; ÄMƕ NJ-1-« «Z-³ª J-1-«

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(ÈXNÄ-1ÆX´Äª ªJ³É ...

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About this report

A| ´ ³X° -³º XÈ°ß-³X´ º|X NÄ³³X«º ßXÆXß -Z X ª °ß-ÉX³ X«zJzX ª X«º « ´XN-«TJ³É XTÄNJ-1-« « («zßJ«TŸ .º TX´N³ MX´ º|X °³-z³X´´ ª JTX º-ÇJ³T´ º|X J ª M -1-«´ « º|X +-ÆX³« ª X«º¿´ $J³XX³´ ?º³JºXzÉ -Z É-Ä«z °X-°ßX XÈ°X³ X«N «z Ç-³¦°ßJNX´ J«T X«N-Ä«ºX³´ Ç º| X ª °ß-ÉX³´Ÿ .º Jß´- ´|-Ç´ Ç|X³X º|X zJ°´ J³X º- X«JMßX X ª °ß-ÉX³´ º- ºJ³zXº º|X ³ X]-³º´ Ç|X³X º|X «XXT´ J³X z³XJºX´ºŸ

Foreword

(ÈXNÄº ÆX ´Ä ª ª J³É

Employer engagement with schools
J«T N-ƃƃXzX´ ´ N³ ⁻1NJƃ º- º|X TXƃ ÆX³É
-Z Ç-³ƃTƈNƃJ´´ NJ³XX³´ XTÄNJ⁻1-«Ÿ
.« ³XNX«º ÉXJ³´ŵ º|X «Ä ª MX³ -Z
employer encounters and workplace
XÈ°X³ X«NX´ º|Jº É-Ä«z °X-°ƃX ³XNX ÆX
|J´ «N³XJ´XT ´ z« `NJ«ºƃÉŵ J TXT
MÉ J ´É´ºX ª -Z «J⁻1-«Jƃ ´Ä°°-³º J«T
N--³T «J⁻1-«Ÿ

But there is more to do – and we
¦«-Ç Ç|Jº º Ç ƃƃ ºJ¦X º- `« ´| º|X ¤-Mŵ
enabling all young people to engage
ª XJ« «zZÄƃƃÉ Ç º| X ª °ƃ-ÉX³´ŵ ´- º|Jº
º|XÉ NJ« MX «´° ³XT MÉ J«T MXÀX³
°³X°J³XT Z-³ º|X Ç-³ƃT -Z Ç-³¦Ÿ

ăŸ (ª °ƃ-ÉX³ X«zJzX ª X«º ª JÀX³´

the centre of careers educa t on for young people. This

to business has mul t ple impacts, including a posi t ve e f ect on young people's aspira t ons, awareness, skills as well as their a t tude to studying.

A|X $J³XX³´ ?º³JºXzÉ -Äºƃ «X´ º|X «XXT Z-³ X ª °ƃ-ÉX³´ º- -]X³ J ª « ª Ä ª -Z

4 million

X ª °ƃ-ÉX³ X«N-Ä«ºX³´ XÆX³É ÉXJ³Ÿ

1 million

workplace experiences
XÆX³É ÉXJ³Ÿ

ǏŸ F X J³X ´XX «z °³ - z³X´´

ŤŸ $ƀ-´ «z º|X zJ°

Despite the significant improvement we are seeing, there is still a way to go. The final stretch of any journey can sometimes be the most difficult – but we also know there is a determination from both employers

Chapter 1: Why is employer engagement important?

A|X³X ´´º³-«z XÆ TX«NX -Zº|X MX«X`º´ -Z º³-Æ T «z É-Ä«z °X-°ŷX with access to employers, working °X-°ŷX J«T XÈ°X³ X«NX´ -Zº|X Ç-³¦°ŷJNXŸ (ª °ŷ-ÉX³ X«zJzX ª X«º |Xŷ°´ É-Ä«z °X-°ŷX ª J¦X X]XN-ÆX º³J«´ -«´º- Ç-³¦ J«T ª º³-ÆX´º|X ³ ŷ-«zƇºX³ ª XJ³« «z´Ÿ.º Jŷ´- |Xŷ°´º|X ª understand why it is important to work |J³T Jº´N|--ŷŸ

leave full-t me educa t on.

Na t on 2019[3]

Employer engagement is par t cularly strong in schools

people, who is s t ll missing out, and where addi t onal

Before we present these f ndings, this chapter looks at why employer engagement ma t ers and the principles of good prac t ce.

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Ä°|X«-1N J«T XÈ°X³ X«-1J§Ÿ
workplace and encounters ofer young people a
diferent perspectve to their teachers and families and

Opportunites to ‘learn by doing’, ask questons and

, z| Æ-§Ä ª XŸ The evidence suggests that benefts

actvites so that young people are exposed to a range
of possibilites and that their learning is reinforced.

EJ³ XTŸ
to consider a wide range of optons and broaden their

zX J° °³- °³ J°X J«T ´°J³-1«z XJ³§ÉŸ
employers from a young age can raise aspiratons
and awareness before stereotypes bed in. Diferent

at diferent stages of learning. Breadth and inspiraton

AJ³zX°XT J«T °J §-³XT °- «XXT´ J«T J´° ³J-1-«´Ÿ
Young people benefit from employer engagement
actvites that raise aspiratons, challenge stereotypes,
are personalised and include additonal support and
extension actvites where needed. Actvites can be

8Ä°N- ª X´cZ-NÄ´XTŸ Actvites should be designed to

essental skills for employment. Employer inspiraton
days can focus on building knowledge of what diferent

A ª X Z-³ °³X°J³J-1-« J«T ³XvXN-1-«ŵ °J¦ «z -«
M-J³T X ª °§-ÉX³ ZXXTMJN¦Ÿ The benefts of employer
engagement actvites are maximised when young

receive feedback and refect.

More informaton on the support available for

the implicatons

28. First t me Compass results were calculated for mainstream secondary, special schools, alterna t ve provision/pupil referral unit, 16-19 academy and free schools,

Progress in closing the gap

According to the calculations outlined above, there is currently a shortall of around one-ffh (18%) of the required encounters and one-third (34%) of the

In the first Closing the Gap report, based on May 2017 data, the shortall was estimated to be approximately

due to some developments in the Compass questions and the introduction of Compass for Colleges in

With the substantial increase in the number of schools and colleges completing Compass, the analysis in this report is able to be more sophisticated and the estimates likely to be more acc " tc

es i ط ١ these c = vdats,r ١ cSn be c d thad

Chapter 3: Where should employers ºJ³zXº º|X ³ JTT º -«Jß XZZ-³º´ų

(ª º-ÉX³´ J³X TXª -«´º³J-1«z ´º³-«z commitment to engaging with young people in schools and colleges to help «´º ³X J«T º³Xº J³Xº|Xª Z-³ ZÄºÄ³X Ç-³¦Ÿ $ß-´ «z º|X zJº ³X²Ä ³X´ «-º -«ßÉ ª -³X «ºÄº Z³-ª Xª º-ÉX³´ MÄº Jß´- z³XJºX³ ºJ³zX-1«z -Z X]-³º´Ÿ A|´ N|Jºº X³´|-Ç´ º|X T´º³ MÄ-1-« -Z gaps across local areas, year groups J«T º³-Æ TX³ ºÉºX º- |Xßº Xª º-ÉX³´ ª JÈ ª ´Xº|X ª º JNº -Zº|X ³ X«zJzXª X«ºŸ

A|X «XXT Z-³ ºJ³zX-1«z

The level of engagement by employers with educa t on and career guidance is substan t al. The latest survey of

universi t es.

secondary schools (56%) and colleges (51%) with most

progress made in employer engagement, addi t onal

the opportuni t es they need. However, as this chapter

is also an opportunity to be t er target e f orts where

30. The Careers & Enterprise Company (2019). State of the Na t on 2 0 1 9 : Progress towards the Gatsby Benchmarks in Eng l and ' s secondary schoo l s and co l l eges in Loca Enterprise Partnerships.

LEP area	HXJ³ Ŭ	HXJ³ Л	Year 9	Year 10	Year 11	Year 12	Year 13	8ÆX³Jßß ´	- ³½Jßß

AJMЂX Ĭŷ TT ㄱ- «J experiences of the workplace needed by Local Enterprise Partnership area and age range
ɜ´N | - -Ђ´ J«T N-ЂXzX´ N- ª M «XTϑ

LEP area	1XÉ ?ºJzX Ŏ	ăʁćăЛ	8 ÆX³JЂ´ | - ³½JЂ
Black Country Consor t um	3,900 (29%)	3,000 (21%)	6,900 (24%)

AJMƕX Ĭŷ TT ⅃-«Jƕ employer encounters **«XXTXT MÉ «´⅃ºÄ⅃-« ºÉ°X J«T ÉXJ³ z³-Ä°´**

	HXJ³ Ŭ	**HXJ³ Ɉ**	Year 9	Year10	Year 11	Year 12 **ь JzX ăƕƈăŬ «** college	Year 13 **ь JzX ăŬƈăƉ «** college	Total by type
		150,800 (26%)		51,900 (9%)	80,500 (15%)	12,400 (6%)	(15%)	612,700
	4,900 (43%)	4,600 (41%)	4,300 (38%)	3,100 (28%)		500 (9%)		(30%)
Alternative Provision	200 (51%)	500 (51%)	1,100 (53%)		1,500 (21%)	100 (34%)	Ʀ 34 N	

AJMƕX Ŏŷ TT ⅃-«Jƕ experiences of the workplace **«XXTXT MÉ «´⅃ºÄ⅃-« ºÉ°X J«T JzX ³J«zX**

Chapter 4: What are the implications?

A|X °Ä³°-´X -Z°| ´ ³X´XJ³N| |J´
MXX« °- ³XÆ XÇ °|X ´ ÊX -Z°|X zJ°
between the minimum Gatsby target
-Z Ŏ ª ƀƀ -« X«N-Ä«°X³´ J«T ă ª ƀƀ -«
workplace experiences per year and
°|X «Ä ª MX³ -Z ´°ÄTX«°´ NÄ³³X«°ƀÉ
³XNX Æ «z °| ´ °³-Æ ´ -«Ÿ

8Ä³ J«JƀÉ´ ´ |J´ TX«ꟷ`XT
considerable progress since the last
Closing the Gap report that used data
Z³- ª ĬĂăƀЬăŬ MÄº `«T´ °|Jº -«Xƈ`x|
-Z É-Ä«z °X-°ƀX J³X ª ´´ «z -Äº -«
employer encounters each year and
-«Xƈº| ³T J³X ª ´´ «z -Äº XÈ°X³ X«NX´
-Z°|X Ç - ª ᴺ א X€ƵJ ᵉ X ą X«º Ê ĉ |
and
N-ƀƀX ᵉ X´ |J´ X«Ƭ ƀXT ┘ ´ º- X´ꟷ č Jº \
heh young peoplemissat
essLEPo,h year(gr)14.5 oupsd
J«T º ø °X ¢ -Z ´N|"A"A =" Ủ ξ =ꜝ -ƀƀX ᵉ XŸ
ÇX °³X´X«º º| ´ } ! Jꟷ-« º- Æ
X ą -ÉX³´ ѡJ³ Mº º|X ³ Xњ ! ´ Ê|X³X

raise aspirations and awareness, build knowledge and

The analysis in this report demonstrates the difference

the size of the shortall in employer engagement has reduced substantally. With approximately half of schools and colleges fully achieving Benchmarks 5 and 6, it is clear that with the right support and resources,

ffh of young people are stll missing out on employer

of the workplace, demonstrating that more work is

secondary schools and colleges

>XZX³X«NX´

ßXÈJ«TX³ >Ÿ ?¦ °° Ÿ J«T AJ««X³ (Ÿ Workp l ace experiences : Prac t ca l ideas from schoo l s and co l l eges for achieving Gatsby Benchmark 6 .

#ÄÊÊX-0Ÿ J«T $ ZN 5Ÿ Work Experience , Job Shadowing and Workp l ace Visits. What Works ?

CBI Educa t on and l earning for the modern wor l d : CBI / Pearson Educa t on and Ski l l s Survey report 2 0 1 9.

CIPD Vo l unteering to l earn : emp l oyee deve l opment through community ac t on.

$-³°-³J°X $ ÊX«´| ° Vo l unteering : the business case. The bene f ts of corporate vo l unteering programmes in educa t on. London: Corporate Ci t zenship.

&X°J³° ª X«° Z-³ (TÄNJ-«Ÿ Careers Strategy: Making the Most of Everyone's Skills and TalentsLondon: Department for Educa t on.

(TÄNJ-« Ñ (ª °ß-ÉX³´ What is a meaningfu l encounter with the wor l d of work ? London: Educa t on & Employers.

,Ä°N| «´-«0Ÿ 5 -³³ ´ 5Ÿ ;X³NÉ $Ÿ AJ««X³ (Ÿ J«T F ßß J ª ´ ,Ÿ Careers Hubs: One Year On.

1J´|XZ°J¦TXß (ŸAŸ J«T ;X³NÉ $Ÿ (2017). Career educa t on that works: an economic analysis using the Bri t sh Cohort Study. Journa l of Educa t on and Work. Vo l ume 3 0 : 3 , 2 1 7 - 234.

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5J«« Ÿ 1J´|XZ°J¦TXß (ŸAŸ >X| ßß 0Ÿ J«T ,ÄTTßX´°-« ;Ÿ Contemporary transi t ons : Young Britons re f ect on l ife a f er secondary schoo l and co l l ege. Educa t on and Employers.

5J«« Ÿ J«T &JÇ¦ «´0Ÿ Emp l oyer Engagement in Educa t on : Literature Review. Reading: CfBT Educa t on Trust.

5 J«« Ÿ 1J´|XZ°J¦TX (ŸA J«T ;X³NÉ $Ÿ

Appendix: Research methodology and assumptions

This section provides additional detail on the methods and assumptions used for calculating the figures in this

?ºX° ăŷ A|X °³-°-³ˀ-« -Z´ºÄTX«º´ XÈ°X³ X«N «z encounters and workplaces in each year group were **X´ˀ ª JºXT MJ´XT -« º|X $- ª °J´´ ²ÄX´ˀ-«´ Z-³´N|--ƀ´ J«T N-ƀƀXzX´Ÿ**

up to the end of July 2019 were used to estimate

Benchmarks 5 and 6 as described below, calculated

were then applied to the base population data as listed in step 3.

Questions used in Schools analysis:

"Please select the years during which 76-100%

– I don't know	0%
– None (0%)	0%
– A few (1-25%)	13%
– Some (26-50%)	38%
– Most (51-75%)	63%
– Overwhelming majority (76-99%)	88%
– All (100%)	100%

instance, consider È ˝A Ủ ˝Ọ˝

question, we take highest response of the following two questions to identify participation in employer encounters: “What proportion of your learners have

“What proportion of your learners have at least two

college?”, where the answer options are:

– None (0)

– A few (1-25%)

– Some (26-50%)

– Most (51-75%)

– Overwhelming majority (76-99%)

– All (100%)

– Don’t know

- For Gatsby Benchmark 6, we use the direct question: “Approximately what proportion of

(excluding part-time jobs they have) by the time they finish their programme of study?”, where the answer options are:

– None

– A few (1-25%)

– Some (26-50%)

– Most (51-75%)

– Overwhelming majority (76-99%)

– All (100%)

– Don’t know

The small number of institutions who used an

?ºX° Ĭŷ (´-1 ª JºX´ ÇX³X °³-TÄNXT Z-³ º|X °³XÆJ§X«NX -Z X ª °§-ÉX³ X«N-Ä«ºX³´ J«T XÈ°X³ X«NX´ -Z º|X Ç-³¦°§JNX « º|X ´N|--§´ J«T N-§§XzX´ º|Jº |JÆX «-º ÉXº N- ª °§XºXT $- ª °J´´Ÿ

In order to identify the numbers and proportions of

estimate the provision in the schools and colleges that have not yet completed Compass. The first time Compass results from across the 3,826 schools and

a proxy for the non-completing schools and colleges. Previous analysis has revealed that the first time

Given the variation in Compass provision by type of institution, the first time results were estimated for non-completers taking institution into account. The first time results were calculated separately for the following types of institution and allocated accordingly to those without Compass completions:

16-19 academy and free schools

Special post 16 institutions

?ºX° ĭŷ ?ºÄTX«º °-°ÄƗJ⁻¹-« `zÄ³X´ ÇX³X Ä´XT º-NJƗNÄƗJºX º|X «Ä ª MX³ -Z ´ºÄTX«º´ XÈ°X³ X«N «z
encounters and workplaces in each year group across
(«zƗJ«TŸ

For consistency, the same population data method was used for both institutions with a Compass return and

“Schools_Pupils_2019_pupil_characteristics_UD.xlsx”.

THE