



## THE D2N2 EMPLOYABILITY FRAMEWORK

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**Employers and schools supporting young people's routes to work**

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## Foreword

The D2N2 area has one of the fastest growing and well balanced economies in the UK and there are real concerns about the supply of appropriately qualified employees to enable the local economy to sustain growth as was highlighted in the D2N2 Skills for Growth Strategy. We have long had high levels of youth unemployment locally and in the UK as a whole whilst many employers have voiced concerns about the employability skills and work readiness of young people leaving our schools, colleges and universities.

The D2N2 LEP have quite rightly put skills at the top of their agenda because without having a good supply of skilled people we will not be able to drive forward the economic prosperity that our two cities and counties deserve. The “employability skills” asked for by the eight priority sectors whose growth and development are essential to continue to drive economic growth of the D2N2 area are almost identical yet we still have a substantial mismatch between the employability skills of those young people leaving our schools and post-16 training programmes, regardless of whether they plan to go on to higher education or go directly into employment, and the skills being sought by employers. For a successful local economy, businesses and schools/colleges need to work far more closely together – we need each other. I see a clear analogy between the way institutions and business should work together and how a supply chain works in manufacturing industry, where partnership working between companies in the supply chain ensures a win-win outcome.

The D2N2 Employability Framework provides the methodology by which we can significantly improve the employability and life skills of our young people regardless of academic ability or which career pathway they chose to take. Collectively schools, colleges, training providers, wealth creating companies, social enterprises and the public sector have a duty to ensure that we give our young people the best chances in gaining employment and at the same time addressing the skills needs of employers within our area.

I commend this report to you and challenge you all to take part in bringing about the changes necessary to the mutual benefit of all concerned. The D2N2 area is a great area within which to live and work and we must not miss this opportunity to drive forward economic prosperity which is within our grasp.

Ian Greenaway

Employability Champion,  
for the D2N2 Skills and Employment Commission,  
D2N2 Local Enterprise Partnership (LEP).

February 2015.

## Executive summary

### *Why have an Employability Framework?*

Employability skills are those skills that help young people and adults alike to find work, to make a positive contribution within work, and consequently to develop their organisation as they develop their career.

D2N2 have prioritised the development of employability skills for young people as an integral component of its economic strategy to be delivered through the articulation and roll-out of an Employability Framework. It is an economic organisation that is capable of addressing questions of employer demand and skills supply at a manageable local level. Employers, learning providers, local government and other key stakeholders can work together to define what an economic area needs and then implement plans to meet those needs together.

The development of an Employability Framework for D2N2 is timely. It comes at a time of allocation of European Structural and Investment Funds (ESIF) for the 2014 to 2020 period. D2N2 therefore have, “*the fuel in the tank*” to be able to help drive skills, employment, social inclusion, innovation and economic infrastructure and business growth (D2N2, 2014b).

At the core of this new Framework is the idea that all young people should have the opportunity to engage with employers, learn about the world of work and develop their employability skills. It is critical that the D2N2 Employability Framework does not just match people to jobs but rather prepares them for lifelong careers in the area’s industries. This is about making the young people of D2N2 both employable and effective career managers. The development of

employability skills is not just a quick fix, although it should increase the number of young people who are working. Rather, over the long term it must also support the development of higher level skills through Apprenticeships and participation in further and higher education. The young people of the D2N2 area should complete their education with good qualifications, experience of the workplace and the ability to secure employment that will contribute to the area’s economy.

It is worth noting that throughout the development of the Framework the focus was on secondary schools with or without sixth form provision. However the Framework and its key messages are equally applicable to colleges, and, can also help guide primary schools.

### *How was it developed?*

D2N2 commissioned the University of Derby with the Evolve Trust, following a competitive tender process, to scope and set the direction for their Employability Framework. This work commenced in July 2014 and reported in January 2015.

Their activity was guided by a Task Group comprised of representatives from local authorities, businesses and business sector groups, schools and the National Careers Service. The creation of the Framework was informed by a number of activities;

- Written consultation with a range of providers of employability and career management services for young people
- Consultations and discussions with local authorities.
- Consultations with a range of multi-agency forums across the D2N2 area.
- A survey of secondary schools across the D2N2 area.

Finally the process also included working with a number of schools and key providers to capture interesting and innovative ways that employability skills are already being developed for young people across the area. These case studies incorporate a wide range of activities and actions that are already being delivered in the area and are available in the full report.

Throughout the consultation the context within which the Framework operates within schools was emphasised. Career guidance provision within schools has changed following the 2011 Education Act, as has support infrastructure for partners such as AimHigher, Education Business Partnerships and Connexions services. The review of vocational qualifications has changed schools' curricula as has the introduction of the English Baccalaureate and new GCSEs. Meanwhile Ofsted inspection remains critical to a schools planning and objectives.

Alongside this the National Careers Service within the D2N2 area provides information and advice by phone, internet and email to young people and are building an employer engagement strand as part of their core contracted services.

### ***Current provision in schools***

The findings from a survey of 56 schools (a 46% response rate) show that most schools (79%) continue to support employability and careers programmes for their pupils and that most also provide access to the National Careers Service (73%). This of course, also shows that around one in five schools are not supporting employability and careers programmes.

It was also clear that within this generally positive picture there were some schools which invested in careers to a greater extent than the others. Indicators of this included the following;

- 46% of schools report either “extensive” or “very extensive” networks with employers.
- 36% of schools have appointed a governor with specific responsibility for employability or careers.
- 34% of schools held a recognised quality mark for their careers provision.
- 16% of schools reported that employer engagement was a top priority.

The survey evidence, therefore shows that there is good practice across the area in terms of schools active participation in supporting the employability skills of their pupils. Furthermore, many are building relationships with employers to integrate them in such activity. But it also shows that not all schools are engaged in this agenda and that employer engagement could be broadened and deepened. Consequently, not all young people are being supported to develop employability skills. This inequality is something that the Framework will seek to redress.

The Framework needs to address a number of key challenges:

- Firstly all schools need to engage with the employability agenda – this is not currently the case;
- There is a tendency to see employer engagement as a priority for a particular group of young people, not necessarily important for example for those young people heading to university;
- Schools have a number of priorities and they may see employability as secondary to issues such as attendance, attainment and behaviour;
- There is a structural tendency across the area for a low proportion of young people in their age cohort compared to other areas to progress to study in HE, and a similarly low proportion relative to

other areas to enter apprenticeships.

- Many young people find the transition from education to employment difficult and need support to prevent them from becoming NEET.

### ***The Framework***

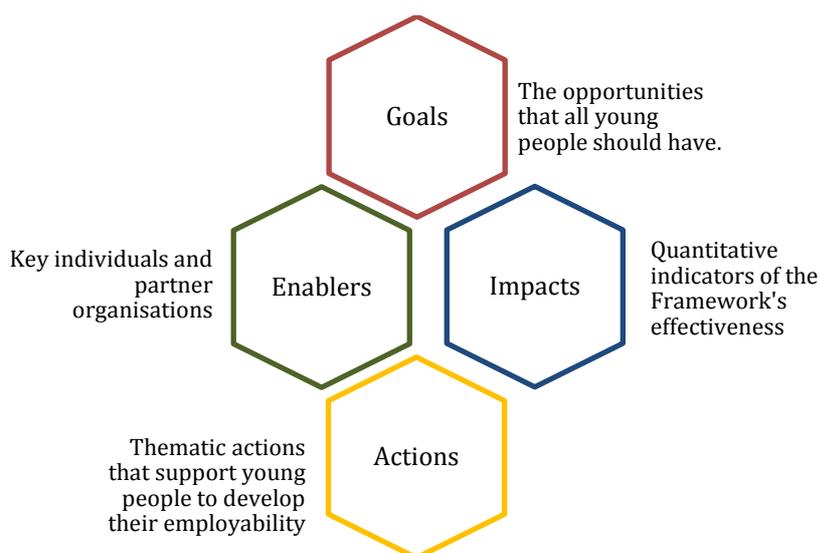
The Framework itself is carefully presented to reflect a shared language; it has been developed within D2N2 and reflects the common concerns of key stakeholders on behalf of young people across the area. The Framework needs to work within existing policy and should complement and integrate current activity. It is not intended to generate another layer of bureaucracy

nor should its application duplicate what is already in place.

The Framework has three main functions:

- It sets out an ambition for all young people in the area – an ambition that can only be achieved through co-ordinated and focused partnership working.
- It can help shape practical actions by providing a Framework for self-evaluation and a focus on key actions
- It can shape a strategic response to commissioning to ensure that actions achieve goals, and that the cumulative impact of those goals is to achieve better outcomes for our young people and employers.

## The four components of the D2N2 Employability Framework



### Goals

The goals describe the ten opportunities that all young people should have. They represent the strategic ambition of the Employability Task Group and as such, provide a focus for all partners involved supporting young people to make good decisions and take actions to achieve their full potential.

### Actions

Actions are thematic labels used to describe a wide range of activities for young people that move them towards achieving the goals. An action can comprise a range of different activities. The actions are likely to vary depending on the young people involved and the context.

### Enablers

The enablers describe the individuals and organisations that can, by working together in a strategically focussed way, help to achieve those goals for all young people in the D2N2 area

### Impacts

Evidence needs to be collated to provide an overview of how the Framework's implementation is helping enablers to ensure that all young people have the opportunities that are described by the Goals. Ultimately we also need to know that as a consequence the local economy is stronger, and the labour market works better across the whole area. Thus the Framework includes outcome measures.

## ***Implementing the Employability Framework in schools.***

Implementation is considered in two different ways, firstly how the Framework might be used to provide strategic direction to complement existing actions at a D2N2 level; and secondly how a school might use the Framework to shape its own activities.

Schools and their communities are central to the implementation of the D2N2 Employability Framework. It is hoped that schools will use the Framework to audit and guide their employability activity, and that those organisations that support schools will shape their offer to complement those embodied within the Framework. In many cases this will not be about generating large amounts of new activity within schools, but will rather be about organising activity more strategically and extending existing activities in ways that address the Framework.

Schools are not educational islands. They are an important and integral part of their local communities. The case studies demonstrate that relationships forged as part of their community role provide a strong foundation for delivering innovative and effective employability actions. Schools benefit from relationships with a range of external stakeholders including local businesses, college and universities, community groups and of course parents. Brokerage and enhancement of these relationships is critical to the delivery of the Employability Framework. Some brokerage capacity is already supported through existing structures maintained through local authorities or the National Careers Service for example. However, some groups of schools may seek to collaborate to develop shared support structures. There are already some good examples of this in the area.

The Employability Framework Audit Tool, which is described in the report, offers schools a simple tool to help them to map existing activity and to consider how such activity might address the Framework. The tool can be used by school leaders to:-

- Assess which goals an individual activity is helping to deliver
- Build a cumulative assessment of which goals are being delivered by a range of activities to a particular cohort or year group
- Identify gaps in provision
- Consider ways in which current actions could be adapted (perhaps drawing on ideas from the case studies) to ensure they achieve most impact
- Consider ways in which community networks can be extended or activated to fill gaps in provision.

This self-evaluation activity is familiar to schools and its outcomes should be published by schools or school networks as part of their commitment to the Framework.

## ***Implementing the Employability Framework strategically.***

D2N2 can use the Framework to help set their strategic funding priorities, but the Framework provides more than a commissioning Framework. Its implementation will be enhanced by EU Structural and Investment Funds, but should not be defined by them. Consequently the Framework's implementation has a number of core principles:

- Delivery will build upon current infrastructure, mechanisms and enablers' activities so that activities complement rather

than duplicate or replace each other

- Delivery of the Framework will seek to engage with other D2N2 initiatives, such as the development of growth sector groups with ambassadors. If employers are coming together to support their sector they should be linked up to Framework activity
- The Framework will need strategic leadership both to drive its implementation and to review its effectiveness. This leadership will come from D2N2 Employability and Skills Boards and local authority partners.
- Provision for D2N2-wide co-ordination will need to be made, particularly when D2N2 funding becomes available to support Framework implementation. Co-ordination incorporates support for local co-ordination or brokerage capacity where none exists or where it requires strengthening to achieve the Goals. Co-ordination also incorporates building and maintaining oversight of key metrics to support effective evaluation of the Framework's implementation.

Application of funding to support the implementation of the Framework will in turn conform to a number of principles, in addition to usual criteria. These are that:

- Funding for the implementation of the Framework comes from a match of European and Government sources. Their requirements will shape and limit what funding can achieve, but such funding is only a fraction of resources required. Creative and co-operative uses of time and resource will be necessary to create innovative and impactful actions.
- Funding will be used where gaps in infrastructure or activity have been identified and a feasible plan to redress them is articulated
- Funding will go to those organisations that have built the Framework into their strategic plans and operational activities
- Schools or local partnerships should self-evaluate their current provision against the Framework and use it to establish their bid for support
- Funding will be targeted at areas of social and economic disadvantage.

A four phase process of implementation is suggested in the main report that is summarised in the figure below.

## Implementing the Framework

### Leading

#### Providing strategic direction & review

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- Extending remit of the Task Group to continue to shape and guide implementation
- Securing formal agreement from regional and sub-regional leaders
- Ensuring complementarity and symbiosis with other D2N2 priorities

### Disseminating

#### Driving stakeholders to engage

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- Raising awareness with schools, businesses and young people
- Communication through existing networks
- Deploying an Employability Framework co-ordinator

### Shaping

#### Connecting activity to the Framework

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- Auditing/self-evaluation of existing activity
- Developing new, quality activity to address the gaps
- Building local delivery capacity

### Evaluating

#### Checking what is working and creating new plans

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- Developing a monitoring Framework and evaluation strategy
- Identifying accountabilities
- Commissioning an external evaluation

Implementation of the D2N2 Employability Strategy will be challenging for all stakeholders. The simplicity of the Framework belies the culture change that will be required to transform key elements within the area's education and employment system. However, there are many reasons for optimism. The leadership of D2N2, the resilience of the area's economy and most of all the enthusiasm amongst diverse stakeholders from business, education, employment and government, all suggest that the D2N2 area are on a good pathway to realise the potential of all of its young people.

## Why have an Employability Framework?

Employability skills are those skills that help young people and adults alike to find work, to make a positive contribution within work, and consequently to develop their organisation as they develop their career. D2N2 have prioritised the development of employability skills amongst young people in the area as an integral component of its economic strategy.

The D2N2 area (Derby, Derbyshire, Nottingham and Nottinghamshire) has one of the fastest growing regional economies in the country. The area already has a strong presence of advanced manufacturing companies and other high skilled sectors. To build on this D2N2 has identified eight priority sectors whose growth and development will help to continue to drive economic growth.

- Transport equipment manufacturing
- Life sciences
- Food and drink manufacturing
- Construction
- Visitor economy
- Low carbon goods and services
- Transport and logistics
- Creative Industries

Alongside these priority sectors D2N2 has identified an investment plan and a strategic approach which will accelerate economic growth and share its benefits across the region (D2N2, 2014a). Within these plans are a focus on people and the skills and talents that they bring to the workplace.

Local economies, particularly those with a concentration of high skill industries can sometimes find themselves in a contradictory situation where they have both skills shortages and unemployment. In other words while there is work to do, the people who are available do not have the right skills, at the right level, to do it. This is often a particular problem for young people who may have under-achieved at school or followed courses that do not give them the skills needed for the jobs that are available. The outcomes of this may be seen in under-employment (for example graduates are working in non-graduate jobs – currently half of graduates living in the area fall into this category), or unemployment (around 13% of 18-24 year olds are Not in Education, Employment or Training DfE, 2014). This is not helped when there are insufficient training or entry level employment opportunities available, for example the D2N2 area currently has a low level of Apprenticeships in comparison to other regions.

D2N2 want to improve the alignment between the supply of skills and employer demand. It is hoped that this can be achieved by making the skills system more responsive, ensuring young people and adults are better informed about skills needs and making sure that young people have the opportunity to acquire the skills and aptitudes they need for work and a career. This ambition requires careful framing and management. The D2N2 Employability Framework provides a means to deliver this within schools and colleges.

Throughout this report we refer to the implementation of the Framework within schools and the Framework is primarily addressed at secondary schools with or

without sixth form provision. However the Framework and its key messages are equally applicable to colleges and, can also help guide primary schools.

## What is employability?

Employability describes the skills, attitudes and behaviours that allow young people to find keep and progress within work. Employers frequently comment that formal qualifications rarely tell them enough about whether someone will make a good employee. The interview process is designed to test a range of other skills that employers value but which are not always summarised by formal qualifications: these are employability skills.

The CBI's definition of employability skills includes self-management, team-working, business and customer awareness, problem solving, communication and literacy, application of numeracy and application of information technology (CBI, 2011). A recent research project from Impetus (2014) further refined these into six vital capabilities young people need to be ready for work; self-aware, receptive, driven, self-assured, resilient and informed, and stated that employers need all of these capabilities.

We talked to a range of people involved in the delivery of employability learning and career management skills. One of these summarised employability skills as follows:

*Employability skills are those skills which make an individual employable - non qualification specific i.e. time keeping, communication verbal & written, team work, ability to fit in with colleagues, enthusiasm, initiative, problem solving, IT skills, etc.*

There was a broad consensus in our conversations across the D2N2 area that such things as the ability to work in a team, the ability to make informed decisions and the ability to communicate effectively are key employability skills.

There was also a lot of agreement that employability skills are developed through experiences and reflection.

*The ability to make informed decisions is arguably one of the most important skills that young people need from an early age. This is not developed through qualifications, rather through experiences and challenges. In terms of employability, this must also be supported through provision of information, advice and guidance for the young person and their parents wherever possible.*

So employability describes a range of personal attributes that are valued by employers and best developed through actual experience of the world of work. However there is also an important skill in being able to summarise your employability skills and communicate them to potential employers: *the list of skills is well known ... the challenge for youngsters is how they are able to evidence that they possess these skills*'. Those involved in the consultation agreed that the ability to market themselves effectively to employers is a vital skill for young people to acquire. A provider suggested that *'effective employability skills also teach young people how to promote themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process'*.

Closely related to employability skills are career management skills. Career management skills describe the skills and attributes that individuals need to successfully manage their job. So while employability skills describe the skills that you need to find and keep work, career management skills describe the skills that you need to progress within work and to build a successful career. In practice many of these skills overlap. Many of the Frameworks that have been developed for career

management skills include employability skills and vice versa (Hooley *et al.*, 2013). The D2N2 Employability Framework presented here addresses both career management and employability. However this Framework is primarily envisaged as a tool for supporting young people, prior to their full entry to the workplace.

### Why now?

The development of an Employability Framework for D2N2 is timely. Local Enterprise Partnerships (LEPs) are strategic economic bodies that are capable of addressing questions of employer demand and skills supply at a manageable local level. Employers, learning providers, local government and other key stakeholders can work together to define what an economic area needs and then implement plans to achieve those needs together.

The development of the Employability Framework comes at a time when LEPs are assuming responsibility for allocation of European Structural and Investment Funds **(ESIF) for the 2014 to 2020 period and therefore have, what D2N2 have called, “the fuel in the tank”** to be able to help drive skills, employment, social inclusion, innovation and economic infrastructure and business growth (D2N2, 2014b).

It also comes when the area is experiencing strong employment growth, it is one of the fastest growing areas following the recession and that growth is particularly strong in value added sectors including transport and infrastructure and the low carbon sector. It is growing jobs at or above the national average, has a strong track record in business survival, and in attractive foreign direct investment. The local economy also faces its challenges, including productivity which is less than the national average and a relative lack of private sector jobs (D2N2, 2014c). The related employability challenge is therefore to build on the strengths of the area's economy, ensuring that skills flow to the high growth and priority areas and to seek to mitigate or overcome its weaknesses by developing new skills and enhancing the existing skill base.

The impetus to build an Employability Framework for D2N2 also emerges out of a recognition that the education and employment landscape is changing rapidly. It is likely to be important for the continued success of both employers and learning providers in D2N2 that these change are understood and the area co-ordinates its response to them.

The education system has seen some radical changes since the election of this government. The introduction of student fees for higher and some further education has changed the stakes for young people participating in education during a period in which the participation age has been raised to 18. Alongside this there has been an attempt to grow Apprenticeships as a mainstream route through which young people can develop their skills and move into work. In addition there has been an explosion of new school types (University Technical Colleges, Academies, Study Schools and Free Schools) with a range of different foci. Many of the implications of these changes are only just beginning to be felt outside of the education system.

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### **Employability inspiration: Newark and Sherwood careers events**

The Newark and Sherwood careers event brings together a wide range of employers, learning providers and apprenticeship providers. Gathering all of these different post-16 options in one room helps young people to understand the range of options that they have available to them and make decisions between them.

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The business environment has continued to change and develop as well. The recession and its aftermath have shifted the context for much British business. Over the longer term changes in technology and global competition have also shifted the context within which business operates. Manufacturing cities like Derby are now competing with Bangalore and Beijing as well as traditional competitors in Europe and the United States. In the D2N2 area this has led to a focus on mainly high skill priority sectors and emphasised the importance of ensuring that young people have the science, technology, engineering and mathematics (STEM) skills that they need to work in the area's industries.

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### **Employability inspiration: Heanor Gate Science College**

Heanor Gate Science College offered female students in year 10 the opportunity to attend an Inspirational Science, Technology, Engineering and Maths (STEM) enrichment day. Those who took part had the opportunity to join in a five week after-school STEM club focusing on career development skills with ambassadors from Rolls-Royce. Members of the girls engineering club were able to participate in the Renewable Energy Challenge, working in groups to make and test renewable energy sources utilizing such things as wind and wave power.

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In the past there have been a range of interventions which have sought to bring together the education sector with employers and to provide young people with support in making transitions from education to work. However, recent research suggests that many of these services are in decline following funding cuts to local authorities and through them to providers such as Education Business Partnerships and the Connexions service. There has also been the loss of key statutory duties which required schools to provide career education and work-related learning in favour of a more weakly framed new duty to provide career guidance (Hooley *et al.*, 2014). While there have been a number of recent government initiatives to address youth employability these are generally far smaller than what has been lost. Consequently D2N2 has the opportunity to fill this gap and support schools and employers to deliver employability and career management provision to young people that addresses local needs.

This landscape of change and uncertainty prompted D2N2 to commission the development of an Employability Framework to complement and support all four of the local authority's employability priorities for young people. At the core of this new Framework is the idea that all young people should have the opportunity to engage with employers, learn about the world of work and develop their employability skills. It is critical that the D2N2 Employability Framework does not just match people to jobs

but rather prepares them for lifelong careers in the area's industries. This is about making the young people of D2N2 both employable and effective career managers. The development of employability skills is not just a quick fix, although it should increase the number of young people who are working, over the long term it must also support the development of higher level skills through Apprenticeships and participation in further and higher education. The young people of the D2N2 area should complete their education with good qualifications, experience of the workplace and the ability to secure employment that will contribute to the area's economy.

### **How the D2N2 Employability Framework was developed**

D2N2 commissioned the University of Derby with the Evolve Trust following a competitive tender process to scope and set the direction for their Employability Framework. This work commenced in July 2014 and reported in January 2015.

Their activity was guided by a Task Group comprised of representatives from local authorities, businesses and business sector groups, schools and the National Careers Service. The Task Group convened at three points in the process, firstly in September to agree the direction and parameters of the work; secondly in November to share the findings of the consultation and survey processes and to discuss early ideas about the Framework and then finally in January to discuss the final draft report and agree an onward process.

The creation of the Framework was informed by a number of activities.

- Written consultation with a range of providers of employability and career management services for young people
- Consultations and discussions with local authorities.
- Consultations with a range of multi-agency forums across the D2N2 area.
- A survey of secondary schools across the D2N2 area.

These are more fully outlined in Appendix 1.

Finally the process also included working with a number of schools and key providers to capture interesting and innovative ways that employability skills are already being developed for young people across the area. These case studies incorporate a wide range of activities and actions that are already being delivered in the area. They include

- Supporting networking skills of students by supporting them to interact with business people at a regular business breakfast;
- A careers fair organised by a district council and open to all schools during the day with additional provision for parents to engage in early evening
- Challenging stereotypes of engineering jobs amongst girls by engagement in a STEM club facilitated by an engineering employer
- A three day programme of employability learning in schools facilitated by professional careers advisers alongside employers
- A large scale mock interview event where all students are given one to one feedback from an employer on their interview technique
- A whole year work experience programme that incorporates extensive reflection by linking with the English Department to do reflective assessments
- An HE experience day for Year 10 pupils to demonstrate what university is like and how subject choices as well as grades affect HE destinations
- An work place visit day, organised by a national organisation at a major employer to demonstrate the reality of work, apprenticeship training and elements of curriculum learning

Summaries of the case studies are included in Appendix Three with small snippets of their experience being used throughout the report to illustrate key points.

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### **E.ON Energy Challenge, The Nottingham Emmanuel School**

As part of the Nottingham Emmanuel school's careers and employability strategy to develop links with local employers, an expert team of finance partners from E.ON partnered with the School. The objective was to engage and enthuse the Year 12 Business Studies students to use their entrepreneurial talents to design and build a sustainable energy or carbon reduction business case from scratch in a day. This objective of the initiative was to support the school's ethos in creating business links in the wider community and developing students' awareness of the world of work and development of their entrepreneurial skills.

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## The existing employability landscape in D2N2

The development of a D2N2 Employability Framework addresses a key issue for economic growth in the area by confronting issues of skills supply and skills mismatch. As section one argued, it is also being proposed at a critical time for the area when a number of employment sectors are growing whilst the education system is undergoing a period of reform. However, it is important to recognise that the Framework builds on a considerable range of practice that exists to support young people across the D2N2 area. Indeed one of the key purposes of the D2N2 Employability Strategy will be to co-ordinate this activity better and to ensure that it meets local needs.

This section will examine the existing employability landscape in D2N2. It will begin by looking at national policy and initiatives before moving on to examine local initiatives within D2N2 and schools. It will describe some of the employability providers who are active in the area and highlight a range of schemes designed to engage employers with schools. It is apparent that there is no shortage of activity in the area and that the educators and employers of D2N2 are concerned about issues of employability. However, what will emerge is a lack of co-ordination and strategic direction. It is here that the Framework set out in section three will seek to intervene.

### National policy and practice

The current government's approach to supporting the employability of young people is captured in its *Inspiration Vision Statement* which pledged to provide '*more inspiration for young people, more real-life contact with the world of work so that when they come to make big decisions, they understand where different choices could take them in the future*' (HM Government, 2013). The government has also been strong supporters of a range of private sector initiatives such as those providing inspiring speakers for schools<sup>1</sup> and web-based resources such as plotr<sup>2</sup>.

The government has introduced a range of initiatives, guidance and services that are relevant to the development of the D2N2 Framework. These can be summarised as follows.

- **Regulation on career guidance in schools.** The Education Act 2011 transferred the statutory duty for career guidance from local authorities to schools. It has since issued two successive sets of statutory guidance and some non-statutory advice to support schools in the delivery of career guidance. In general this advice has tended to emphasise the value of providing young people with direct access to employers.
- **The development of the National Careers Service (NCS) and the allocation of some NCS resources to schools.** The National Careers Service was formed out of the existing adult careers service (formerly Next Step). Until 2014 its remit with young people was confined to the provision of online and telephone. However, since autumn 2014 it has had a limited remit to work with schools and to support them in their relationships with employers.

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<sup>1</sup> See for example *inspiring the Future* (<http://www.inspiringthefuture.org/>).

<sup>2</sup> For further information about plotr see <https://www.plotr.co.uk/>.

- **Support for the National Citizenship Service.** The government has developed the National Citizenship Service which offers 17 year olds an opportunity to participate in adventure, independent living and future thinking and community service. While this is not explicitly framed in terms of career and employability many of the skills that it seeks to develop in young people overlap with employability skills.
- **The proposal for a new school-focused careers company in late 2014.** In response to a number of the criticisms of the government's policy the Secretary of State for Education announced in December 2014 that £20 million had been identified to support the creation of "a new careers and enterprise company for schools". At present it is not clear exactly what this organisation will do, nor how it will interface with the NCS or any local providers.
- **Endorsing or supporting a number of small scale initiatives.** These are typically interventions which seek to support the provision of career information online or develop brokerage between schools and employers.

Critics of the government's approach range from the House of Commons Education Select Committee, Ofsted and the CBI to a range of academics and professional commentators.<sup>3</sup> They have argued that the policies and provision that have been put in place represent a considerable scaling down of career support for young people. One consequence of this has been an increasing amount of local variation in what support is available. The stance that the local authorities and LEPs have taken in each area have been an important factor in determining what support local young people have access to (Langley *et al.*, 2014). Within the D2N2 area the impact of these policies is mainly evident in the provision offered by the National Careers service and in schools responses to their new statutory duty (which will be addressed in the schools part of this section).

### What will Ofsted look for?

More widely, the development of employability within schools has to recognise the wider environment affecting schools. Education has seen many changes over the past few years with the introduction of Academies and Academy chains, the creation of new forms of delivery (such as Free Schools and University Technology Colleges), and changes to the curriculum. As schools respond to all of these the continued focus on qualification attainment and quality provision remains constant. The Ofsted Framework for inspection does include assessing schools outcomes in terms of progression, inclusion and support for careers. These are articulated by Ofsted's advice to its inspectors as follows:

- the extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective careers guidance
- the impact of this guidance in helping young people to make informed choices about their next steps
- how well the school meets the needs of all vulnerable groups of pupils, including reducing the numbers who do not continue to education, employment or training
- how well the school works with families to support them in overcoming the cultural obstacles that often stand in the way of the most able pupils from deprived backgrounds attending university

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<sup>3</sup> See Hooley *et al.*, 2014 for a detailed commentary on these changes.

- how effectively the school works in partnership with other schools, early years providers, external agencies and the community (including business) to improve the school, extend the curriculum and increase the range and quality of learning opportunities for pupils

The Framework has to link to these objectives for it to support a schools wider objectives.

### Local policy and practice

The *D2N2 Strategic Economic Plan* has a strategic theme focusing on “employment and skills”. It is within this theme that the area of employability and career management skills is addressed. The D2N2 Employability Framework provides a key mechanism for operationalising these elements of the Strategic Economic Plan. It also needs to complement and support all four of the local authority’s employability priorities and their current activity to ensure that all young people are prepared for the next stage of their education, training, and/or employment

As part of the scoping activity undertaken for the Framework, local authority partners provided information about their current provision and future priorities. The strategies and activities of the local authorities are summarised in the following section.

### Derby City

Derby City has a dedicated 14-19 lead who works closely with the economic regeneration team and other partners to implement the cities NEET and Participation Strategy and the Derby Plan. This plan is the vision for Derby’s future and includes a number of features that are relevant to the Employability Framework including a commitment to grow the local economy, numbers of jobs and start-ups as well as commitment to enhance education in the city. Closely related to this is the Derby City Apprenticeship Grant for Employers which seeks to increase the number of apprentices in the city.

Additional projects and plans focused on the development of employability include the following.

- An ESF funded project is currently supporting 16-18 NEETs who have been NEET for 6 months or longer.
- The development of an education and business brokerage project alongside the appointment of a new member of staff to lead on brokerage and develop an apprenticeship hub.
- Running CPD for school staff to help them to understand the local apprenticeship offer.
- Developing new provision to enhance the employability of young people with SEND.
- Plans to develop an Employability Passport for all young people.

### Derbyshire County

Derbyshire is currently developing a skills strategy to support existing engagement with employers and education providers. The county is also moving towards a new governance structure which will have a single point of responsibility for economic regeneration and 14-19 education. One of the counties key priorities is developing a skilled workforce and ensuring that young people are well informed about what skills they will need for the world of work.

Additional projects and plans focused on the development of employability include the following.

- The expansion of the Derbyshire Apprenticeship Scheme.
- The creation of an employability and career/information, advice and guidance group in each of the counties six learning communities (schools working together with external partners).
- Providing a traded careers service (schools have to pay to access it) for schools across the county.
- Using the Derbyshire Business Enterprise Partnership to facilitate employability programmes.
- Investing in the Alfreton Vocational Academy which offers 14-19 pathways in construction, motor vehicle, engineering and hair & beauty.

## Nottingham City

Raising aspiration and improving education outcomes are amongst Nottingham City Council's highest priorities. The City Council has a strong working relationship between the education and economic development directorates. In addition to establishing an Education Improvement Board, chaired by the Vice-Chancellor of the University of Nottingham, to help to address poor Ofsted inspections; the City Council has funded the development of Aspire, an Education Business Partnership. This organisation will support schools and employers to work together to deliver comprehensive employability and careers advice programmes and ensure that every child in the city receives a good quality work placement, work readiness training and independent careers advice before they leave school.

## Nottinghamshire County

Nottinghamshire has seen shrinkage of its 14-19 employability capacity. However the authority is working closely with the LEP to address youth employability through the Nottinghamshire Growth Plan and the Nottinghamshire Youth Employment Strategy.

Additional projects and plans focused on the development of employability include the following.

- Working in partnership with the Futures Apprenticeship Agency to provide high quality placements for young people across the local authority departments.
- Providing information, advice and guidance to post 16 NEET young people through a variety of drop in advice centres across the county through Futures.
- Using Futures to track young people who have become not known to the service for follow up by targeted Support Teams.
- Developing new provision to enhance the employability of young people with SEND.
- Developing a series of local strategic partnerships around the county. Of particular importance is Mansfield, where a local careers and Employability Framework has been developed, Gedling and Rushcliffe.

Building local infrastructure to support engagements between businesses, schools, training and learning providers and other partners is likely to require a partnership between D2N2, local authorities, business networks and the schools. The combined authority will continue to work with schools, colleges, and skills providers to address under performance pre 16; thus supporting the value of educational outcomes as a core part of young people's employability skills.

## Schools in D2N2: Findings from the survey

Schools are critical for the delivery of employability and career programmes. They have been given full responsibility for career guidance by the current government (Watts, 2013). Schools have strong and ongoing relationships with young people which allow them to provide opportunities and to encourage learning and career thinking. However, although schools are in a strong position to engage young people in employability and career management it is neither the main focus of the school, nor typically where school staff's main expertise lies. Consequently it is important to establish current practice in schools in order to develop an Employability Framework that will be relevant and meaningful to these key stakeholders.

To enhance understanding of schools in the D2N2 area and inform the development of the Employability Framework a survey was undertaken of all schools in the area in October 2014. We received responses from 56 schools (a 46% response rate). While this may reflect some self-selection bias (in that schools with positive practice to report are more likely to respond to self-completion surveys) the response rate provides reassurance that its findings are reasonably representative of schools across the D2N2 area.

The findings (reported in more detail in Appendix Two) show that most schools (79%) continue to support employability and careers programmes for their pupils, and that most also provide access to the National Careers Service (73%). This of course, also shows that around one in five schools are not supporting employability and careers programme. The majority of schools therefore continue to regard their role as including the preparation of their students with skills and knowledge to enter the next step of their journey through education and into work.

It was also clear that within this generally positive picture there were some schools which invested in careers to a greater extent than the others. Indicators of this included the following.

- 46% of schools report either “extensive” or “very extensive” networks with employers.
- 36% of schools have appointed a governor with specific responsibility for careers.
- 34% of schools held a recognised quality mark for their careers provision. Quality marks are a nationally validated standard for good employability and career provision (Careers England, 2011) and have been found to correlate with higher attainment, better attendance and better transitions (Hooley *et al.*, 2014).
- 16% of schools reported that employer engagement was a top priority.

### Visit to industry, da Vinci Community College

da Vinci Community College selected year nine students who had expressed an interest in STEM subjects or careers, to attend an activity day at the Rolls-Royce Learning and Career Development Centre, Derby.

The day was made up of five separate sessions, What Rolls-Royce do, Visit to apprentice academy, How jet engines work, Design and build exercise and a careers talk. These were all run by apprentices of the Rolls-Royce academy.

When asked why they wanted to attend the event at Rolls-Royce the Learning and Career Development Centre, most of the students said it was because they were either interested in design and technology generally, wanted to learn about the company or because they were interested in engineering / engineering jobs.

Table 1 provides more detail on the kinds of employability activities that schools in the D2N2 area are delivering.

**Table 1: Employability activities delivered by schools in the D2N2 area.**

	Schools organize this activity		Schools that involve employers in this activity	
	No. of schools	Percent of respondents	No. of schools	Percent of respondents that deliver the activity
Work experience	47	84%	37	79%
Mock interviews	47	84%	38	81%
CV writing workshop	46	82%	17	37%
Talks in school from employers	45	80%	40	89%
Enterprise activities	42	75%	26	62%
Visits to work places	37	66%	28	76%
Careers fairs	36	64%	29	81%
Networking with businesses	29	52%	22	76%
Lessons support from employers	28	50%	25	89%
Visits to apprenticeship providers	27	48%	17	63%
Business mentors for students	16	29%	15	94%

## Partners in the provision of employability opportunities

The survey of schools revealed that **73% of schools have commissioned support from an external provider** to provide employability or career support for students. Some of the key providers have been involved in the consultation process for the Framework by responding to a baseline survey at the outset of the project and then by assisting with the nominations for case studies of practice within schools.

A key provider of employability and career management support in the D2N2 area is Futures who also deliver the **National Careers Service** in the area.<sup>4</sup> They are an important part of the employability scene in D2N2 and in addition to the support that they are providing for schools through their NCS contact they also offer more in depth support (e.g. the provision of advice and guidance) through direct partnerships with schools.

Alongside local authority support there are also a range of **other national and local providers** of career support for schools and young people in the D2N2.

In addition to a brokerage role such organisations offer different services to schools to support their employability agenda. Some are local delivery agents of national organisations:

- Business in the Community.<sup>5</sup>
- Construction Industry Training Board (CITB). CITB offer a number of activities to support career management and employability. These include supporting careers fairs and widening access events and providing information and advice from qualified careers advisers. CITB has also developed an award scheme to encourage young people to engage with science and technology and with the construction sector.<sup>6</sup>
- STEMNET<sup>7</sup> has local agents who work across both the D2 and the N2 areas and their role is to broker STEM employers into schools to support curriculum learning, challenge stereotypes about working in STEM careers and provide careers inspiration.
- Young Enterprise<sup>8</sup> provides a range of services into schools to support young people to understand how businesses work and to run business and enterprise simulations with a number of different age groups.

Other providers have a regional or local presence and include:

- Futures offer a wide range of careers services and labour market information into schools. They are also the contract holder for the National Careers Service.

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<sup>4</sup>For further information about Futures see <https://www.futuresadvice.co.uk/>

<sup>5</sup> For further information about Business in the Community see <http://www.bitc.org.uk/>

<sup>6</sup> CITB support the British Science Associates CREST Award scheme and have developed a construction industry focused challenge called Building Bridges. For further information see <http://www.citb.co.uk/careers-in-construction/employers-career-advisers/crest-award/>

<sup>7</sup> For further information on STEMNET see <http://www.stemnet.org.uk/>

<sup>8</sup> For further information about Young Enterprise see <http://www.young-enterprise.org.uk/>

- Ideas4Careers<sup>9</sup> offer a wide range of careers services and employability activities that that integrate employer engagement with work in schools.

All these providers are organisations that have been quality assured through the Matrix standard which is a good source of information about employability and careers advisers available in a specific area, alongside other quality awards such as those that conform to the Quality in Careers Standards run by Careers England.

These are important providers whose activities are particularly focussed on employability skills, but young people can derive such skills from a wide range of other extra-curricular, community, sport or faith based activities – including schemes such as the Duke of Edinburgh's Award<sup>10</sup> which combines several such elements into one programme.

Many **businesses** in the D2N2 area are devoting time and resources to engaging with schools in the area. The activities that they are involved in vary widely and include providing speakers, work experience opportunities, and acting as governors. For some businesses these are informal relationships with local schools while others (mainly the larger employers) have developed structured programmes of engagement. The willingness of the area's employers to engage in these activities is evidenced by the fact that most of the schools that responded to our survey involved employers in work experience, mock interviews, careers talks, visits to workplaces and / or careers fairs.

Employers across the area are willing to get engaged in schemes and actions to support young people. The active engagement of businesses through the Evolve Trust is a key example demonstrated in the case studies. Employers (and their employees) do this for a number of reasons. They want to inform the future workforce, engage potential recruits and be seen as a good corporate citizen (Hutchinson *et al.*, 2012). Furthermore engaging with schools can be enjoyable and also can develop the communication and leadership skills of current employees.

Employers are engaged, but even more businesses could be brought in to the process if some practical obstacles can be overcome. One of these is simply to ensure that employers are asked to engage and told what is required and how they might help (Hutchinson and Dickinson, 2014). Employers are busy and often find the process of engaging with schools difficult. Because of this it is important that there are people who act as **local brokers** between employers and schools. These include people from the local authority, partnership co-ordinators such as the Evolve Trust, or provision from the National Careers Service.

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<sup>9</sup> For further information on Ideas4Careers see <http://www.ideas4careers.co.uk/>

<sup>10</sup><http://www.dofe.org/>

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### **Employability Inspiration: employer contacts supporting work experience**

QEGS School in Ashbourne is located in a market town in the Peak District. The school proactively manages relationships with employers through local links, engagement in community events and through its governor and parent contacts. This has enabled the school to continue to provide work experience placements for all Year 10 students across a range of sectors and with a variety of employers. The students value their experiences – as do the employers with some offering students part time jobs or even encouraging them to apply for apprenticeships.

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Two recent developments have helped to promote the development of infrastructure that will further support engagement with businesses. Employer groups have recently benefited from two key initiatives; the first of these is the expansion of the Chamber of Commerce and the second being the leading engagement role played by D2N2 across the growth sectors. Together these bring employer networks together to begin to create a shared vocabulary and vision which could help to drive the Framework forward. The D2N2 Employability Framework has the potential to provide a coherent set of aims and approaches that can support the continued development of employability provision in the area.

## Employability Challenges

Local authorities, local service providers and most schools are therefore already working together to support young people to learn about their local economic environment and about the education and training options that are available to them. But there remain key challenges and issues which inhibit the full impact of this activity. These are summarised here from a range of sources including responses to the skills sector consultations by D2N2, discussions within the consultation process and written feedback from local authorities.

The first issue is that **not all schools are engaging with the employability agenda**. Not all schools that responded to the survey said that they were giving this priority, and we can expect that at least some of those schools that did not respond did so because they had nothing to report, or did not see it as a priority. This is not just a local issue but one that has also been reported by Ofsted (2013) and the National Careers Council (2014). Many schools previously relied heavily on Connexions services to support them and have struggled to find replacement expertise, similarly while some schools in the area have put into place careers co-ordinators (or similar roles) or other resources to support this but others have not.

Secondly, even within schools that see this as a high priority there is sometimes a **tendency to see employer engagement as a priority for a particular group of young people**. Usually this is the young people who are less engaged in education or less likely to achieve high grades in examination. For these young people the narrowing of the curriculum at Key Stage 4 has reduced the options for vocational study at this level and so employability provision is of critical importance. However, it is important that employability is not seen as an issue only for those who are failing at school. All young people need employability skills to effectively enter the labour market. While better academic grades do provide young people with more options it does not necessarily make them good at career decision making or provide them with all of the skills that employers desire. Consequently, the D2N2 Employability Framework needs to be viewed as a Framework for all young people regardless of their academic level.

The third challenge for schools is that they are largely measured on two sets of criteria, firstly, the examination results of their pupils and secondly their Ofsted inspection result. Employability and careers provision may impact on these objectives (see Hooley *et al.*, 2014), but this is not its primary purpose. Consequently **schools may see employability as secondary to issues like attendance, attainment and behaviour**. If employability is seen as a distraction away from these key metrics then its support will be placed at the margins of a school's activity.

A growing challenge in the D2N2 area is the relatively **low proportion of young people in their age cohort compared to other areas who are progressing to study in HE** (HEFCE, 2014), which may partly be a consequence of its rising cost. The threefold increase in fees has meant that young people have to weigh up the costs and benefits of higher education more carefully than ever before. In this situation if they can be convinced that there are alternatives that offer equivalent career progression these are likely to be attractive. There is a real opportunity to build a robust internship offer into their study programmes to enable them to transition from sixth form provision to employment. This offer could link directly to career progression into employers in the growth sectors.

There are **key sectors that have growing skill shortages** and find it difficult to recruit. Some local authorities have expressed concern about the gaps in the local

offer to young people particularly in relation to level two and three courses in growth sectors such as logistics, construction, engineering and hospitality. Traineeships also appear not to be very popular with young people but they offer an important progression opportunity for young people and if they are not taken up it is likely to lead to skills shortages in priority areas of the local economy. It is important that across the D2N2 area there is stimulation of the Apprenticeship and Traineeships market in the area. It is very encouraging that the D2N2 local authorities have recently taken the decision to expand their in house apprenticeship programmes and take a strategic lead in supporting the local business community, in particular SMEs to recruit apprentices.

A final and persistent challenge is that **many young people find the transition from education into employment hard** and need support to make this transition, in particular, supporting young people with learning difficulties and disabilities, NEET's, teenage mothers, young offenders and other vulnerable young people will have an impact of progression into the growth sectors. Support needs to be prioritised for young people living in disadvantaged areas and in economically inactive households. They are clearly disadvantaged in navigating their way through the complex fog of understanding the career opportunities and unlocking the routes to accessing these opportunities. They are socially and economically disadvantaged through lack of social networks to inform and inspire their career direction.

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## Employability inspiration: Mock Interviews with employers at Derby Moor Community Sports College

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A good example of the kind of employability activities that schools' are offering is a programme of mock interviews that is offered by Derby Moor Community Sports College. The school invited 25 employers to act as interviewers. The mock interviews were designed to simulate a real interview situation, with students dressing appropriately and preparing CVs. Prior to the interview students had provided some background information about their future aspirations, which was made available to the interviewers. This enabled them to better shape the interviews to suit the students' needs, and share their specialist and practical advice.

Students who participated in the event concluded:

*I think that it made me more confident and made my communications skills with strangers stronger.*

*It has told me how to poise myself as well as build a connection with the interviewer*

*[It has increased] my confidence, as well as my communication and interaction skills*

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# The D2N2 Employability Framework

## Introduction

So far this report has set out what employability skills are, why they are important to the D2N2 economy and what is already been done to support young people to develop them.

This section sets out the D2N2 Employability Framework. The Framework has three main functions:

- It sets out an **ambition** for all young people in the area – an ambition that can only be achieved through co-ordinated and focused partnership working.
- It can help shape **practical actions** by providing a Framework for self-evaluation and a focus on key actions
- It can shape a **strategic response** to commissioning to ensure that actions achieve goals, and that the cumulative impact of those goals is to achieve better outcomes for our young people and employers.

The Framework has been developed following guidance from the Task Group and through a consultation process. It is carefully presented to reflect a shared language; it has been developed within D2N2 and reflects the common concerns of key stakeholders on behalf of young people across the area.

The Framework should work within existing policy and should complement and integrate current activity. It is not intended to generate another layer of bureaucracy nor should its application duplicate what is already in place.

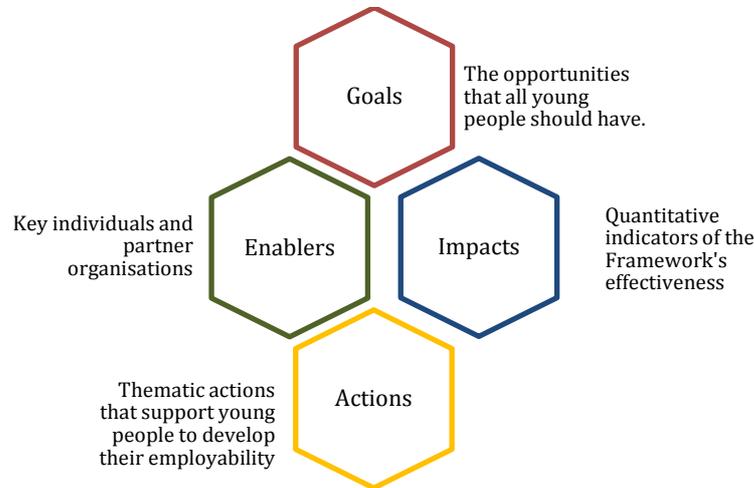
The creation of an Employability Framework should add coherence and support to effective partnership working. One training provider summed this up by saying.

*Employability needs to be part of a coherent career development and work related programme in schools, delivered in partnership with education, employers, and careers professionals.*

## The Framework

There are four components to the D2N2 Employability Framework as in Figure 1.

**Figure 1: The four components of the D2N2 Employability Framework**



## Goals

The goals describe the ten opportunities that all young people within the D2N2 area should have. They represent the strategic ambition of the Employability Task Group and as such, provide a focus for all partners involved supporting young people to make good decisions and take appropriate actions to achieve their full potential.

All young people in the D2N2 area should have opportunities to:

1. Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. **Self-motivated.**
2. Have the tools and skills required to present themselves to a future employer. **Self-assured.**
3. Have high aspirations for themselves. **Aspirational.**
4. Understand the opportunities available to them locally and beyond and make realistic choices. **Informed.**
5. Have experiences of work that is rewarding and fulfilling. **Experienced.**
6. Achieve qualifications valued by employers. **Achieving.**
7. Understand that employers want people who will work hard and are accountable for their actions. **Accountable.**
8. Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. **Resilient.**
9. Work creatively to achieve their potential and that of the business. **Entrepreneurial.**
10. Have effective communication and co-working skills. **Co-operative.**

Goals 1-3 (self-motivated, self-assured and aspirational) are personal qualities that all stakeholders should be nurturing in young people. They reflect the need for young people to get to know who they are, what values they hold and to have a sense of how employers might benefit from their talents and strengths – but also, how they will need to be able to articulate their strengths and ambition in ways that make them attractive to future employers or learning providers.

The second set of goals is associated with ensuring that young people have realistic and targeted ambitions. These three (informed, experienced and achieving) are transition skills that young people's engagement in employability and career activity should develop. Young people need to have access to labour market information and to work experiences that inform and inspire them to make good educational choices with a clear line of sight to a future job role. But employers and schools also stress that they need to ensure that they are achievers by doing well in qualifications that are used and valued by employers.

Goals 7-10 (accountable, resilient, entrepreneurial and co-operative) are workplace qualities that young people will need for work and should continue to develop once they are in the workplace. Young people will need to understand that work is different to school, not least that the expectations and rewards are different. But they also need to demonstrate that they have such accountability and entrepreneurial skills, alongside proven capability to be resilient and co-operative through their experiences in and around school.

Achievement of the goals has to be a priority for all young people, tailored to individual and group needs. But it is important that young people not only have such opportunities, but also have the opportunity to reflect on and learn from their experiences and this too needs careful planning and skilful pedagogic practice.

Schools, businesses and any other organisations working with young people should use the goals to design their interactions with young people.

### Goals

As partners, we will work to ensure that *all* our young people have opportunities to:

1. Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. ***Self-motivated.***
2. Have the tools and skills required to present themselves to a future employer. ***Self-assured.***
3. Have high aspirations for themselves. ***Aspirational.***
4. Understand the opportunities available to them locally and beyond and make realistic choices. ***Informed.***
5. Have experiences of work that is rewarding and fulfilling. ***Experienced.***
6. Achieve qualifications valued by employers. ***Achieving.***
7. Understand that employers want people who will work hard and are accountable for their actions. ***Accountable.***
8. Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. ***Resilient.***
9. Work creatively to achieve their potential and that of the business. ***Entrepreneurial***
10. Have effective communication and co-working skills. ***Co-operative.***

Learning Providers  
Youth services

Enablers  
Employer  
Career and employability providers  
Local authorities and government

### Actions

These may include:

- Personal development courses and activities.
- Using local labour market intelligence
- Job search, CV and interview workshops;
- Careers fairs and events
- Personalised support and careers advice.
- Enterprise activities.
- Experiences of the work place
- Conversations with employers and working people.
- Participating in Industry sponsored competitions.
- Volunteering and other work experiences

### Impacts

We will know the framework is working when:

- Employers have fewer difficulties recruiting young people with the right skills and behaviours.
- More young people complete their courses.
- More young people from disadvantaged backgrounds attend university.
- More young people achieve through apprenticeships
- Fewer young people become NEET.
- Young people express greater confidence in their ability to make the right choices for themselves.

## Enablers

The enablers describe the individuals and organisations that can, by working together in a strategically focussed way, help to achieve those goals for all young people in the D2N2 area. The enablers will include:

- employers and employers bodies such as the Chambers of Commerce and D2N2;
- learning providers (and their governing bodies) concerned with education at all levels from primary schools to universities;
- employability and career providers and other kinds of organisations which broker relationships between education and employment;
- youth services and other organisations that work to ensure that young people are supported, socially included and engaged in education, employment and training; and
- local authorities and other branches of government.

## Actions

Actions are thematic labels used to describe a wide range of activities that young people can participate in that move them towards achieving the goals. An action can comprise a range of different activities. The actions are likely to vary depending on the young people that they are aimed at and the context. It was clear from the case studies that one single activity could cut across more than one action, furthermore it could contribute to the achievement of more than one goal.

For example a school might encourage Year 8 pupils to spend half a day working in the school office, kitchen, grounds or lab. This could give them experience of work that is rewarding and fulfilling (Goal 6), but if they have to apply for the opportunity of their choice that would help them to begin thinking about how they present themselves to a future employer (Goal 5), and then, if they are tasked with an assignment to describe examples of how important communication and co-working is as part of their coursework then this helps to achieve Goal 10.

Examples of activities that could be undertaken under each of these actions are given below:

### Careers fairs and events

- Apprenticeship/Traineeship Clinics offer a roadshow of clinics targeting young people and parents to showcase the local apprenticeship/traineeships opportunities. These can be held in individual schools, across partnership of schools or in a local venue.
- Careers and Skills Events. These events intend to give young people a real hands on experience and insight into the range of career opportunities for education, training and employment that exist across the D2N2 area and raise the profile of the region as a place of ambition and success.
- Specialist careers events such as careers in STEM or the visitor economy. Such specialist events could be run at a school on behalf of a wider network to encourage young people and their parents from other schools to travel to access this specialist intelligence.

### **Conversations with employers and working people**

- Mentoring. For example by providing young people with access to a mentor from either the world of work or a post-secondary learning route. This could be organised as face-to-face or online mentoring and is designed to help young people get advice 'straight from the horse's mouth'.
- For example some schools are developing students' networking skills by encouraging them to network with local employers e.g. attending a local employer breakfast meeting, at sector networking events in school, FSB networking after school.
- Another example is offered by STEMNET<sup>11</sup> A national network of employer ambassadors from science, technology, engineering and maths who can be linked with schools to help deliver both curriculum and enhancement and enrichment activities within schools.

### **Enterprise activities**

- For example the Tenner Programme<sup>12</sup> is a social enterprise programme whereby young people are given £10 and supported through a pack of resources and access to a mentor to use their entrepreneurial skills to add value to their £10.

### **Experiences of the workplace**

- The classic model of one week of work experience in Year 10 could be extended to a range of different models suitable for different ages. Visits to training facilities or to employer organisations can help to raise awareness of what work is, and dispel some stereotypes.
- One day work shadowing can also be a way to provide access for some young people to experiences of work that are more specialized or require higher level skills.

### **Job search, CV and interview workshops**

- Examples this include providing courses for KS4/KS5 students who wish to progress directly to the workplace which provide information and support to help them to understand local employers' needs, write CVs, and prepare for interviews. This would complement the UCAS process for those young people aiming to move on to higher education.
- Another way to support young people to enhance their transition skills would be to provide them with an opportunity to have CVs reviewed by employers or to participate in a mock interview while they are in school or college.

### **Participating in industry sponsored competitions or challenges**

- Young Enterprise<sup>13</sup> competitions give young people the opportunity to enter a competition to develop their entrepreneurial and employability skills and an understanding of their own talents and values.
- Experiences such as a CREST Award can build a range of skills alongside engagement with people from industry and higher education

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<sup>11</sup> See <http://www.stemnet.org.uk/> for further information about STEMNET.

<sup>12</sup> See <http://www.tenner.org.uk/> for more information on the Tenner Programme.

<sup>13</sup> See <http://www.young-enterprise.org.uk/> for further information about Young Enterprise.

### **Personal development courses and activities**

- National Citizen Service (NCS). The NCS is a government-led initiative designed to support young people (16-17 year olds) in the transition to adulthood. NCS is a voluntary programme aimed at developing your personal and social development through residential projects and community-based activities.
- Outdoor education is another proven way to help young people to have enriching development experiences that broaden their horizons by taking them away from their usual environment and exposing them to managed risks and challenges that can reveal their personal qualities to themselves.

### **Personalised support and careers advice**

- By providing access to career guidance within school or by encouraging young people to register with the National Careers Service to access the National Digital Offer which includes information resources and access to online and telephone support.

### **Using local labour market intelligence**

- For example the D2N2 Escalators provide young people with clarity about the progression routes for occupations within the priority sectors. These will be available on the web and will provide a valuable resource for young people, parents, careers teachers and other school staff. Career education programmes within schools can use the D2N2 Escalators and other labour market information to provide young people with the information that they need to have well informed discussions about their careers.
- Labour market information is most effective where it combines local resources like *What Work?* with sector specific and national resources.

### **Volunteering and other work experience**

- **volunteering.** For example this might include enrichment activities within schools such as offering students a range of volunteering opportunities in the local community. Participating in volunteering can help to build skills and add value to a CV, apprenticeship application or UCAS form; and
- **work experience.** For example this might include work experience or more substantially it might include employers developing a series of short term internships for young people which could both meet a business need and offer young people valuable experience in the workplace.

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### Employability inspiration: Me2Work programme, Garibaldi College

Garibaldi College in Nottinghamshire is working with ideas4careers to deliver a three day programme of employability activities. The programme began with a guest speaker followed by a series of workshops with business mentors. The workshops were interactive and encouraged students to develop their presentation skills, CV writing and personal attributes.

The Me2Work programme is a good example of how an intensive intervention can meet a number of goals at the same time. In this case it included addressing the *self-assured, aspirational, resilient* and *co-operative* goals. Both teachers and students valued the days with one student summing up its value as follows: *'it gave me optimism and self-belief it was all about me'*.

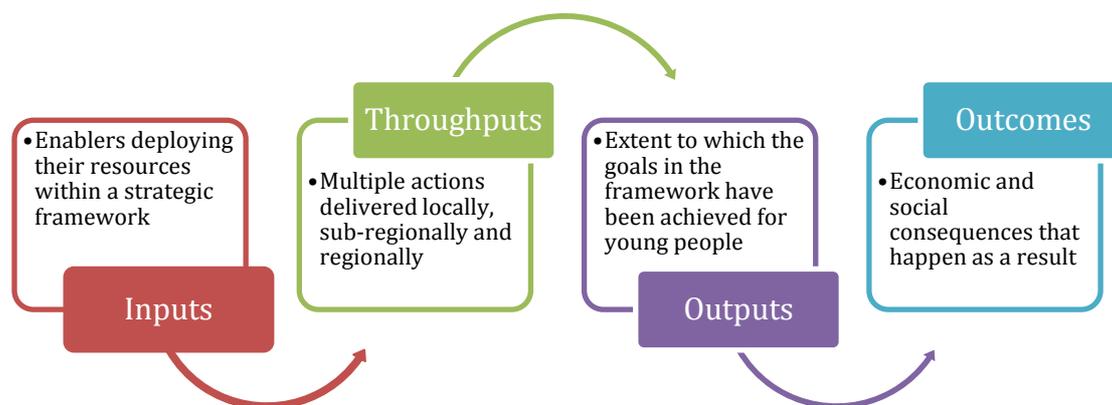
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### Impacts

We want to know that the combined effect of the enablers working with young people ensures that all young people across the area have those opportunities that are described by the Goals. Ultimately though we also need to know that as a consequence of having young people achieve those goals the local economy is stronger, the labour market works better and that the consequences of this are felt across all areas – including those characterised by social and economic disadvantage. Therefore the Framework includes outcome measures.

It is possible to think about the impact of the Framework as a flow of inputs (from the enablers), throughputs (the Actions), outputs (measured in terms of the achievement of goals) and outcomes (socio-economic). These are illustrated in Figure 2.

**Figure 2: An impact model**



Conceptualising impact in this way then frames the metrics required to monitor delivery and make assessments about effectiveness.

### **In summary**

The Framework represents a number of ideas and features that were important to the Task Group and to people involved in the wider consultation. The Framework is about ensuring that all young people are supported, that employers are involved in their education and development, that there are a wide range of actions that partners can deliver in ways that suit them best and that they can be tracked so that they have impact for young people.

## Implementing the Employability Framework in schools

The Framework has had clear support from the Task Group. It is however also important to consider how it might be implemented. We consider this in two different ways, firstly how the Framework might be used to provide strategic direction to complement existing actions at a D2N2 level; and secondly how a school might use the Framework to shape its own activities.

Schools and their communities are central to the implementation of the D2N2 Employability Framework. It is hoped that schools will use the Framework to audit and guide their employability activity, and that those organisations that support schools will shape their offer to complement those embodied within the Framework. In many cases this will not be about generating large amounts of new activity within schools, but will rather be about organising activity more strategically and extending existing activities in ways that address the Framework.

The consultation process revealed a high degree of consensus about what a good employability skills programme should look like in schools. Effective programmes should be embedded throughout the curriculum, so that students can '*see how their academic learning is intrinsically linked to their ability to contribute to a thriving economy and their own success*'. The programme should be introduced early in school life and continue throughout it. It should also include regular contributions from employers and working people.

*More interactions with employers on a regular basis and exposing young people to the world of work will in turn decrease the likelihood of a mismatch between their career aspirations and likely destination and increase their employment chances when they leave school.*

The consultation also revealed a widespread consensus that an essential feature of a good employability programme is having properly trained staff within schools. It was the opinion of one provider that:

*All young people need an employability programme that dovetails career development and employability skills training, delivered by qualified staff who have a keen interest in delivering this type of activity along with employer support.*

Despite the high level of agreement, there was concern that good practice was not always evident across all of the schools in the D2N2 area. One provider of employability provision noted that '*work related learning and career information, advice and guidance in schools is patchy*'. This notion was supported by another stakeholder's assertion that there is a lack of quality advice, information and guidance in some schools and that in others it is non-existent. It was argued that as a result, a number of students are not hearing about the full range of post-16 options available to them.

The providers had a number of suggestions to improve the student experience and overall quality of delivery. Foremost amongst these was the proposal that employability skills programmes should start at an early age, with one provider suggesting that the process should begin during the later years of primary school. Many providers stated that there is too much emphasis placed upon years 10 and 11, when '*Students start to make choices for GCSE options at ages 12-13 with very little quality IAG. This can have an impact on their initial career paths*'. This was reiterated another trainer who said that by key stage four:

*It may be too late to influence young people's thinking. We need to consider interventions at a younger age particularly if we are to address the recruitment difficulties predicted in sectors such as engineering.*

The providers identified a lack of engagement with employers as another important gap in the opportunities available to young people. They indicated that they believe too much importance is placed upon such things as CV writing and mock interviews when *'much more emphasis needs to be placed on having something to put in the CV and the skills to be able to positively market themselves to employers'*.

These comments point to a need to have whole school whole community engagement in a clearly defined and inclusive process. Moreover, activities need to be purposeful and meaningful to those organising them and those participating in them. The case studies that informed the consultation process revealed a range of features that are important elements for the effectiveness of schools to support their students' employability skills. These are presented here as general aspects of sound practice that feature in the case studies but which are also supported by other research. The next section outlines how this might be achieved for a school or community of schools.

### What structures are needed?

At a school level there are a range of structures that support the successful delivery of career and employability programmes.

- **School vision.** At the core of any schools engagement with employability is the school's vision. If schools are to implement the Framework they will need to see an alignment between their values and vision and the goals of the Framework.
- **Senior leadership.** Schools need to have senior leaders and governors who are committed to employability and allocate resources and attention to the activity.
- **Careers/employability co-ordinator.** Within the school it is important that someone has lead responsibility for careers and employability. This may be a full-time careers co-ordinator or a part-time focus that is combined with another role. Alternatively it is possible for a co-ordinator of this kind to be shared between a number of schools.
- **Connection to curriculum.** Career and employability curricula work best when they are embedded in the curriculum. Ideally this will be about both finding time for career and employability learning and about building a link with mainstream subjects e.g. exploring scientific careers as part of science lessons.
- **Resources.** Schools need access to resources to support their employability programmes. These might include lesson plans, curriculum mapping document and labour market information.
- **Advice and guidance.** Finally schools have a statutory duty to provide career advice and guidance to their pupils.

All of the above features comprise the infrastructure that might be found in schools that are committed to employability and careers support and the implementation of the Framework.

Schools are not educational islands. They are an important and integral part of their local communities. The case studies demonstrate that relationships forged as part of their community role provide a strong foundation for delivering innovative and effective employability actions. Figure 3 illustrates some of those relationships.

**Figure 3: Supportive infrastructure**



- **Local LMI.** Students need schools to provide them with access to a wide variety of labour market information and especially to local labour market information that gives them clear information on which to base their considered decisions. The sector escalators being prepared by D2N2 and partners will provide one means to help students and their parents to understand opportunities that could exist in the future.
- **Brokerage.** There are difficulties associated with managing relationships between large numbers of employers – particularly SMEs and schools across an area. It can be a time consuming process. Much brokerage is about building and maintaining a large number of contacts and relationships and finding areas of activity that generate mutual synergy. Sometimes this brokerage can be conducted using web-based interfaces, but at a local level face to face engagement is often necessary.
- **Employability training in school.** Throughout the consultation process it was clear that interpretations of what employability or careers work comprises differ. The Framework seeks to build a common language, and an understanding of its imperative. Training is therefore crucial for key enablers. This is particularly true for school governors and for school leaders.
- **Employability training in the community.** There is also a role for training to support employers who engage in schools so that they feel they have the right knowledge and understanding to maximise the impact of their actions.
- **Community and family support.** Employability actions can be delivered within school through the engagement of the wider community. Parents are also employees and employers and can provide valuable support for schools as can third sector organisations and faith groups for whom volunteering and other interactions with their community can provide valuable opportunities to develop employability skills.
- **Policy and strategy.** Finally there is an important role in helping schools to stay informed about government and LEP policy and helping them to input into the policy formation process.

Some of these roles are already supported through existing structures maintained through local authorities or the National Careers Service for example. However, some groups of schools may seek to collaborate to develop shared support structures. There are already some good examples of this in the area.

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### **Careers Fair: What Next? Newark and Sherwood**

The event was held at Kelham Hall, the organisers' objective was to promote post-16 opportunities to year 11 students. The day provided students with the opportunity to meet with 52 exhibitors from a variety of employers, education and training providers.

The day was split into two halves: the first was attended by pupils accompanied by teachers from their schools; the second part of the event was run and timed to bring in parents

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The D2N2 Employability Framework seeks to bring about a change in schools and the education/employer landscape. It is not about putting in place a single approach or structure, but rather about providing schools with tools which they can use to create the structures that they need to support young people's employability.

### **Self-evaluation and action planning**

The case studies of schools in the D2N2 area that are presented throughout the report and collated in the Appendix three provide examples of how an action can achieve a number of the goals. Actions can be designed to achieve one or more goals. Similarly, current actions can be mapped against the goals to see whether all the goals are being achieved, or whether some activities achieve the same goals.

It would be possible to adapt or develop current activities to extend the number of goals they helped to achieve. For example, a visiting STEMNET ambassador might be asked to devote some of their time in class to talking about what their workplace is like and how important communication skills are as an add-on to their main reason for being in school.

The Employability Framework Audit Tool offers schools a tool to help them to map existing activity and to consider how such activity might address the Framework. The tool can be used by school leaders to:-

- Assess which goals an individual activity is helping to deliver
- Build a cumulative assessment of which goals are being delivered by a range of activities to a particular cohort or year group
- Identify gaps in provision
- Consider ways in which current actions could be adapted (perhaps drawing on ideas from the case studies) to ensure they achieve most impact
- Consider ways in which community networks can be extended or activated to fill gaps in provision.

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### **Employer Intelligence Programme, Bulwell Academy**

The Bulwell Academy delivers their Employer Intelligence programme to students over a two year period, beginning in the October of year 10, running until the final weeks of year 11. It is a bespoke programme that has the aim of developing and nurturing the future economic wellbeing of their students via introducing them to skills and attributes that will help to foster future success. The Employer Intelligence programme is comprised of a series of activities that enable students to 'spy on the world of work', the objective is to make students 'employment intelligent' by the end of the programme.

The programme begins with an Employment Intelligence workshop, this is designed to give students the ability to make informed decisions about future careers. It is supported by a workbook, which enables students to keep a record of the activities they have undertaken and progress they have made and towards develop skills that will help to enhance their employability. Students can submit the workbook for marking, if they pass they are entitled to a certificate graded as either Gold (exceptional), Silver (good) or Bronze (adequate).

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This self-evaluation activity is familiar to schools and its outcomes should be published by schools or school networks as part of their commitment to the Framework. One of the recommendations of the House of Commons Education Select Committee's report on career guidance (2013) was that schools should be encouraged to publish information about the career and employability provision that they offer. This helps to inform parents and young people about what is happening at their schools and helps to drive good practice. The D2N2 Employability Framework provides an ideal way for schools to achieve this. If schools posted a statement saying that they support the D2N2 Employability Framework on their website and then set out how they were meeting each of the goals, it would provide a useful public summary of how they intended to support young people and signal to employers that they were serious about addressing employability.

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### **HE experience day, Ormiston Ilkeston Enterprise Academy**

Ormiston Ilkeston Enterprise Academy has organized an intensive learning week. As part of the week students were taken off the timetable, and undertook a variety of activities such as a sports day and training events. One of these experiences was for all year 10 pupils to attend an experience day facilitated by the University of Derby at their main Kedleston Road site. A central objective behind the experience day was to enable the students to visit a university, and understand the requirements and practicalities of undertaking a higher education course.

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## Strategic implementation of the Employability Framework across the D2N2 area

### Establishing the basics

The previous section explored how the Framework might be applied in a practical way for a school or community of schools. In this section we suggest how it might be used to provide strategic direction to support D2N2's wider goals.

D2N2 can use the Framework to help set their strategic funding priorities, but the Framework provides more than a commissioning Framework. Its implementation will be enhanced by EU Structural and Investment Funds, but should not be defined by them. Consequently the Framework's implementation has a number of core principles:

- Delivery will build upon current infrastructure, mechanisms and enablers' activities so that activities complement rather than duplicate or replace each other
- Delivery of the Framework will seek to engage with other D2N2 initiatives, such as the development of growth sector groups with ambassadors. If employers are coming together to support their sector they should be linked up to Framework activity
- The Framework will need strategic leadership both to drive its implementation and to review its effectiveness. This leadership will come from D2N2 Employability and Skills Boards and local authority partners.
- Provision for D2N2-wide co-ordination will need to be made, particularly when D2N2 funding becomes available to support Framework implementation. Co-ordination incorporates support for local co-ordination or brokerage capacity where none exists or where it requires strengthening to achieve the Goals. Co-ordination also incorporates building and maintaining oversight of key metrics to support effective evaluation of the Framework's implementation.

Application of funding to support the implementation of the Framework will in turn conform to a number of principles, in addition to usual criteria. These are that:

- Funding for the implementation of the Framework comes from a match of European and Government sources. Their requirements will shape and limit what funding can achieve, but such funding is only a fraction of resources required. Creative and co-operative uses of time and resource will be necessary to create innovative and impactful actions.
- Funding will be used where gaps in infrastructure or activity have been identified and a feasible plan to redress them is articulated
- Funding will go to those organisations that have built the Framework into their strategic plans and operational activities
- Schools or local partnerships should self-evaluate their current provision against the Framework and use it to establish their bid for support
- Funding will be targeted at areas of social and economic disadvantage.

It is not only schools that can use the Framework to plan activities and audit existing provision. It can also be used by employers and employer groups to help them to articulate how they can support schools and other providers. The Framework also provides a way for local authorities and D2N2 itself to articulate what needs are prevalent and how they might be developed.

At the heart of the D2N2 Employability Framework are the ten goals. These goals have been derived from what all stakeholders in the area have said that young people need. If the Framework is successful in catalysing activity in the area towards the goals it will make a real difference to the local economy. The adoption of the Framework requires a culture change in learning organisations, government and business so that all stakeholders are working to support young people to acquire the personal qualities, transition skills and workplace skills that are needed to find and keep work and build successful careers and lives.

### **Targets and indicators of success**

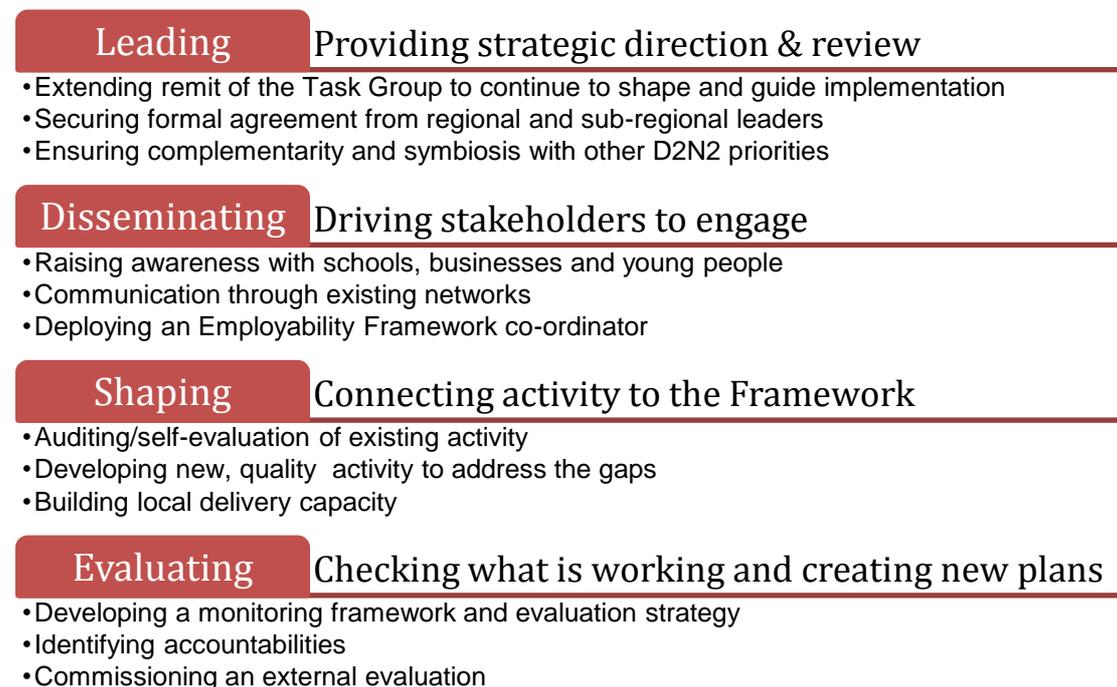
Following feedback on drafts of the D2N2 Employability Framework there appears to be an appetite for providing key stakeholders with specific targets during the early implementation stages - which in the medium to long term could be used as effective indicators of success of the Framework, and in the short-term enable practical action to be focussed at local level. Achievement towards these targets would contribute substantially to other evidence requirements, such as Ofsted inspections.

The targets suggested are:

- All schools to work towards the development of a comprehensive programme of careers and employability support
- Employer partners to declare their support of the Employability Framework
- All schools to nominate a Governor with specific responsibility for careers and employability
- Employers to offer specific activities (e.g. visits to schools, work experience placements) to their partner schools
- All schools to monitor and increase the take up of employability activities
- Schools and employers to work together to provide direct experience of work for all pupils
- Schools to embed careers and employability in the curriculum and to include mechanisms for reflection and consolidation of employability learning in pupils
- D2N2, Local Authorities, careers services and training providers to work together to provide quality assurance support for employability activities

### **Strategic implementation**

A four phase model of implementation is proposed starting with the continuation and extension of leadership, through to dissemination, shaping and review. These are outlined in Figure 4. This section describes the overview of priorities in turn with a more detailed implementation plan set out in the Appendix four. This implementation plan has been prepared by the report's authors, and agreed in overview (but not in detail) by the Task Group. We recognise that the proposals will naturally change and evolve in response to both internal and external factors. The suggestions for implementation below and captured in the Proposed Implementation Plan represent a starting point for local decision-making and prioritisation.

**Figure 4: Implementing the Framework****Leading**

The Task Group has worked well and has provided a constructive but challenging forum for development of the Framework. It should be extended to oversee the dissemination and implementation of the Framework.

The Framework requires formal approval from D2N2 and from the local authorities at relevant levels. This is both to ensure complementarity with other strategic development and to establish lines of accountability. For D2N2 this needs to be coordinated at both a D2 and N2 level and the Employment and Skills Boards and other local structures, could provide a vehicle to achieve this.

**Disseminating**

Considerable activity is required then to disseminate the Framework further. It has been suggested that D2N2 could appoint a Framework implementation co-ordinator to work to the Employability Task Group to implement the Framework across D2N2 and, in time, manage associated funding through 'CareersLocal' and 'Enterprise Innovation and Pathways'. Alternatively, in some local authority areas, other organisations, such as Education Business Partnerships, would provide a more appropriate route to coordination.

A key role for the D2N2 Employability Task Group, particularly in the early stages of the implementation will be to disseminate the Framework to the full range of stakeholders. It is suggested that this dissemination is conceived in three stages.

1. The core D2N2 network, including the local authorities, growth sector networks, the Chamber, local business clubs, school networks and the employment and skills boards.
2. Individual schools and businesses who should be encouraged to map existing activity onto the Framework and use it to drive future developments in their employability offer.

3. Young people, parents and their representative e.g. youth councils and parent governors.

The first stage could be expedited through the delivery of a 'launch event' or a series of roadshow events to publicise the completion of this stage of the Task Group's activity and prompt follow up actions.

The third group is particularly important. If young people and their parents become aware of the Framework and start to view it as important element of attending school in the D2N2 area they will in turn drive engagement by schools and other stakeholders. Stimulating demand for employability provision is likely to be a powerful strategy for raising the Framework's profile and impact.

## Shaping

The Framework can be used to shape activity at a school level, across a locality or more strategically. The previous section describes its application at a school level in more detail.

The actions are where the Framework is really translated into reality. All actions should seek to address the goals and be delivered by the enablers. One impact of the Employability Framework is likely to be that the range and extent of employability actions taking place in the area increases. Young people should notice an increase in their opportunity to learn about the world of work and increase their skills. However, increasing the volume of activity is not the only issue. It is important that schools are doing a range of things to meet all of the goals rather than just piling up lots of activity which might only address one or two of the goals. Consequently it is important that learning and career providers view the Framework strategically and are encouraged to map their existing provision and to understand how it relates to the goals.

### Employability inspiration: Mansfield 2020 Business Breakfasts

**Mansfield 2020** provides an excellent example of how businesses can become enablers of young people's employability. Mansfield 2020 is a local group of business professionals with strong links with the Mansfield Area Partnership which is a consortium of employability-focused learning providers. Mansfield 2020 host regular monthly breakfast meetings which attract over 100 local businesses. The Mansfield Area Partnership facilitates post 16 students from member schools to attend the breakfasts in order to introduce them to the wide range of local employers in Mansfield. The students sit at a table with a group of business professional and have an opportunity to present themselves and their ideas.

One student reflected on their participation in the Mansfield 2020 event saying: "The employability skills that this has developed are confidence because I had to tell a table about myself during speed networking. Also it improved my communication skills as I had to talk to various different people." While another said that "the best aspect was the networking as I got to learn about Mansfield business and what business' are in Mansfield."

Mansfield 2020 shows how partnerships of businesses, learning providers and employability providers can make exciting and valuable opportunities available to young people at low cost.

In some schools and across some areas the actions described by the Framework will represent a culture change. Schools may not already be delivering activities that fall

under each thematic action, or they may be doing so in ways that do not focus on engagement with employers and employability. Implementation of the Framework therefore requires a degree of culture change that will require all local stakeholders to commit to the goals and to become enablers of them. Where this is the case it may be possible to encourage schools to work together in geographically distinct areas to provide a funded contribution towards the engagement of brokers whose role would be broker links between a group of schools and a group of employers. This is a role that could be matched by D2N2 funding. Such local brokers could learn from the Mansfield Area Partnership model to build sustainable capacity, to promote and embed local networks between schools, employers and other providers.

Consequently schools should be encouraged to use the activity mapping tool to identify where their current actions and curricula help to support employability skills and where gaps may emerge. Schools should then be encouraged to work with enablers to fill those gaps in partnership with others. On the other hand providers that work into schools should be encouraged to articulate the benefits of their provision in terms of the Employability Framework to show to schools how their combined work can promote the Goals.

The mapping exercises undertaken as part of the consultation process noted a possible need for training. This included professional development for employability leaders in schools including training for teachers and governors; and also training & resources for sector ambassadors and other employer groups on supporting young people's employability.

Any D2N2 funding could be applied strategically to catalyse and coordinate actions. For example around a third of schools in the area hold a quality mark for their careers provision. The LEP may consider how it can (1) ensure that these quality marks engage schools with the Employability Framework and (2) encourage schools new to employability work to engage with these quality marks. Similarly engaging with Ofsted inspectors in the area may also raise the profile of the Framework with schools.

In areas where infrastructure exists and a culture of employability and business engagement is strong, or in areas of social and economic disadvantage, there may be a need for further practical support.

Suggested activities that align with the thematic actions in the plan might include:

- Transport vouchers to enable young people to access opportunities generated in different sub-regions across the D2N2 area.
- Seed corn and event funding to ensure that all students in a disadvantaged area to have their CV reviewed by an employer
- Enablers should be able to access funding to ensure that students have opportunities for coaching or mentoring from people in employment, higher education or apprenticeships. This could be face to face or on-line and must be focussed on employability skills and widening social networks.
- Clusters of schools and colleges should be able to draw down funding for themed careers fairs or skills events (themed to sectors) on condition that they are open to selected students and parents from a wider area. It is important young people who have aspirations in sectors that are not represented in their local area are able to connect with relevant employers outside their locality.
- Support local business networks to provide positive experiences of work. Examples of such support could be for sponsorship of a 'Workplace Experience Provider of the Year' which could be either a recognised award or part of an annual celebration event.

- Framework co-ordinators or other providers could be tasked to manage Apprenticeship Clinics in schools based on cluster provision and link with actions arising from the Apprenticeship Growth Plan.

## **Evaluating**

Employment and Skills Boards should be tasked with monitoring the progress of the Framework, its outputs and impacts across their respective areas. To do this an impact assessment Framework and associated tools to gather appropriate monitoring data needs to be prepared. Implementation of the impact assessment Framework should be a condition of any funding.

The Table 2 outlines some of the metrics that will need to be collected to measure inputs, count outputs and assess impacts.

We suggest that the Task Group should be nominated as an advisory body to D2N2. The Group should receive reports containing both outlines of key activity, monitoring data, and in time outcome data.

All the outcome data defined in Table 2 should be available from sources that already exist, or from sources that could be adapted slightly. The only metric that is not currently prepared across the D2N2 is that associated with how young people express their confidence about their ability to make the right choices for themselves. An on-line survey tool administered through schools could be a valuable exercise as it could provide standardised data across the area presenting young people's perspectives. Indeed young people's voice is something that needs further attention in future reviews of the Framework.

The precise source of data, the frequency of its collection and its analysis and reporting will need to be defined either by the Framework co-ordinator or by an external organisation commissioned to develop a detailed monitoring Framework and trend observation system.

**Table 2: Metrics to inform impact measures for the D2N2 Employability Framework.**

Input	Throughput (number of)	Output (number of)	Outcome
<ul style="list-style-type: none"> <li>• The Framework has been created and signed off.</li> <li>• The Framework is launched and disseminated</li> <li>• Enablers promote the Framework on their websites and through their operational activities.</li> <li>• Funding has been identified to support the Framework.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers fairs and events organised.</li> <li>• Employers engaged.</li> <li>• Enterprise activities organised.</li> <li>• Experiences of the work place organised.</li> <li>• Job search, CV and interview workshops organised.</li> <li>• Industry sponsored competitions launched.</li> <li>• Personal development courses and activities organised.</li> <li>• Schools that make personalised support and careers advice available.</li> <li>• Opportunities to encounter local labour market intelligence.</li> <li>• Volunteering and other work experiences placements.</li> </ul>	<ul style="list-style-type: none"> <li>• young people to have attended a careers fair or event</li> <li>• young people who have travelled to access employability opportunities</li> <li>• young people who have received mentoring</li> <li>• young people aware of apprenticeship opportunities</li> <li>• young people who have volunteered or been on work experience</li> <li>• teachers who have participated in professional development</li> <li>• governors who have received employability training</li> <li>• employers/employees who have benefitted from employability training</li> </ul>	<ul style="list-style-type: none"> <li>• Employers have fewer difficulties recruiting young people with the right skills and behaviours.</li> <li>• More young people complete their courses.</li> <li>• More young people from disadvantaged backgrounds attend university.</li> <li>• More young people achieve through apprenticeships</li> <li>• Fewer young people become NEET.</li> <li>• Young people express greater confidence in their ability to make the right choices for themselves.</li> </ul>

## Final words

The D2N2 Employability Framework shows considerable vision on behalf of its partners. It places the human resources of Derby, Derbyshire, Nottingham and Nottinghamshire at the heart of the area's quest for economic growth and development. It acknowledges that long term investment starts with our young people and so the Framework focuses on the area's young people and makes the judgment that investing in youth will pay sustainable dividends.

Implementation of the D2N2 Employability Strategy will be challenging for all stakeholders. The simplicity of the Framework belies the culture change that will be required to transform key elements within the area's education and employment system. However, there are many reasons for optimism. The leadership of D2N2, the resilience of the area's economy, and most of all the enthusiasm amongst diverse stakeholders from business, education, employment and government, all suggest that the D2N2 areas are on a good pathway to realise the potential of all of its young people.

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## Appendix One: Consultations

### Inception & base-lining / scoping

Consultations undertaken with the following providers of careers or employability services:

- Business in the Community
- Construction Industry Training Board
- Derbyshire Education Business Partnership
- Futures
- Ideas4Careers
- Mansfield Area Partnership
- STEMNET
- Young Enterprise

### Employers

- NEBG Nottinghamshire Employer, Business network meeting
- Mansfield 2020 Business Liaison Group
- Federation of Small Businesses
- Graham Mulholland – MD EMP Technology & Chair D2
- Martin Rigley –MD Lindhurst Engineering Ltd & Chair N2
- Ian Greenaway –MD MTM Products & D2N2 Employability Champion
- David Drury – Director Ngi
- Richard Fuller – MD County Batteries
- N2 Employment and Skills Board

### Education

- Nottinghamshire/City and Derbyshire/City – Heads and LA representatives
- North East Derbyshire Learning Community Cluster
- Principals: Nottinghamshire FE Colleges
- Derby City Information, Advice and Guidance Group
- Nottinghamshire Alternative Provider Network
- East Midlands Chamber of Commerce Schools Forum
- Newark Information, Advice and Guidance Group
- Nottinghamshire Post 16 Network
- National Career Service
- Schools – 56

**Providers of careers or employability services:**

- Business in the Community
- Construction Industry Training Board
- Derbyshire Education Business Partnership
- Futures
- Ideas4Careers
- Mansfield Area Partnership
- STEMNET
- Young Enterprise

**Additional consultations**

- Nottinghamshire Heads Planning Meeting
- NE Derbyshire Learning Community Cluster
- Vice Principals Nottinghamshire College
- EMBEG Nottinghamshire Employer, Business network meeting
- Derby IAG Group
- Nottinghamshire AP Network, Bluecoats academy.

## Employability Task Group

Dave	Baker	Headteacher	Anthony Gell School/Chair of Peak 11 Federation
Ian	Bates	Schools Forum Manager	DNLCC
Berni	Dickinson	Director	Marketing & Enterprise, The Evolve Trust
Gary	Dodds	Headteacher	St Martins Special School Derby
David	Drury	Director	NG-I Ltd/ Gedling Business Club
Carol	Fearria	Headteacher	Emmanuel School
Graeme	Ferguson	14-19 Lead	Derby City Council
Richard	Fuller	Chair	Mansfield & Ashfield FSB
Andrew	George	Headteacher	Southwold Academy
Anna	Goodship		National Careers Service
Ian	Greenaway	Employability Champion	D2N2
Rosemary	Hawksley	Coordinator	Peak 11 Federation
Jo	Hutchinson	Principal Research Fellow	iCeGS University of Derby
Andrew	Marsh	CYPS	Derbyshire County Council
Graham	Mulholland	Chair	D2 Employment and Skills Board
Alex	Reader	16-19 Manager	Nottingham City Council
Martin	Rigley	Chair	N2 Skills and Employment Board, represented by Lizzi Holman, N2 Partnership Manager
Caroline	Saxelby	Deputy Head	Tuxford Academy
Gail	Widerman	Coordinator	North East Derbyshire Learning Community
Kathy	Wood	Post 16 Advisor	Nottinghamshire County Council
Katrina	Woodward	D2N2	Skills Development Coordinator

## Appendix Two: school survey results

### What is the status of your school?

	Number of Schools	Proportion of respondent Schools (%)
State-funded Local Authority Maintained School	21	38
State-funded Academy	28	50
State-funded Free School	1	2
State-funded Other	2	4
Independent School (fee-paying)	1	2
Sixth-form College	1	2
FE College	2	4
<b>Total</b>	<b>56</b>	<b>100</b>

### What ages are the students at your school?

	Number of Schools	Proportion of respondent Schools (%)
Age 11-16 (Years 7-11)	12	25
Age 11-18 (Years 7-13 or Sixth Form)	37	75
<b>Total</b>	<b>49</b>	<b>100</b>

**Does your school currently have a quality mark / standard for its career guidance provision? (Examples would be Investor in Career, or Career Mark)**

	<b>Number of Schools</b>	<b>Proportion of respondent Schools (%)</b>
Yes	19	34
No	35	63
I'm not sure	2	4
<b>Total</b>	<b>56</b>	<b>100</b>

**Which quality standard do you have?**

<b>Quality standard</b>	<b>Number of Schools</b>	<b>Proportion of respondent Schools (%)</b>
Career Mark	18	90
Finalist in the DNCC School of the Year Award 2014	1	5
Matrix Standard	1	5

**Does your school have a structured employability or careers programme that is written down?**

	<b>Number of Schools</b>	<b>Proportion of respondent Schools (%)</b>
Yes	44	79
No	11	20
I don't know	1	2
<b>Total</b>	<b>56</b>	<b>100</b>

**Is a particular individual allocated responsibility for employability or careers work advice at your school?**

	Number of Schools	Proportion of respondent Schools (%)
Yes	55	98
No	1	2
Total	56	100

**Does your school have a governor who has specific responsibility for employability or careers guidance?**

	Number of Schools	Proportion of respondent Schools (%)
Yes	20	36
No	26	47
I don't know	9	16
Total	55	100

**To what extent does your school actively seek to support the employability of students?**

	Number of Schools	Proportion of respondent Schools (%)
To a great extent	39	70
To some extent	15	27
To a small extent	1	2
Not at all	1	2
Total	56	100

**To what extent does your school actively seek to challenge students' stereotypical thinking about jobs and careers?**

	Number of Schools	Proportion of respondent Schools (%)
To a great extent	28	50
To some extent	26	46
To a small extent	2	4
Total	56	100

**To what extent does your school actively seek to raise students' aspirations?**

	Number of Schools	Proportion of respondent Schools (%)
To a great extent	42	75
To some extent	13	23
To a small extent	1	2
Total	56	100

**Do you provide access to the National Careers Service (NCS) for students?**

	Number of Schools	Proportion of respondent Schools (%)
Yes	49	88
No	2	4
I don't know	5	9
Total	56	100

**Have you commissioned support from an external provider to provide employability or career support for students?**

(This might be from a careers company, a public authority, or an employer organisation for example)

	Number of Schools	Proportion of respondent Schools (%)
Yes	40	73
No	13	24
I don't know	2	4
Total	55	100

**How extensive is your network of links with employers?**

	Number of Schools	Proportion of respondent Schools (%)
Very extensive	8	14
Extensive	18	32
Modest	19	34
Limited	11	20
Total	56	100

**In which area is your school located? – How extensive is your network of links with employers?**

		How extensive is your network of links with employers?					Total number of responses
			Very extensive	Extensive	Modest	Limited	
In which area is your school located?	<b>Derby</b>	Count	1	3	3	1	<b>8</b>
		%	13%	38%	38%	13%	<b>100%</b>
	<b>Nottingham</b>	Count	1	6	1	1	<b>9</b>
		%	11%	67%	11%	11%	<b>100%</b>
	<b>Derbyshire</b>	Count	4	2	10	6	<b>22</b>
		%	18%	9%	46%	27%	<b>100%</b>
	<b>Nottinghamshire</b>	Count	2	7	5	3	<b>17</b>
		%	12%	41%	29%	18%	<b>100%</b>
<b>Total</b>	Count	<b>8</b>	<b>18</b>	<b>19</b>	<b>11</b>	<b>56</b>	
	%	<b>14%</b>	<b>32%</b>	<b>34%</b>	<b>20%</b>	<b>100%</b>	

**Schools have a number of priorities. What level of priority do you consider employer engagement to be for your school?**

Priority Rank	Number of Schools	Proportion of respondent Schools (%)
Not a priority	1	2
2	6	11
3	14	25
4	26	46
Top priority	9	16
<b>Total</b>	<b>56</b>	<b>100</b>

**What type of activities do you organise for students to help with their employability skills?**

	<b>We organize this activity</b>		<b>We involve employers in this activity</b>	
	No. Schools	% respondent Schools	No. Schools	% respondent Schools with activity
<b>Work experience</b>	47	84%	37	79%
<b>Mock interviews</b>	47	84%	38	81%
<b>CV writing workshops</b>	46	82%	17	37%
<b>Talks in Schools from Employers</b>	45	80%	40	89%
<b>Enterprise activities</b>	42	75%	26	62%
<b>Visits to work places</b>	37	66%	28	76%
<b>Careers Fairs</b>	36	64%	29	81%
<b>Networking with businesses</b>	29	52%	22	76%
<b>Lessons support in schools from employers</b>	28	50%	25	89%
<b>Visits to apprenticeship providers</b>	27	48%	17	63%
<b>Business mentors for students</b>	16	29%	15	94%

**In your opinion, what proportion of students have accessed and used information about career paths and labour markets to inform their own decisions on study options by the age of 14?**

	<b>Number of Schools</b>	<b>Proportion of respondent Schools (%)</b>
0 – 25	16	33
26 – 50	10	20
51 – 75	4	8
76 – 100	19	39
<b>Total</b>	<b>49</b>	<b>100</b>

**What ages are the students at your school? – Does your school collect and maintain accurate data for each student on their education, training or employment destination after they leave your school?**

			Yes for all year 11 leavers	Yes for all year 13 leavers	No	I'm not sure	Total number of responses
<b>What ages are the students at your school?</b>	Age 11-16 (Years 7-11)	Count	11	0	1	0	<b>12</b>
		%	92%	0%	9%	0%	<b>100%</b>
	Age 11-18 (Years 7-13 or Sixth Form)	Count	21	12	1	2	<b>36</b>
		%	59%	33%	3%	6%	<b>100%</b>
<b>Total</b>		<b>Count</b>	<b>32</b>	<b>12</b>	<b>2</b>	<b>2</b>	<b>48</b>
		<b>%</b>	<b>67%</b>	<b>25%</b>	<b>4%</b>	<b>4%</b>	<b>100%</b>

**Approximately what proportions of students from the age of 11 (or the start of Year 7) have participated in at least one meaningful encounter with an employer every school year until they leave?**

Proportion of Students (%)	Number of Schools	Proportion of respondent Schools (%)
0 – 25	25	56
26 – 50	2	4
51 – 75	3	7
76 – 100	15	33
<b>Total</b>	<b>45</b>	<b>100</b>

**By the age of 16 (or at the end of Year 11), approximately what proportion of students have had at least one direct experience of a workplace (for example through work visits, work shadowing, or work experience)?**

Proportion of Students (%)	Number of Schools	Proportion of respondent Schools (%)
0 – 25	8	17
26 – 50	3	6
51 – 75	3	6
76 – 100	34	71
Total	48	100

**In Years 12 and 13, or by the age of 18, approximately what proportion of all students have had one direct experience of a workplace (for example through work visits, work shadowing, or work experience)?**

Proportion of Students (%)	Number of Schools	Proportion of respondent Schools (%)
0 – 25	2	5
26 – 50	6	16
51 – 75	8	22
76 – 100	21	57
Total	37	100

**By the age of 16 (or by the end of Year 11), approximately what proportion of students have had an interview with a professional careers adviser? (Clarification: by 'professional' we mean that the advisers are professionally qualified to give career guidance)?**

Proportion of Students (%)	Number of Schools	Proportion of respondent Schools (%)
0 – 25	7	15
26 – 50	8	17
51 – 75	3	6
76 – 100	30	63
<b>Total</b>	<b>48</b>	<b>100</b>

**Priority of employer engagement for schools? - How extensive is your network of links with employers?**

		How extensive is your network of links with employers?					Total number of responses
		Very extensive	Extensive	Modest	Limited		
<b>Priority of employer engagement for schools</b>	<b>Low priority</b>	Count	0	0	4	3	<b>7</b>
		%	0%	0%	57%	43%	<b>100%</b>
	<b>Medium Priority</b>	Count	2	3	6	3	<b>14</b>
		%	14%	21%	43%	21%	<b>100%</b>
	<b>High Priority</b>	Count	6	15	9	5	<b>35</b>
		%	17%	43%	26%	14%	<b>100%</b>
<b>Total</b>	<b>Total</b>	<b>8</b>	<b>18</b>	<b>19</b>	<b>11</b>	<b>56</b>	
	<b>%</b>	<b>14%</b>	<b>32%</b>	<b>34%</b>	<b>20%</b>	<b>100%</b>	

## Appendix Three: Case Studies

The Goals										
Activities	Business networking	Careers fair	Employer Intelligence	Energy Challenge	Inspiring careers	Me2work Programme	Mock interviews	Visit to HE provider	Visit to workplace	Work experience
Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. <b>Self-motivated.</b>	✓		✓					✓		
Have the tools and skills required to present themselves to a future employer. <b>Self-assured.</b>	✓		✓	✓		✓	✓	✓		✓
Have high aspirations for themselves. <b>Aspirational.</b>		✓				✓		✓	✓	
Understand the opportunities available to them locally and beyond and make realistic choices. <b>Informed.</b>		✓	✓	✓						✓
Have experiences of work that is rewarding and fulfilling. <b>Experienced.</b>					✓					✓
Achieve qualifications valued by employers. <b>Achieving.</b>			✓							
Understand that employers want people who will work hard and are accountable for their actions. <b>Accountable</b>	✓		✓	✓					✓	✓
Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. <b>Resilient</b>			✓			✓				✓
Work creatively to achieve their potential and that of the business. <b>Entrepreneurial</b>				✓						
Have effective communication and co-working skills. <b>Co-operative.</b>	✓		✓				✓	✓	✓	✓

## Employer Intelligence Programme, Bulwell Academy

The Bulwell Academy is located in Nottingham, it caters primarily for 11-16 year olds, but also has up to 250 places for post-16 students. The Academy delivers their Employer Intelligence programme to students over a two year period, beginning in the October of year 10, running until the final weeks of year 11. It is a bespoke programme that has the aim of developing and nurturing the future economic wellbeing of their students via introducing them to skills and attributes that will help to foster future success. The Employer Intelligence programme is comprised of a series of activities that enable students to 'spy on the world of work', the objective is to make students 'employment intelligent' by the end of the programme. The Bulwell Academy focuses their careers advice and guidance around this, so that the activities which they provide are not delivered in isolation, rather they are viewed as an interconnected series of events throughout the period.

The programme begins with an Employment Intelligence workshop, this is designed to give students the ability to make informed decisions about future careers. Of the 195 students on the role in year 10 during 2014, 136 participated in the workshop. The aim was to encourage students to think about the economic environment, their personal strengths and preferred activities. This leads up to an exercise in CV writing, a health and safety briefing and a preparing for the world of work session. Also included in this course was:

- Talking to Crocodile. This involves using software that utilizes psychometric testing to enable students to recognize how they respond to change, to conflict and why we all see things differently.
- Work placements. In total 109 students were able to gain hands-on, practical experience through a work experience placement.
- Review and evaluation. Students are given the opportunity to reflecting on their experience and factors that influence their thoughts on further education and career options.

This process is supported by a workbook, which enables students to keep a record of the activities they have undertaken, progress made and to develop skills that will help to enhance their employability. The workbook includes evaluation sections that are completed by parents and employers. Students can submit this for marking, if they pass they are entitled to a certificate graded as either Gold (exceptional), Silver (good) or Bronze (adequate). Of the 41 students who were awarded a certificate in 2014, 34 were girls and 7 were boys.

### Students awarded an Employment Intelligence certificate

Final Grade	2014	2013
<b>Gold</b>	15	19
<b>Silver</b>	21	7
<b>Bronze</b>	5	6
<b>Total</b>	<b>41</b>	<b>32</b>

Those students who lack confidence or who are assessed as not yet in a position to benefit from a work experience placement, have the option to take part in the Life Xperience programme instead. This was established as a response to previous problems with students failing to attend their work placement, withdrawing from their placement or having negative experiences. The Life Xperience programme was developed in partnership with the Outdoor Learning Unit of Nottingham City Council. Students participate in four days of activities which seek to develop their personal strengths and understanding of how to play an active leadership and team working role. The programme sets out to develop the enterprise capabilities of the student to encourage them to take up a work experience placement later the following year.

Before each activity students were prepared for the requirements of the task by designated specialist staff, who are also responsible for debriefing. The team is supportive of the students, but also encourages them to be independent and to acquire the skills and abilities necessary to operate in the workplace. For instance, students are briefed about approaching employers for work placements, but they make the calls themselves and are responsible for making arrangements. Undergoing this process helps to enhance student's communications skills, and also has the potential to increase their confidence when presented with similar situations in the future. The staff revealed how this also prepares students for real world situations, in which the aptitude to seek vacancies and the capacity to deal with rejection are valuable assets.

The Bulwell Academy put significant resources into careers development, their approach is to focus on certain key activities and do them as well as they can, which they view as an investment in their students futures. They also acknowledge that there are external factors that are valuable in preparing students to make decisions about their futures. The Academy actively seeks to include parents / guardians in the whole process. In addition, they are aware of the importance of engaging with employers in order to equip students to make informed choices, to this end they are in partnership with a number of employers including Capital One, the Yorkshire Bank, the Civil Service, Nottingham City Homes and Nottingham Forest as part of their Forest in the community campaign.

## E.ON Energy Challenge, The Nottingham Emmanuel School

The Nottingham Emmanuel School is a coeducational Church of England secondary school and sixth form with academy status, located near the banks of the river Trent in West Bridgford, Nottinghamshire,

As part of the school's careers and employability strategy to link develop links with local employers, an expert team of finance partners from E.ON<sup>14</sup> partnered with the Nottingham Emmanuel School. The objective was to engage and enthuse the Year 12 Business Studies students to use their entrepreneurial talents to design and build a sustainable energy or carbon reduction business case from scratch in a day. This objective of the initiative was to support the school's ethos in creating business links in the wider community and developing students' awareness of the world of work and development of their entrepreneurial skills.

E.ON's Senior Finance Business Partner took the role of Project Manager and E.ONs Business Mentors ranged from Customer Profitability Analyst, Senior Finance Business Partners for Energy Segment Finance, Gross Margins Finance Manager, and their Residential Customer Numbers Analyst. Each mentor described their role within E.ON providing an insight into their journey from school to present day. These career insights raised the A Level students understanding of the broad range of opportunities available at E.ON and progression routes into this organisation.

The group of 20 Year 12 business studies students worked in small groups with E.ON's leading management teams to develop their business ideas and create their own marketing name. For example 'Watts On' devised an energy saving app, 'SAEB' produced a self-adjusting eco-bulb. 'Drain-ergy' produced a power generating system which used turbines in drains. With the help of the E.ON business mentors, students in each group completed a marketing plan and cash-flow forecast for their business ideas. The following morning the students made their own way to E.ON's offices to pitch their business plans in front of a group of leading E.ON Dragons including Mark Sherrard, the Head of E.ON Sustainable Energy Finance Team, Manager of Residential Energy Segments Finance and Senior Finance Business Partner.

Mrs Dimilta-Jones, Head of Business Studies was delighted with the outcome of the event. She said:

*"It was a great initiative. The skills the students developed and the energy and enthusiasm of the E.ON mentors and students were wonderful. This will make a real difference to the students' ability to project manage a real-life product. All the pitches had such a lot of creativity and passion to them, and were fundamentally such good ideas."*

Martin Leake, Senior Business Partner Energy Segments Finance, facilitated the event for E.ON and commented:

*"Outputs from the initiative have been an unmitigated success. I'm convinced that we have added a huge amount of value to the school and to the fantastic E.ON team that delivered this initiative, and this is only the start"*

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<sup>14</sup> E.ON supported this event as part of Corporate Social Responsibility. No cost involved. Attendance was compulsory for all year 12 business students.

Mark Sherrard, (Head Dragon) added: *"I can see that there is a great mutually beneficial opportunity here. Let's keep our eye on some of these students; they may be the future of E.ON. This was a highly successful event!"*

## Inspiring girls to take up a career in engineering, Heanor Gate Science College

Heanor Gate Science College is a secondary academy school and specialist Science College located in Derbyshire, with pupils between 11 and 18 years old. As part of a programme funded by the Business, Innovation and Skills Department, Heanor Gate Science College offered a group of approximately 60 female students the opportunity to attend an Inspirational Science, Technology, Engineering and Maths (STEM) enrichment day on the 25th of June 2014. This was a full day event facilitated by Rolls-Royce ambassadors and advisors from the Smallpeice Trust. After the initial event female students who had attended the STEM enrichment day, were given the opportunity to take part in a five week after-school STEM club focusing on career development skills with ambassadors from Rolls-Royce.

Thirteen female students in year 10, who were members of the girls engineering club at Heanor Gate Science College, participated in a four week course of two hour events held on Wednesday afternoons between 14.30 and 16.30. Participation was optional with the girls volunteering to take part. The activity was supported by The Smallpeice Trust, which is an independent educational charity that runs practical STEM activities and engineering courses for pupils in Years 6-12. Rolls-Royce have a team of STEM Ambassadors who go out into schools near their major sites, and to STEM events, to provide practical STEM activities, workshops and projects. This event was facilitated by a female STEM Ambassador from Rolls-Royce, whose role was to advise and assist those taking part.

The pupils were taking part in the Renewable Energy Challenge, working in groups of four or five to make and test renewable energy sources utilizing, for example, wind and wave power. The activity observed was during week four of the programme on the 15<sup>th</sup> of October 2014. It involved, designing, developing and testing a wave power generator. Those present were actively engaged with the activity, and appeared interested in what they were doing and seemed to enjoy the process of creating the generator. Participants displayed good team work and communication skills and co-operated to improve the design. After making the renewable energy source, the students had to create and present a pitch to sell the concept to third parties

The students offered a variety of reasons for joining the girls engineering club, and getting involved in the Renewable Energy Challenge. Many of these reasons related to an interest in science and engineering. For instance:

*I enjoy engineering, designing and creating.*

*The course was offered to me after an engineering day in school. It was fun and interesting, so I decided to go to the after school club.*

*Because I want to be an engineer when I'm older.*

*Because it sounded like a good opportunity. It also sounded fun, exciting and interesting to do. I also wanted to see what engineering involved and what things I would do. The engineering day at the end of year 9 made me want to do engineering club.*

Some of the participants had also made a clear connection between this activity and their futures and the wider world of work, saying they had participated:

*To develop my team working skills and to get an insight into what being an engineer entails.*

*Because I want to do this when I am older.*

*Because it seemed like a really interesting, fun activity to do working in teams designing and building things. Also it will be something extra to put on my CV.*

*It sounded fun and it could lead to more opportunities. It also looks good on your CV as a skill gaining activity.*

Whilst being supervised by school staff, the participants were given the freedom to source materials and encouraged to try out their ideas. They received encouragement and support from both teaching staff and the STEM Ambassador, but were responsible for the project themselves. The students had the opportunity to ask the STEM ambassador a range of questions not only about the project, but about careers in engineering in general. A member of school staff was also on hand to ensure that the event ran smoothly and also to help with preparation and debriefing.

When asked what employability skills they thought the event was helping to develop, the majority of students focused on teamwork and the ability to cooperate with others:

*Through this course I was developing team work and communication skills.*

*Team working skills and marketing and advertising skills. Also I developed practical skills.*

*I have developed my team work skills and communication skills. I can now use a glue gun correctly and safely.*

*Better team work. Listening and sharing ideas.*

*Team work – we had to cooperate. Compromise - we had to give up some of our ideas to make way for others.*

*Social skills. Teamwork. Problem solving.*

As part of the programme a group of 6 or 7 girls were to be selected to attend an outdoor learning residential with the Outward Bound Trust (Aberdovey, Wales), for this group it would mean approximately half could attend. In order to qualify the girls had to undergo an interview and make a case for their inclusion. This was also presented as a further opportunity to help the students to boost their employability skills.

## Mansfield 2020 Business Breakfast Meeting

Mansfield 2020 is a local group of business professionals and an active network. Its aim is to connect people, build partnerships and help grow organisations in Mansfield and surrounding areas. This business network has strong links with Mansfield Area Partnership which is a consortium of learning providers whose focus is on supporting the career information advice and guidance and employability of young people from its six partner schools. One of the unique features of the Mansfield model is the close links between Mansfield 2020, the Mansfield Area Partnership and other networks with an interest in the social and economic development of the area including Mansfield District Council, Mansfield 2020 and the Mansfield Area Strategic Partnership.

Mansfield 2020 host regular monthly breakfast meeting on the last Thursday of every month from 7.15am - 9am at the Civic Centre, Mansfield. The meetings attract over 100 local business people from various sectors. The Mansfield Area Partnership facilitates post 16 students from member schools to attend the breakfasts in order to introduce them to the wide range of local employers in Mansfield. The young people are sponsored to attend the meetings by Career Champions, who have pledged their commitment to undertaking at least one activity each academic year which will support the employability skills of students within the Mansfield Area Partnership. The purpose of the 'sponsor a student' programme is to help sixth form students meet potential employers and boost their confidence through networking. The students sit at a table with a group of business professional and have the opportunity to participate in a speed networking event, at which they get to make a minute long pitch. The experience can help students develop networking skills, help them to understand the employment opportunities available in the locality and build their confidence in speaking with potential employers.

At the business breakfast held on 25<sup>th</sup> September 2014, seven year 13 and 14 students from Garibaldi College and Queen Elizabeth's Academy had accepted an invitation to the event. Berni Dickinson, Consultant to the Mansfield Area Partnership, had met with the students prior to the event to ensure they were prepared. They had been made aware of the format the event would take, and had the opportunity to practice their pitch and discuss any difficulties or concerns. During the session all the students were actively engaging with the business professionals, contributing to discussions and receiving guidance and information.

The students said that they'd volunteered for the experience for a number of reasons:

*In order to gain networking skills and develop skills in small talking. Also to possibly get my name out there to the business community in order for myself to gain experience / internship within my chosen field.*

*To learn more about business within Mansfield, and see if there will be employment opportunity when I finish. Also to see how self-starting business' work.*

After the event they reported that they were very pleased with their experience:

*The employability skills that this has developed are confidence because I had to tell a table about myself during speed networking. Also it improved my communication skills as I had to talk to various different people.*

*The best aspect was the networking as I got to learn about Mansfield business and what business' are in Mansfield.*

The businesses at the breakfast meeting are keen to involve young people. One employer said that they wanted 'to help young people in our area to stand a better chance of getting a job'. Another said it gave them a 'good opportunity to show that locally we are a good company and we can have a positive impact on young people'. One employer expressed caution that attending such an event was not for everyone, but for some young people it offers them a 'fantastic opportunity to communicate with people outside their comfort zone'. Another said that they would get 'communication, time-keeping, listening, adaptability to a new situation, questioning and body language skills and awareness'.

After the event, Mansfield Area Partnership staff were available to debrief students, giving them advice and feedback. For one young person this experience was considered alongside their other activities that help them to develop employability skills:

*As a Cadet for St. John ambulance I networked and met various people, from higher ups to royalty.*

For most of the young people however this provided them with a unique opportunity to learn this range of employability skills.

## Me2Work programme, Garibaldi College

Garibaldi College, Nottinghamshire, provides students between 11-16 years old with a GCSE education and 16-18 year olds with an advanced GCE or VCE education through their sixth form. Pupils in year 10 were provided with a Me2Work programme, which is funded by Mansfield District Council and delivered in partnership with Mansfield Area Partnership and Ideas4Careers. Ideas4Careers is a career development consultancy commissioned to deliver a number of employability workshops. The MAP engages with local employers through its Career Champion Programme to bring employers in to support workshops.

All of the 108 students in year 10 at Garibaldi College participate in a three day programme of activities delivered by ideas4careers. The observation took place during the first of the activity days, there was a further event planned for December in year 10, with a final event to be delivered when this cohort reach year 11. Prior to the event students were informed about the Me2Work programme, and asked to be in business dress for the day. At the start of proceedings students were given a list of learning outcomes which they could expect to have attained by the end of the day.

The programme began with a MAP Career Champion sharing his experiences of work and details of his career path with the students. He advocated that the students should feel confident when telling people about themselves, contextualizing this by saying that when they present themselves 'no one hopes you mess up, quite the opposite, people will want you to succeed'. During the talk all of the students appeared attentive to what the speaker was telling them, and receptive to the information and advice they were being given. One of the workshop leaders who aided the delivery of the programme commented that:

*the talk at the beginning of the event was very good, he spoke at the right level for the students and was engaging and interesting and he seemed to set the students up for the day, he really seemed to get them interested and thinking about what was to come, I thought that the students were more involved during the sessions than they would have been without the talk.*

The students were split into three groups to attend a series of workshops. Each of the sessions was led by a workshop leader, who was assisted by a business mentor / careers champion. Their role was to guide and facilitate the students in undertaking the activities and to be available to share their experiences of work and careers where relevant.

Teaching staff from the school were also present during each of the sessions to ensure the smooth running of the event and to contribute with feedback and debriefing.

The first workshop session was called presenting4Success. The workshop leader gave a briefing that described some techniques for giving successful presentations, and also discussed the significance of body language. Additionally, the pupils were told that when applying for some jobs employers may request applicants to give a presentation. The students were then encouraged to work in small groups to devise and deliver a short presentation. After each group made a presentation, they were given encouragement and recommendations about areas that could be improved. A member of teaching staff commented that although the students are used to giving presentations, 'the feedback from employers was fantastic'.

The second session was entitled CVs2Impress. This began with an explanation of why a curriculum vitae (CV) is important and what employers use them for. A member of teaching staff commented that this was useful as some students may not have seen a CV before. The pupils were then shown examples of CVs, and provided

with tips and information about good practice when creating a CV. The pupils in year 10 were due to start work experience shortly after the event, for which they would be required to produce their own CV. Therefore, they were encouraged to think about what they could put on their CV, and start to create a suitable document.

The final session was Steps2Success. This involved the students considering the attributes of successful people, and being given information about seven characteristics of successful people. The pupils were encouraged to think about their future aspirations by answering the question 'at 25 I will be most proud of?' The session also helped the students to make a connection to the world of work, by discussing the types of employment they were interested in. There was also a demonstration of strengths, weaknesses, opportunities and threats (SWOT) analysis, with students being encouraged to contribute with their own thoughts and ideas.

The event was closed by bringing all of the year 10 students together for a recap of the day. This helped to debrief the students, and also provided an opportunity to review the learning outcomes that were revealed at the start of the programme. Several members of teaching staff suggested that the event had been a worthwhile experience for their students, one teacher stated that it would help to broaden their horizons. Another concurred saying that:

*It provided a spark, showing them what they can do, and encouraging them to work towards getting good grades. To thinking about their futures.*

Many of the students also stated that the day was beneficial, and that the sessions were at an appropriate level. For instance, one commented that '*it gave me optimism and self-belief, it was all about me*', while another said '*it was easy to grasp*'.

## Mock Interviews with employers, Derby Moor Community Sports College

Derby Moor Community Sports College is an 11-18 school in Derby which shares a joint sixth form centre, The Millennium Centre, with Littleover Community School. Approximately seventy students from years 11 to 13 attended an after school mock interview event, held at the school on the 9<sup>th</sup> of October 2014. Participation was voluntary, with young people opting in to the event. The school had invited 25 Interviewers representing various organisations and professions. The mock interviews were designed to simulate a real interview situation, with students dressing appropriately and preparing CVs. Prior to the interview students had provided some background information about their future aspirations, which was made available to the interviewers. This enabled them to better shape the interviews to suit the students' needs, and share their specialist and practical advice.

The interviewers all had a background in business or education, many of them saw the event as a useful exercise for the young people who attended. One of the interviewers said that *'You don't get many opportunities in life to be interviewed so this was an invaluable opportunity for them.'* Whilst another interviewer from a large commercial organisation commented that:

*This is important for me, as I also attended a similar event at my local school when I was younger, and it really reassured me that having an Interview wasn't as scary as it was made out to be!*

The mock interviews followed the format of a typical real world situation, each student was allocated an interviewer, given an individual time slot for their interview, and on arrival they signed in to the event and were provided with the location of the interview room. They were then interviewed in a one to one situation. Each interview lasted for approximately 30 minutes, with interviewers giving feedback and advice at the end of each session. The students said that they had volunteered for the experience for a number of reasons, the most common being to gain experience of interviews and interview situations. Nevertheless, many of the students who gave this reason also expanded upon it by mentioning other objectives. A key issue for some students was the opportunity to develop their confidence, enabling them to approach a real interview situation with more self-assurance. Two students in year 11 commented that:

*I thought it would be good experience to gain confidence and experience about interviews.*

*To experience an interview and boost my confidence so I am prepared for a real interview.*

Many of the students seemed quite apprehensive before their interviews. Afterwards, however, many spoke of a sense of accomplishment and pride at having completed the process successfully, and asserted that they felt better prepared to face a real interview situation. Many of the employer representatives echoed these sentiments, when asked which employability skills they thought the event had helped the students to develop many mentioned the issue of confidence:

*It's primarily for me about boosting confidence and ensuring that young people have some experience in the world of work.*

*Most of the students I met felt the need to improve their 'confidence' when in the interview situation.*

The students had well thought out and clear ideas about what the event had to offer, and also what they wanted to get from it. It was also apparent that many of the

students had made a clear connection between this event and future careers and employment. When questioned about which employability skills they thought it had developed, an aspect which many of the students said was important was the opportunity to develop their interpersonal, or more specifically their communication skills. Three year 11 students commented:

*I think that it made me more confident and made my communications skills with strangers stronger.*

*Being able to talk to an interviewer.*

*It has told me how to poise myself as well as build a connection with the interviewer.*

Whilst a year 12 student said

*My confidence, as well as my communication and interaction skills. How presentable do I come across etc...*

Once again a cross-section of interviewers representing small and medium size enterprises and large employers in the region had drawn similar conclusions, reiterating the importance of interpersonal skills, suggesting that:

*I think the greatest skill it has developed is good communication. I have tried to pass on my experiences when interviewing to show good and bad technique and to impress on students the importance of good body language, eye contact and advocacy.*

*Feedback given should enable the learners to improve on their first impressions when going into interviews. Any practice is fantastic for interviews, as I would hope that when going into their next (real) interview, they would be more relaxed and confident.*

*Each student had a chance to get feedback on their communication skills after the short interview. I offered them additional guidance to help them prepare for future interviews, thus hopefully boosting their self-confidence. I emphasized what an employer would expect from a potential employee - e.g. to have a positive attitude, to be organised, to have good time management skills and to also have good communication skills etc.*

The schools volunteering and mentoring co-ordinator had helped to prepare students for the event, and enabled them to rehearse the skills they would be utilizing. During the event an array of school staff were also on hand to give advice and support to students as required, and to assist with debriefing. This functioned as a standalone event, but students also have an additional chance to engage with employers via a mentoring programme. This seeks to recruit business people with the objective of helping to introduce students to the world of work, build their confidence and be positive role models.

### **Rolls-Royce Learning and Career Development Centre, da Vinci Community College**

da Vinci Community College is a foundation secondary school, which is located in Derby. The school had selected 25 year nine students (8 Female, 17 Male) who had expressed an interest in STEM subjects or careers, to attend an activity day at the Rolls-Royce Learning and Career Development Centre, Derby on the 24th of October 2014. The Centre is used by 250,000 people each year for training courses, conferences and meetings, while The Rolls-Royce Academy recruits 200-250

apprentices annually. The event was arranged by the Engineering Development Trust (EDT), which is the largest provider of STEM (science, technology, engineering and mathematics) enrichment activities for young people in the UK, and facilitated by their Open Industry Manager.

The day was made up of five separate sessions, which were run by apprentices of the Rolls-Royce academy. There were four trainees present, one female and three, who took turns to make presentations and organize activities. These were:

- **What Rolls-Royce do**

This outlined the types of products that Rolls-Royce manufactures, and the markets which they supply.

- **Visit to apprentice academy**

The students were split into two groups to visit the apprentice academy, the group were accompanied by Rolls-Royce trainees who had practical experience of the academy. The students were shown around the engineering workshop and classrooms, and provided with information about the type of training undertaken, and the time frames involved.

- **How jet engines work, the science of flight**

The principles of flight were explained, and science behind jet engines demonstration with a balloon, this was followed by a video outlining the functioning of a jet engine.

- **Design and build exercise**

The students were tasked with designing and building an aircraft powered by a balloon. They had to comply with rules based upon a number of design specifications, the criteria included: safety, cost (materials were given a price and students must remain within budget) and how far it travelled. Students were split in teams to build the plane. The trainees engaged with the students, encouraged them and helped to evolve their designs. The performance of each team was then assessed in line with the predetermined criteria.

- **Careers talk**

There was discussion of various careers within engineering; the trainees explained that almost everything has some element of engineering involved. The trainees then went on to describe their own roles and various routes into engineering at Rolls-Royce, outlined the types of qualifications that are required for different kinds of apprenticeships. One of graduate trainees said 'I would encourage you to get into engineering'. The students were given further encouragement to think about engineering and STEM subjects, being told such things as:

*It's not just a man's job anymore*

*Lots of female apprentices are doing a great job*

*STEM - if you want to be an engineer is imperative. That's today's underlying message.*

As part of the apprenticeship program all trainees have to become STEM ambassadors, however, they revealed that they wanted to be part of the programme. One of the Graduate Trainees had a very clear rationale behind her involvement, saying:

*This project can help encourage students to think about engineering, unveil what an engineering company is like and eventually benefit students when they are making their decisions. Also as a female minority to host the event, I*

*think it will encourage female and minority students to think about engineering and join the business. Regarding my background, I am a Purchasing Graduate, not Engineering. I think my presence and knowledge can help students who might be interested in other areas of the business.*

The apprentices stated that they felt the event encouraged teamwork and promoted commercial awareness. One said that:

*By taking part in this program I believe that they have gained some knowledge of an area that has many misconceptions around it, i.e. Engineering is a man's job and that all engineering are mechanics and work with tools.*

When asked why they wanted to attend the event at Rolls-Royce the Learning and Career Development Centre, most of the students said it was because they were either interested in design and technology generally, wanted to learn about the company or because they were interested in engineering / engineering jobs.

*I thought it would be interesting to see what you do at Rolls-Royce. And it was! I was kind of hesitating to go, but I'm really glad I came.*

*To learn more about the engineering jobs and see Rolls-Royce.*

When questioned which employability skills this event had helped them to develop the students gave a variety of answers, the most popular related to information about jobs and careers, or about engineering. Several also mentioned communication and team work skills. For one young person this experience had opened new horizons. As a result of it they said '*I have become more open minded*'.

Two members of da Vinci Community College staff were also present at the event to assist with preparations. A member of teacher staff had arrangements in place to undertake debriefing at the school, in order to enable students to reflect upon what they had learned.

## What Next? Newark and Sherwood careers event.

The What Next? Newark and Sherwood careers event was held on the 21st of October 2014 at Kelham Hall, and was described as the largest careers event in that area. The organisers objective was to promote post-16 opportunities to year 11 students. The day provided students with the opportunity to meet with 52 exhibitors from a variety of employers, education and training providers.

The event was split into two halves: the first was attended by pupils accompanied by teachers from their schools; the second part of the event was held between 16.00 and 21.00 and attended by students with their parents or guardians. During the earlier part of the day students could go around all of the exhibitor stands to ask questions and collect leaflets and brochures advertising potential opportunities. Onsite during the first session were 345 students from Magnus Church of England School and Newark Academy. The majority of students were clearly enthused by the venue and its surroundings. Many were actively going to the various stands looking at the materials promoting post-16 progression routes and collecting information about courses and apprenticeship programmes. Most of the students went around the stands in groups discussing what they had discovered with their peers. One of the exhibitors observed that:

*At this age they lack confidence, and they go around in little groups.*

Many of the students took the opportunity to speaking with exhibitors. The exhibitors were all approachable and disposed to engage with the students and provide them with help and information. One of the exhibitors was determined to encourage young people to take control of their career plans.

*They [the government] are not going to pay you to stay at home annoying your mum, you might as well pick your own career rather than have someone pick it for you.*

At the evening event students were accompanied by parents / guardians who could offer support and advice when they discussed potential opportunities with the exhibitors. There was a clear acknowledgement from coordinators and exhibitors that splitting the event in two halves provided different chances to students. The initial session was more focused upon presenting a range of possibilities. The second session offered the chance to be more reflective, and have more detailed discussions with the exhibitors, one of the exhibitors observed that *'The ones which are more career minded come with parents'*. It also meant students were free from potential peer pressure, which could have influenced the choice of stalls visited or information sort. One employer representatives noted *'When they come back with parents it's much better. Early on there is a peer pressure'*. One of the parents present said that they felt the event had helped to support their child to develop an awareness of the jobs and courses available to them, adding *'the events were well organised and helped support young people and their parent/carers'*.

Overall the careers event provided students with an awareness of employability skills by presenting them with various progression routes, and enabling them to meet with and obtain information and advice from exhibitors. All of the exhibitors present were able to give detailed information about the ways to apply for individual training and apprenticeships, and the skills and qualifications they were looking for in their particular organization.

The exhibitors had a variety of reasons for participating in the event, but one of the main motives was the belief that pupils would benefit from input by people outside of

the usual schools system. For instance, two of the exhibitors who representing training providers said:

*Young people need access to impartial and independent career advice and guidance and some of the schools attending do not/are not able to procure these services. Therefore, for some young people this may be the only opportunity they get to receive face-to-face individual career guidance.*

*We believe that students don't receive adequate careers guidance and don't know what else is available after school other than further education.*

During the initial part of the event, students were receiving advice and support from their teachers, and also event staff. Teachers from both of the schools present said that after the event they would be available to debrief students, giving them advice and feedback, some were planning to incorporate this into teaching periods.

## **Work experience and employer engagement: Queen Elizabeth's Grammar School, Ashbourne, Derbyshire.**

Queen Elizabeth's Grammar School (QEGS) is a secondary school with sixth form which converted to academy status in 2011. It is located in a market town in Derbyshire with Derby being 14 miles away and other towns such as Bakewell, Buxton, Leek and Uttoxeter being between 20 and 40 minutes drive-time away. The school has a full time careers co-ordinator and continues to work closely with the County Council, its Peak 11 network of schools (located in the Peak District) and with service providers such as Young Enterprise.

The school actively manages a database of employer contacts. The school is an important part of community life and many employers in the area attended the school themselves and so strong links exist. Additional employer contacts are pro-actively encouraged to become involved in school life by the careers co-ordinator with support from the teaching teams and the Board of Governors. Governors come from JCB, from Rolls Royce and other key employers and they are very supportive of activities that link students with employers.

QEGS has an active careers programme that is clearly documented and appropriately resourced. They use Young Enterprise to run a Careers Day for Year 8 students and to run business simulations for Year 10 students. They have a range of organized talks for different year groups including three long assemblies with speakers from a range of backgrounds including local entrepreneurs for Year 9 and 2 employers each month to come into the sixth form.

The work experience week continues to be a core and valued part of their educational offer. All year 10 students undertake a week's work experience – a total of 228 students. These are organized by the school with the risk assessment checks being undertaken by the County Council. Students are asked to choose their top three options from a list prepared by the school. Between ten to 15 students organize their own each year. Most students secure one of their three choices.

Students are briefed in a lesson period to help them to become oriented to expectations in the work place in terms of attitude and behaviour, and employer expectations. This is then reinforced with a special assembly.

During their work experience students are expected to complete a 'Journal' which is a pre-printed booklet provided by the County Council. This includes a section for them to record what they did each day and also a section to help them to reflect on key employability issues such as team working and communication. Staff also visit each pupil whilst they are on placement which is good for student support but also helps to foster continued good relationships with employers.

Students are de-briefed about their work experience in the September of their Year 11. The English department run a project based on their work experiences that includes a writing task, with an element of homework. This culminates in delivery of a presentation. The English department value this as it provides them with meaningful material on which to build an activity that is a core requirement in the curriculum and provides students with an extended period of reflection.

Student feedback about their work experience is secured through an annual evaluation survey. Last year out of a total of 224 students surveyed, 193 said they gained benefit from work experience although 31 reported no benefit, and 213 said they enjoyed it. When asked why they enjoyed it some comments were:

*Working with customers*

*Meeting new people*

*They let me have a go at the job which gave me confidence*

*Finding out more about the job*

The things they did not enjoy included:

*Getting up in the mornings*

*The occasional repetitiveness*

*The working hours were long*

When asked about the impact it has had on their personal development and future plans some responses were:

*Allowed me to see what work life was like*

*It has given me an insight into what a joiner does*

*It has developed my communication and listening skills, but has also shown me that I do not want to go into coaching as a career*

*Helped me chose my A levels.*

Additional outcomes were that 9 students have been offered part time jobs as a result of their work experience placement and at least 2 have been encouraged to apply for apprenticeships at the company they worked for.

The school has extended the requirement for work experience through to their sixth form where pupils are expected to organize their own with some support in CV writing and other aspects of application. The organization and management of work experience is a serious commitment for the school and one which is very challenging particularly in times of economic downturn. But the benefits to the students are a clear motivator and the school is continually seeking opportunities to engage with businesses and employers, to bring them into school and to extend the opportunities for engagement with their pupils.

## Year 10 HE experience day, Ormiston Ilkeston Enterprise Academy

Ormiston Ilkeston Enterprise Academy is an 11–19 coeducational secondary school and sixth form with academy status, located at two sites in Ilkeston. During the week commencing 10<sup>th</sup> November 2014, the school had organized an intensive learning week, which was a new strategy for them. As part of the week students were taken off the timetable, and undertook a variety of activities such as a sports day and training events. One of these experiences was for all year 10 pupils to attend an experience day facilitated by the University of Derby at their main Kedleston Road site. A central objective behind the experience day was to enable the students to visit a university, and understand the requirements and practicalities of undertaking a higher education course.

At the University of Derby experience day approximately 150 year 10 pupils from the Ormiston Ilkeston Enterprise Academy participated in three workshops designed to give them some information about studying at university, and also to discuss the type life skills and commitment to scholarship which would be required to be a successful university student. The school had chosen to bring all year 10 students regardless of whether they were intending to go to university or not. Many of the teachers who accompanied them stated that they believed the visit would be beneficial for the students regardless of their future study plans because it was a good way of making them think about a wider range of potential options, saying such things as it could '*raising their aspirations*' or '*broaden their horizons*'. Whilst another commented that:

*Even if they don't want to go to university, it's good for them to look around places like this, and to see the buildings and the size of the place.*

Some others suggested that it was potentially a good preparation for young people to see different working and studying environments, and become familiar with the scale and complexity of some organizations, which might be outside their customary range of experiences.

After arriving at the University of Derby's Kedleston Road site, the students were escorted to one of the lecture theatres where they were greeted by members of staff, and provided with an outline of the day's activities. The students were then split into 3 groups to go round each of the workshops in turn, these were:

- **Typical student**  
The typical student activity involved the pupils being split into groups of five and being given 20 minutes to draw a picture of a typical student, they had to devise a whole biography for this person saying where they lived, what they do for a job, how they travel etc. Then each group made a two minute presentation about their imagined student which demonstrated that they presented a wide variety of caricatures concluding that there is no such thing as an average student.
- **Campus tour**  
Students were shown around the University in small groups by education liaison mentors, who explained to the students about various courses and activities which the university runs. They had the opportunity to ask questions about the whole of the student experience, and visit a range of the universities facilities both academic and social.
- **Why go to university presentation**  
It was emphasized to the students that they have a variety of options, and that degree courses were something that could be undertaken at any stage of their

careers, and by a variety of routes. They were presented with information about the range of degree courses, and the entry requirements for higher education courses. They were also told about some of the life skills and abilities they would need for future education and careers. Following this students at the University of Derby explained to them about their experiences of, and reasons for, taking a degree.

When asked what other experiences they had undergone which had encouraged them to think about their future plans, a lot of the students suggested that they had not had any at all. However, many made a connection with a wide variety of activities, the most popular were: the process of choosing their GCSEs, work experience, personal development classes at school and talking with family and teachers. A few revealed that they had also visited employers and other universities.

The students were also asked how visiting the University had differed from other events designed to help them with future plans. One said that it was the first event that '*made me think about my future*'. While others said that:

*We got to see an actual university in action.*

*Because you got information and advice.*

*There is a lot of useful information.*

At the end of the event the students were gathered together for an evaluation of the day, staff reviewed what they had been told and seen, and they were invited to ask any questions. Members of the schools teaching staff were also available to help students reflect upon the various activities at the university when they returned to normal scheduled lesson.

## Appendix Four: Proposed Implementation Plan

Activity	Implementation strand	Responsibility	Target deadline
Reconstituting the D2N2 Employability Task Group as an Employability Implementation Group	Stimulating	D2N2	February 2015
Ensuring that the Framework, particularly the goals, feature prominently on the D2N2 website alongside the sector escalators;	Stimulating	Employability Implementation Group/D2N2	February 2015
Disseminating the Framework to all education networks including the Schools Forum, school clusters and other existing fora.	Stimulating	Employability Implementation Group	February - July 2015
Disseminating the Framework to all business networks including Chambers of Commerce and other local networks	Stimulating	Employability Implementation Group	February – July 2015
Commissioning an evaluator to develop a detailed impact assessment Framework and associated tools to gather appropriate monitoring data.	Evaluating	Employability Implementation Group/ Implementation co-ordinator	Evaluator commissioned Feb 2015. Tool in place by June 2015
Work closely with the local authorities to support the development of local networks between schools and businesses.	Shaping	Implementation co-ordinator/Local authorities	Ongoing
Hold regular meetings with key stakeholders and organise an annual forum for supporters of the D2N2 Employability Framework from government, business and education.	Shaping	Implementation co-ordinator	Ongoing

Receive quarterly monitoring data on the implementation of the Framework and use it to monitor progress and inform new activities.	Evaluating	Employability Implementation Group/ Employment and Skills Boards	Ongoing
Build a requirement to evaluate and report on the impact of an intervention into any funding that is made available.	Evaluating	Employability Implementation Group/ Implementation co-ordinator	Ongoing
Appointing an implementation co-ordinator	Stimulating	Employability Implementation Group	May 2015
Build a network of sector ambassadors and support them to use the Framework to shape their offer to schools and to their business networks;	Shaping	Implementation co-ordinator	Identified by June 2015
Identifying new 'Framework Advisers' to support enablers to map existing practice on to the Framework and then extend its implementation further.	Shaping	Employability Implementation Group/Implementation Co-ordinator  Local authorities/National Careers Service	Identified by June 2015
Developing a funding stream that can support the delivery of key actions across the D2N2 area. This might include prioritising particular types of action e.g. CV writing or coaching and mentoring schemes; themed careers fairs or providing support for schools or businesses that are committed to the implementation.	Stimulating	Employability Implementation Group/ Implementation co-ordinator	June 2015
Engage with the providers of careers quality marks, Ofsted and other market shapers to agree how these existing processes can support the implementation of the Employability Framework	Shaping	Employability Implementation Group/Implementation co-ordinator	June 2015

Commission an annual evaluation report to detail the impact of the Employability Framework	Evaluating	Employability Implementation Group/ Implementation co-ordinator	Evaluator to be appointed in June 2015. Annual reports January 2016 and 2017.
Providing CPD for employability leaders in schools including training for teachers, careers co-ordinators and governors.	Shaping	Implementation co-order	Offer in place by September 2015. Ongoing delivery from then.
Developing a version of the goals that is suitable for dissemination to young people and their parents to drive their engagement with the Framework.	Stimulating	Employability Implementation Group/Implementation Co-ordinator	September 2015
Using the Framework to support s schools to design and commission actions that enhance young people's employability.	Shaping	Implementation co-ordinatory/ D2 and N2 Framework advisers	From September 2015
Developing a series of transport vouchers to enable young people to access employability opportunities across the D2N2 area. This should particularly be available to young people who unable to access the opportunities that they are interested in in their immediate locality.	Shaping	Implementation co-ordinator	From September 2015

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**For further information contact:**

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**To access the D2N2 Employability Report and Executive Summary:**

<http://www.d2n2lep.org/skills/employability-framework>

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