEP Coverage

- Derby, Derbyshire, Nottingham & Nottinghamshire, Greater Birmingham & Solihull, Leeds City Region, London, Sheffield City Region, Stoke-on-Trent and Staffordshire

### Area of Focus

- Those at risk of being or are NEET

### Website

www.volunteerityourself.org
The Careers & Enterprise Company believes that young people should be given the best support available to develop their careers and to make choices about education and employment. To do this, we believe that it is really important to understand what the evidence says works.

Our research focuses on which areas in England need the greatest support as well as what works in careers and enterprise provision. This combined focus helps us concentrate our resource where it is needed most and on programmes that will have the greatest impact in preparing young people for the workplace. We bring together sector-leading insights and carry out our own research to contribute to a growing evidence base.

Our research focuses on 4 areas:

**Shaping the debate:** We explore the key issues and assumptions that underpin discussions about careers and enterprise work.

*Read our publications on: Shaping the debate*

**Understanding the environment:** We understand which areas of England are in greatest need of careers and enterprise support, or ‘cold spots’.

*Read our publications on: Understanding the environment*

**What works?** We identify which careers and enterprise activities are most effective and how we can put new knowledge into practice.

*Read our publications on: What works*

**Evaluation:** We ensure all our programmes work as part of our commitment to testing, learning and adapting.
SPECIALIST RESOURCES: SEND
INTRODUCTION

To support students with special education needs and disabilities (SEND) schools must follow the SEND code of practice that requires them to publish information on their approach to identifying and supporting children and young people with SEN from the age of 0 to 25.

Statements for children and young people with more complex needs have been replaced by Education and Health Care Plans (EHCPs) and SEN Support replaces School Action and School Action Plus. Amongst other support outlined in the code: Schools have a legal duty to secure access to independent careers guidance for all year 8-13 pupils with a EHCP in place. The duty states that:

— Guidance must be delivered in an impartial manner and include information on the full range of education and training options, including apprenticeships.
— Schools must have high aspirations and make use of the local offer to help prepare them for adulthood.
— Advice should include all opportunities and signpost onto study programmes that will support their transition to paid employment.
— Schools should understand their interests, strengths and motivations and use this as a basis for planning support from an early age.
— All schools should consider how to link employers with young people from year 9 onwards

For an example of employers working to help put students with learning disabilities on the path to employment and a productive life, see the National Grid EmployAbility and Let’s Work Together schemes:

www.nationalgridconnecting.com/hidden-talent
Through their EmployAbility programme, National Grid offers internships to students, giving them an opportunity to develop skills and confidence in a business environment.

The programme started in September 2013 with a partnership between National Grid at Warwick and Round Oak School, a special state school for pupils aged from 11 to 19. Since then the programme has expanded and now also runs in Hinckley, Solihull and Wokingham.

Working closely with a local school, National Grid identifies roles that interns can fill, offering them three months in the role, supported by a job coach (funded through Access To Work). During their final academic year, students do three internships and are quick to assimilate into the business environment. The programme is designed to be extremely supportive, encouraging students to defy preconceived prejudices and to realise their potential. The aim is to grow their self-belief and in so doing, increase their aspirations. According to Department for Education figures, students with learning disabilities have only a seven per cent likelihood of finding paid employment. The success rate for students on the EmployAbility programme is ten times higher.

**WHY SHOULD EMPLOYERS GET INVOLVED?**

For National Grid, EmployAbility has allowed them to recruit from the widest possible pool, bringing a breadth of skills and talent to the workplace. In their experience, people with special educational needs are committed individuals with fantastic tenacity and determination to overcome problems. With an impeccable work ethic, the EmployAbility interns are role models to everyone at National Grid and are emblematic of the organisation’s diversity strategy. Not only that, but witnessing the growth of interns’ self-belief, confidence, communication skills and ambition brings tremendous personal and job satisfaction.
PATHWAY TO EMPLOYMENT

Even though 65% of students with a learning disability aspire to have paid employment, only 6% (MENCAP, 2016) of them achieve that ambition. To counter this imbalance, Brookfields School near Reading has worked in partnership with a local independent career development company to devise a unique education programme. As a direct result, local businesses have become more open to the idea of recruiting and training people with disabilities.

CASE STUDY
Brookfields School is an OfSTED Outstanding Special School near Reading. It supports 234 pupils with learning disabilities, ranging in age from 3 to 19.

Only 1 in 6 people with a learning disability is currently in paid work, even though 65% express the desire to get a job. People with a learning difficulty are excluded from the workforce more than any other group of disabled people and even though they have the same right to work as everyone else, they find it much harder to get a job. As a result, Brookfields vision is to increase the probability and possibility of paid employment for pupils by enabling them to gain work related skills for independent living.

The school has worked in partnership with a local independent career development company called Talentino® and together they have developed a unique careers education programme (Careers at Every Level©) for special schools and young people with learning difficulties.

The school’s own research shows that the aspirations for paid employment as a life outcome of their pupils, their families and staff have increased since the programme was implemented.

Why should employers get involved?
Through training and support given by the school, businesses have overcome the usual misconceptions about people with learning difficulties. Employees respond positively to a more diverse team, particularly if they are given a chance to ‘buddy’ or line manage a person with a learning difficulty.

The work done by the school with two of the largest employers in Reading has resulted in a change to the businesses recruitment process. They now actively hire people with learning difficulties and additional needs.

There is much evidence that shows employees with a learning difficulty stay with one employer for a longer period of time than average and take less time off sick. By working in partnership with the school, businesses can access a reliable, committed workforce they would have been unlikely to consider before.

When students are on work-based placements or Supported Internships, the school provides the business with a dedicated Job Coach who can help to make the experience both beneficial and rewarding for all concerned.

Typically the Job Coach will:
— Provide support and a direct contact for the business
— Carry out a risk assessment
— Match the skills and talents of the young person to the most relevant job
— Introduce the young person to the business before the work placement starts
— Prepare the business and employees for the placement by offering bespoke training and support
— Work in partnership with the business to learn about the job that the student will do so that the Job Coach can train the student in that task
— Discuss and agree objectives and expectations with the business
— Plan and deliver a bespoke induction programme that includes health & safety and conditions of work
— Identify a supervisor and mentor
GUIDE ON APPRENTICESHIPS
An apprenticeship is a way for young people and adult learners to earn while they learn in a real job, gaining a real qualification.

Apprenticeships benefit employers, apprentices and the economy, and are essential to developing the skills needed to support growth in the economy.

WHAT ARE APPRENTICESHIPS?

Apprenticeships are real jobs, with all apprentices earning a salary. Apprentices have to be paid at least the national minimum apprenticeship wage — with many employers paying significantly more.

APPRENTICESHIP LEVY

From April 2017 the way apprenticeships are funded has changed as part of a series of wider reforms to the apprenticeship system in England. Employers with a wage bill of more than £3m are required to pay an apprenticeship levy. Employers who pay the levy will be able to access funding for apprenticeship training and assessment via the new digital apprenticeship service. Available funding can be used to meet the cost of apprenticeship training and assessment against an approved apprenticeship framework or standard.
Amazing Apprenticeships is commissioned by the National Apprenticeship Service to support the Get In Go Far campaign.

The Apprenticeship Support and Knowledge for Schools project has been commissioned by the National Apprenticeship Service, part of the Skills Funding Agency (SFA), to support the Government’s target of achieving 3 million apprenticeship starts by 2020.

Their vibrant, knowledgeable team has a wealth of experience in working with schools, young people and providers nationwide to promote and improve apprenticeship awareness. Through the project there are three Delivery Partners who offer a range of inspirational and engaging apprenticeship and traineeships support to all learning establishments offering provision to years 10, 11, 12 and 13 across four regions: North, Midlands, London and South.

The project aim is to work with teachers, careers advisers, parents and governors, alongside other key partners, to support schools and ensure that they meet their statutory duties regarding the provision of impartial IAG, specifically in relation to apprenticeships and traineeships.

For more information see: amazingapprenticeships.com

“I am getting a degree in IT, which is all paid for by Accenture, as well as a wage and on the job experience.”

Lucy Sarginson, Level 4 Apprenticeship, Accenture

“Going from not knowing what a mortgage is to now taking on complex cases, delegating tasks and being an apprenticeships ambassador for schools. I’ve learned more in the last 18 months than the rest of my life.”

Xavier Williams, Level 2 Apprenticeship in Business Administration, Lloyds Banking Group

“Apprenticeships can set an individual on the path to excellence and drive a business to greater achievements.”

Keith Williams, Chief Executive, British Airways
STEM LEARNING

STEM activities are known to develop pupils’ employability skills such as problem-solving, communication and team work.

92% of teachers reported that STEM activities helped to develop pupils’ problem-solving skills.

Additionally, Enterprise Advisers can utilise the National Stem Centre’s Science Self-Evaluation Tool. This tool can identify the strengths and areas for development of science provision in your school or college and has been written in conjunction with Ofsted’s National Lead for Science.

STEMNET have many resources for schools and employers. They support schools and colleges through professional development activities, the provision of quality ensured teaching resources, online networking groups and community developed resources.

You can access it through stem.org.uk/tools-and-toolkits

All this is available on their website www.stemnet.org.uk
OUR INVESTMENT FUNDS

Funding careers and enterprise activities and mentoring for young people who need it most.

BACKING PROVEN IDEAS

Our funding helps careers programme providers scale up successful careers and enterprise activities and create new opportunities to introduce young people to the world of work. Our grants provide initial funding that sustainably takes proven programmes into areas of need, rapidly increasing the best provision where it will have the most impact.

We use our research to identify best practice in careers and enterprise and mentoring programmes and to leverage additional investment into the system, with more than £13.7 million in external funding secured to date.

THE CAREERS & ENTERPRISE FUND

The Careers & Enterprise Fund was set up to ensure that all young people are given multiple encounters with the fast-changing world of work. We award grants to careers programme providers to help them deliver more activities and employer encounters in secondary schools and colleges across England especially in the geographical areas most in need of support, or 'cold spots'.

— Almost £10 million invested in 85 proven careers and enterprise programmes.
— Plus more than £9.25 million in matched funding.
— 75% invested in 'cold spots' areas in most need of support
— 450,000 young people set to benefit.

MENTORING FUND AND COMMUNITY

Our Mentoring Fund invests in organisations across England that run successful mentoring programmes — helping them to deliver more activities and reach more young people. The Mentoring Community, supported by the Enterprise Adviser Network, brings organisations together to share best practice, deepen their understanding of effective mentoring programmes and identify the best ways to support young people in their education and employment choices.

— An additional £4million invested in 39 mentoring programmes
— Funding will support 25,000 pre-GCSE teenagers at risk of disengaging from education by 2020.

Read more on the Mentoring Fund and Mentoring Community

What works in Careers & Enterprise?

Read about the Careers & Enterprise Fund

Understanding the careers cold spots 2016