

Closing the Gap

Employer engagement in England's schools
and colleges in 2019

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About this report

This report explores the current level of employer engagement in secondary education in England. It describes the progress made towards the ambitions in the Government's Careers Strategy of young people experiencing workplaces and encounters with employers. It also shows where the gaps are to enable employers to target their efforts where the needs are greatest.



Foreword

As we move into the third decade of the 21st Century, Britain's business community faces many challenges. Ensuring we develop the skills necessary to compete in a rapidly changing world will be critical to our success. Key to developing the talent of tomorrow is ensuring a smooth and robust pathway from education to employment for our next generation.

Our careers education system, underpinned by the Gatsby Benchmarks, works effectively due to the efforts of businesses partnering with schools and colleges to give young people a meaningful understanding of the modern world of work. Over the past 18 months we have seen significant progress, as evidenced in Closing the Gap report.

This report shows there is much to celebrate. Businesses of all sizes, across many different sectors, are increasingly taking up the challenge to raise the aspirations, awareness, knowledge and skills of young people.

I am proud that many CBI members are supporting schools and colleges and continue to provide a range of support to our education system at a local level and on a national scale. Businesses are mobilising for the future of work and the reason for this is clear - education is the number one driver of productivity, business competitiveness, and economic prosperity.

But more needs to be done. We know we must increase volume, but as this report highlights, it is not just a numbers game.

Now, more than ever, the need to close the opportunity gap and maintain business engagement with young people is imperative to social mobility. The evidence is clear: young people who regularly engage with businesses while at school, are less likely to be unemployed and likely to earn more as adults. We must work to target business efforts – to ensure careers education is afforded to young people in the places hardest to reach. We must ensure meaningful encounters for every young person – at any age.

I welcome this report as a call-to-action to ensure employers across the country are playing their part to make a difference. Businesses have an unmissable opportunity to enhance young people's life chances, by preparing them for the world of work and opening their eyes to career options they may never have known existed. Connecting business leaders with schools makes a huge difference.

Business needs the talent of our young people and our young people deserve the best possible start to their working lives. Good quality careers education with business at its heart, is critical to making the difference and making it happen.

Dame Carolyn Fairbairn DBE
Director-General
CBI

The government has tasked schools with providing each young person in secondary education a minimum of seven encounters with employers (at least one encounter per year) and at least two opportunities for experiences of the workplace.

Colleges are expected to provide learners aged 16-18 with at least two encounters with employers and an experience of the workplace during their programme of study.

Executive summary

Employer engagement with schools and colleges is critical to the delivery of world-class careers education. In recent years, the number of employer encounters and workplace experiences that young people receive has increased significantly, aided by a system of national support and coordination.

But there is more to do – and we know what it will take to finish the job, enabling all young people to engage meaningfully with employers, so that they can be inspired by and better prepared for the world of work.

1. Employer engagement matters

The Government's Careers Strategy places employers at the centre of careers education for young people. This is because of the compelling evidence that exposure to business has multiple impacts, including a positive effect on young people's aspirations, awareness, skills as well as their attitude to studying.

Young people are now experiencing, and needing to adapt to, a fast-changing labour market. And we know that fewer young people are undertaking part-time employment in addition to their studies. This makes the need for high-quality workplace experiences and links to employers even greater during their education. Aside from the positive effects on young people there are benefits to business and to the employers that take part – by raising the skills of staff involved and by developing talent pipelines.

The Careers Strategy sets out an ambitious goal of providing at least one encounter with an employer per year for the seven years that young people spend in secondary and further education (a minimum of seven encounters), as well as at least two experiences of the workplace before they leave full-time education.



The Careers Strategy outlines the need for employers to offer a minimum of

4 million

employer encounters every year.

1 million

workplace experiences
every year.

2. We are seeing progress

We track the volume of student engagement with employers through detailed data from 4,000 schools and colleges in England. Our analysis shows that more young people are now accessing employers during their time in secondary education than in recent years.

Four out of five young people now meet employers every year to learn about the world of work and two out of three leave school and college having had experiences of the workplace. In the last 18 months the number of young people who don't regularly meet employers has fallen rapidly.

Thanks to the efforts of employers this gap has reduced by nearly half in the past 18 months - from 1.2 million to 700,000 out of a total student population of 4 million.



Four out of five young people are meeting employers every year to learn about the world of work.



Two out of three young people are leaving school and college having had experiences of the workplace.



In 18 months young people missing out on an employer encounter has nearly halved



1.2 million



700,000

3. Closing the gap

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 and educators to continue to close this gap and ensure every young person receives their minimum entitlement.

We will continue to support partnerships between employers and education to make this happen, and Closing the Gap highlights what we need to do to achieve this.

I. Increasing the number of opportunities available to young people

Over 200 larger companies have become 'Cornerstone Employers' in local areas, taking responsibility for delivering enduring business engagement. In recent months we've seen Small and Medium Enterprises step up in increasing numbers, with 1500 engaging through our Give an Hour campaign - delivered in partnership with Local Enterprise Partnerships. Many more employers are also supporting schools and colleges both directly and through some brilliant local and national programmes.

II. Increasing targeted efforts through coordination

We know local variations in coverage exist, for example:

- Only 1% of young people in Worcestershire miss out on employer encounters compared to 25% in the North Hampshire and South West Surrey area.
- 23% of young people in Hertfordshire don't get workplace experience compared to 49% in nearby Berkshire.

Our partnership with all 38 Local Enterprise Partnerships in England provides a structure to make connections at a local level and address imbalances.

III. Addressing the variation in experiences of different age groups

Young people aged 11 to 14 are most likely to miss out on employer encounters, whilst young people below the age of 16 are less likely to benefit from experiences of workplaces than those aged 17 to 18.

Closing the Gap enables us to pin-point gaps, by local area and by year group.

IV. Continuing to apply a focus on the quality of impactful experiences

Our work in supporting Careers Leaders in schools and colleges to identify and support individual students is an important foundation for this.

The growth and maintenance of the Enterprise Adviser Network including the role of Enterprise Coordinators is critical to achieving powerful connections between schools, colleges and business.



Learn more about how to
#makeadifference by visiting
www.careersandenterprise.co.uk

How to get involved



1. Give an Hour

Change the life of a young person, just by showing them what is possible. Your unique industry knowledge and experience as someone who owns or works for a business can make a difference to the options a young person considers for their careers.



2. Join the Network

Partner with an individual secondary school or college and use your business experience and networks to help them develop a strong careers programme.



3. Become a Cornerstone Employer

Combine your business' passion for raising the aspirations of young people with your strategic skills to empower careers provision in your area.



Find out more by visiting www.careersandenterprise.co.uk/employers-volunteers

Chapter 1: Why is employer engagement important?

There is strong evidence of the benefits of providing young people with access to employers, working people and experiences of the workplace. Employer engagement helps young people make effective transitions to work and improves their long-term earnings. It also helps them understand why it is important to work hard at school.

The Government's Careers Strategy¹ called on secondary schools and colleges in England to provide all young people with at least one 'employer encounter' per year and two 'workplace experiences' before they leave full-time education.²

Considerable progress has been made since the launch of the Careers Strategy in 2017. Our State of the Nation 2019³ report found that approximately half of schools and colleges are now fully achieving this goal. Employer engagement is particularly strong in schools and colleges that are part of the Enterprise Adviser Network and Careers Hubs.⁴

This paper assesses what this progress means for young people, who are still missing out, and where additional engagement from employers is needed.

Before we present these findings, this chapter looks at why employer engagement matters and the principles of good practice.

An employer encounter is

an opportunity to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting, speaking, mentoring and enterprise schemes.

A workplace experience

is an opportunity to explore career opportunities, expand networks and build skills through taking part in activities such as work visits, job shadowing and work experience.

1. Department for Education. (2017). *Careers Strategy: Making the Most of Everyone's Skills and Talents*. London: Department for Education.

2. The Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: The Gatsby Charitable Foundation.

3. The Careers & Enterprise Company (2019). *State of the Nation 2019: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

4. Hutchinson, J., Morris, M., Percy, C., Tanner, E. and Williams, H. (2019). *Careers Hubs: One Year On*. London: The Careers & Enterprise Company.

The benefits for young people

Research has demonstrated that opportunities for young people to interact with employers can provide significant benefits. Some opportunities provide them with new knowledge about careers and potential pathways, others develop their motivation and personal effectiveness, still others develop the skills that they need to manage their career and be successful at work. Finally, some forms of employer engagement introduce young people to new contacts and help them to build their network.⁵

The benefits range from short-term impacts on motivation and behaviour to long-term benefits in employment outcomes.

A recent study found that following employer encounters and work experience, young people's self-assessment of their resilience and motivation increased substantially. These activities were also associated with improvements in career readiness and essential skills.⁶ A survey of 700 classroom teachers by NFER in 2012 found two thirds identified an improvement in pupils' motivation after a work experience placement.⁷

These perceptions of students and teachers are supported by a recent randomised controlled trial (RCT) by Education & Employers which found participation in career talks to have positive impacts on self-efficacy, motivation, career plans and GCSE results.⁸

Employer encounters have also been found to have a positive impact on longer-term career outcomes including engagement with employment and wages.

Employer engagement has been found to reduce the likelihood of becoming NEET (not in education, employment or training). Young people who did four or more activities during secondary school were less likely to be NEET during their 20s.⁹ Indeed, the more employer encounters a young person has, the greater the benefits they will receive from them. For instance, the wage premium associated with careers talks from outside speakers has been shown to continue increasing up to 30 or more talks in a year.¹⁰

In the USA, a 10%-13% wage premium was identified in a longitudinal, control-group based evaluation of a work-related learning programme, which contained both in-school employer engagement and work-based experiences.¹¹

The benefits of employer engagement are particularly powerful for students from disadvantaged backgrounds with weaker networks. Young people who are born into well-connected families have an advantage in their career over those who are less well-connected. However, meeting employers through your school can compensate for a more disadvantaged background.

A programme of careers talks with external speakers had little to no average future wage benefit for young people who already said they had family connections to help them land a job, unlike the 8.5% average wage premium for young people without those connections.¹² These findings reinforce the emphasis in the Careers Strategy that employer encounters and experiences of the workplace have a valuable role to play in improving social mobility.

5. Buzzeo, J. and Cifci, M. (2017). *Work Experience, Job Shadowing and Workplace Visits. What Works?* London: The Careers & Enterprise Company.

6. Tanner, E. (2020). *Young people's career readiness and essential skills: Results from the Future Skills Questionnaire 2018/19*. London: The Careers & Enterprise Company.

7. Mann, A. and Dawkins, J. (2014). *Employer Engagement in Education: Literature Review*. Reading: CfBT Education Trust.

8. Kashefpakdel, E., Percy, C., Rehill, J. (2019). *Motivated to achieve: How encounters with the world of work can change attitudes and improve academic attainment*. London: Education & Employers.

9. Mann, A., Kashefpakdel, E.T., Rehill, J., and Huddleston, P. (2017). *Contemporary transitions: Young Britons reflect on life after secondary school and college*. London: Education and Employers.

10. Kashefpakdel, E.T. and Percy, C. (2017). Career education that works: an economic analysis using the British Cohort Study. *Journal of Education and Work*. Volume 30: 3, 217-234.

11. For these and other examples, please see: Hughes, D., Mann, A., Barnes, S-A., Baldauf, B. and McKeown, R. (2016). *Careers Education: International Literature Review*. London: Education Endowment Foundation.

12. Mann, A., Kashefpakdel, E.T., and Percy, C. (2018). *Socialised social capital? The capacity of schools to use careers provision to compensate for social capital deficiencies among teenagers*. In Mann, A., Huddleston, P., and Kashefpakdel, E.T. (Eds.). *Essays on Employer Engagement in Education*. London & New York: Routledge.

The benefits for employers

Employer engagement benefits businesses and individual employees as well as young people. There are three primary areas of benefit.

1. **Quality of the future workforce.** By helping young people to develop the essential skills that they need for employment, employer engagement can improve the talent pipeline. Employers report that these skills are lacking¹³ and evidence shows that they can be improved through employer engagement.⁶ Targeted engagement with young people also has the potential to increase diversity and improve the prospects of disadvantaged students, thereby widening the talent pool.
2. **Developing the skills of existing workers.** Our recent survey of Enterprise Advisers (business volunteers who support schools and colleges with their career programmes) found that individuals developed their own skills through engaging with education, including community awareness, communication, coaching and mentoring, confidence and team-building.¹⁴ These findings concur with previous research from CIPD.¹⁵
3. **Embedding corporate social responsibility priorities.** Business engagement with young people in education helps companies to contribute to their communities and build their brand awareness.¹⁶

The principles of good practice

The Gatsby Benchmarks emphasise the importance of these activities being meaningful. There is an emerging consensus over the principles of good practice that increase the positive impacts for young people and employers.^{17, 18, 19, 20, 21, 22} The 'making it meaningful' framework reflect these principles within a cycle of planning, implementation, reflection and progression.²³ Employers can refer to these principles to maximise the effectiveness of their engagement activities.

Embedded in wider careers programme. Employer engagement activities are more effective when structured within a school or college's wider careers programme, with links to other activities and sequenced across a young person's education.

Authentic and experiential. Experiences of the workplace and encounters offer young people a different perspective to their teachers and families and the opportunity to experience the reality of workplaces. Opportunities to 'learn by doing', ask questions and exercise autonomy are therefore important.

High volume. The evidence suggests that benefits accrue with more employer encounters and workplace activities so that young people are exposed to a range of possibilities and that their learning is reinforced.

Varied. Variety of experiences enable young people to consider a wide range of options and broaden their horizons. Variety and volume together increase the likelihood of a 'light-bulb' moment.

13. CBI (2019). *Education and learning for the modern world: CBI/Pearson Education and Skills Survey report 2019*. London: CBI. .

14. The Careers & Enterprise Company (2019). *Evaluation of the Enterprise Adviser Network: Enterprise Adviser survey 2019*. London: The Careers & Enterprise Company.

15. CIPD (2014). *Volunteering to learn: employee development through community action*. London: CIPD.

16. Corporate Citizenship (2010). *Volunteering: the business case. The benefits of corporate volunteering programmes in education*. London: Corporate Citizenship.

17. Education & Employers (2019). *What is a meaningful encounter with the world of work?* London: Education & Employers.

18. Millard, W., Bowen-Viner, K., Baars, S. and Menzies, L. (2019). *More than a job's worth: Making careers education age appropriate*. LKMCo, Founders for Schools.

19. Millard, W., Shaw, B., Baars, S., Menzies, L. (2019). *More Than A Job's Worth: Making Work Experience Fit for Purpose*. LKMCo, Founders for Schools.

20. Alexander, R., Skipp, A. and Tanner, E. (2020, forthcoming). *Workplace experiences: Practical ideas from schools and colleges for achieving Gatsby Benchmark 6*. London: The Careers & Enterprise Company.

21. The Careers & Enterprise Company and Career Development Institute (2019). *The Gatsby Benchmark Toolkit: Practical signposting for schools*. London: The Careers & Enterprise Company.

22. The Careers & Enterprise Company (2019). *The Gatsby Benchmark Toolkit: Practical signposting for colleges*. London: The Careers & Enterprise Company.

23. https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1207_-_meaningful_encounters_checklist_1.pdf

Age appropriate and starting early. Encounters with employers from a young age can raise aspirations and awareness before stereotypes bed in. Different encounters and experiences are considered appropriate at different stages of learning. Breadth and inspiration are important at younger ages and as young people mature, they need to test ideas and build skills.

Targeted and tailored to needs and aspirations. Young people benefit from employer engagement activities that raise aspirations, challenge stereotypes, are personalised and include additional support and extension activities where needed. Activities can be aligned to career interests as young people develop.

Outcomes-focused. Activities should be designed to achieve an intended outcome. For example, experiences of the workplace can target the development of essential skills for employment. Employer inspiration days can focus on building knowledge of what different jobs involve.

Time for preparation and reflection, taking on board employer feedback. The benefits of employer engagement activities are maximised when young people are well-prepared and have the opportunity to receive feedback and reflect.

More information on the support available for employers is available in Chapter 4: What are the implications



24. The Careers & Enterprise Company (2020, forthcoming). *Evaluation of the Enterprise Adviser Network: School and college survey 2019*. London: The Careers & Enterprise Company.

25. The Careers & Enterprise Company (2019). *Evaluation of the Enterprise Adviser Network: Enterprise Adviser survey 2019*. London: The Careers & Enterprise Company.

26. Hutchinson, J., Morris, M., Percy, C., Tanner, E. and Williams, H. (2019). *Careers Hubs: One Year On*. London: The Careers & Enterprise Company.

27. <https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks>

Chapter 2: What progress has been made in closing the gap?

To meet the ambition set out in the Careers Strategy, employers need to offer at least 4 million employer encounters and at least 1 million experiences of the workplace every year.²⁸ There has been substantial progress towards this goal over the last two years. However, there remains a shortfall of one-fifth of employer encounters and one-third of workplace experiences.

Identifying the gap

Compass data for schools and colleges

To work out the number of young people receiving employer encounters and experiences of the workplace, we analysed data from the Compass tool. The tool was developed by The Careers & Enterprise Company in conjunction with the Gatsby Foundation to enable schools and colleges to self-assess their careers provision against the Gatsby Benchmarks²⁹. By the end of the academic year 2018/19, 3,826 state-funded schools and colleges (about 75% of the total) had completed Compass at least once.

The Compass results at the end of the 2018/19 academic year were published in State of the Nation 2019³⁰. The report showed that:

- 52% of schools and colleges fully achieved Gatsby Benchmark 5 (Encounters with employers and employees).
 - In schools, this means that the majority of students have at least one encounter with an employer every year.
 - In colleges, it means that majority of learners have at least two encounters every year.
- 47% of schools and colleges fully achieved Benchmark 6 (Experiences of workplaces).
 - In schools, this means the majority of students have an experience of the workplace by the end of Year 11 and another by the end of Year 13, if the school has a sixth form.
 - In colleges, this means the majority of learners must have an experience of the workplace (aside from part-time jobs) by the end of their study programme.

Schools and colleges have made considerable progress on both Benchmarks. State of the Nation 2018 reported that in the previous year, 38% of schools and colleges achieved Benchmark 5 and 37% achieved Benchmark 6.³¹

28. Numbers are rounded from a calculation of the current cohort size of students across England according to census data (typically 500-600k each year) and the need to provide encounters to seven cohorts each year and experiences of the workplace to two cohorts each year.

29. The Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: The Gatsby Charitable Foundation.

30. The Careers & Enterprise Company (2019). *State of the Nation 2019: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

31. The Careers & Enterprise Company (2018). *State of the Nation 2018: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

Extrapolating to young people

To find out what proportion of young people are missing out on experiencing encounters and workplaces and therefore how much additional input is needed from employers, we analysed the Compass data in relation to student population figures. There were three stages to this analysis.

1. Estimating the proportion of students experiencing encounters and workplaces in each year group for schools and colleges that have completed Compass.

A combination of questions from the Compass tool was used to calculate the proportion of students in each year group who experienced encounters and workplaces for the schools and colleges that had completed Compass.

2. Estimating the prevalence of employer encounters and experiences of the workplace in the schools and colleges that have not yet completed Compass.

In order to identify the proportion of young people experiencing encounters and workplaces across the whole country, we needed to estimate the provision in the schools and colleges that have not yet completed Compass (approximately 25% of schools and colleges). From across the 3,826 schools and colleges that completed Compass, just the subset who completed Compass for the first time in 2018/19 was used as a proxy for the non-completing schools and colleges. Given the variation in Compass provision by type of institution, the first-time results estimated for non-completers took institution into account.

3. Using student population figures to calculate the number and proportion of students experiencing encounters and workplaces in each year group across England.

For consistency, the same population data method was used for both institutions with a Compass return and those without.

- For schools, we took the year group data from the Department for Education's data source for 2018/19 *"Schools_Pupils_2019_pupil_characteristics_UD.xlsx"*
- For colleges, wherever possible, we took the Government data from *"FE_and_Skills_learners-by-provider-local-authority-learner-characteristics_201718.xlsx"* for number of learners aged under 19. Where data were not available through this source, we used DfE headcount data for Years 12 and 13 or the headcount reported by the institution in the Compass return.

Full details about the methodology are provided in the Appendix.

32. First time Compass results were calculated for mainstream secondary, special schools, alternative provision/pupil referral unit, 16-19 academy and free schools, further education colleges including land and arts, special post 16 institutions and sixth form colleges.

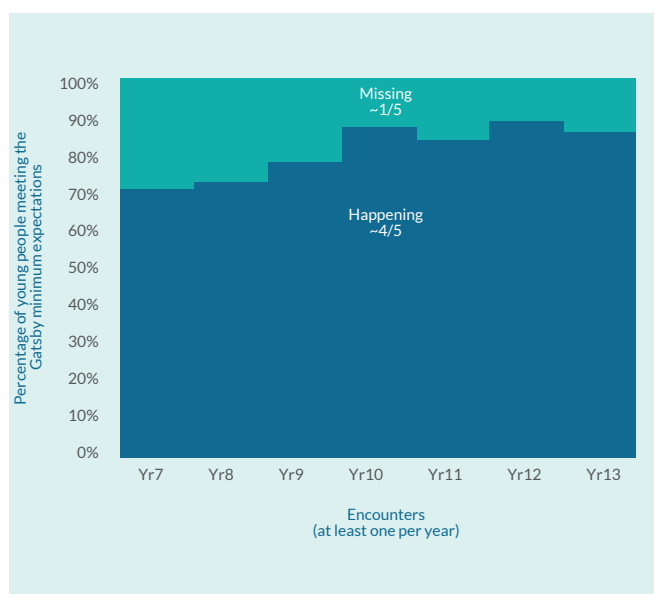
The size of the gap for employer encounters

Chart 1 shows that the majority of young people across year groups are receiving at least one encounter with an employer or employee each year.

Students are more likely to experience encounters as they get older and in particular, during Years 10 and 12 when public examinations do not take place. During Key Stage 3, the prevalence of encounters increases year on year, with Year 7 students least likely to experience encounters (71%), increasing to 79% in Year 9.

Considering all students across Years 7 to 13, approximately 3.3 million out of a population of 4 million students (82%) experience an employer encounter per year leaving a gap of 700K students (18%) needing an encounter per year.

Chart 1: Percentage of students in each year group in schools and colleges with and without at least one encounter in 2018/19

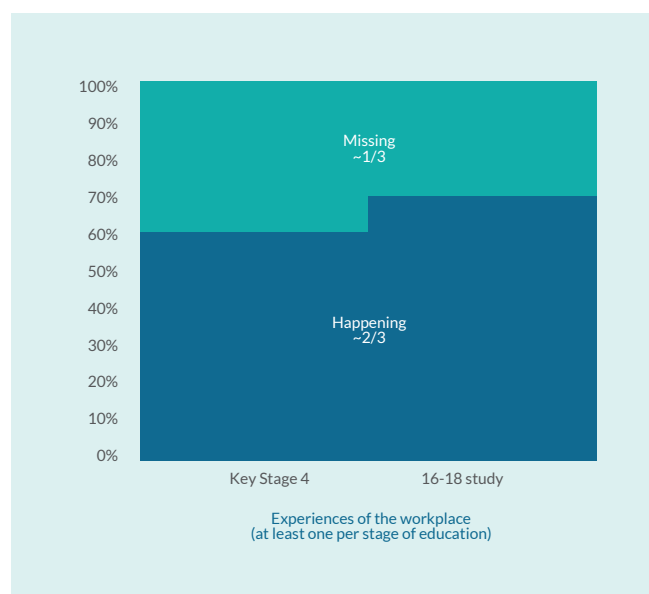


The size of the gap for experiences of the workplace

Chart 2 shows that 63% of young people have at least one experience of a workplace by the end of Key Stage 4 and 69% have an experience of the workplace while they are in the sixth form at school or at college.

In total, an additional 400K workplace experiences are needed each year to ensure that all students have this opportunity by the end of Year 11 and again by the time they leave sixth form or college at the age of 18. This means that one-third of the workplace experiences needed each year are missing.

Chart 2: Percentage of students at the end of Key Stage 4 and 16-18 study programmes with and without an experience of the workplace in 2018/19



Progress in closing the gap

Employers need to provide a total of approximately 4 million encounters and 1 million experiences of the workplace each year if all students are to receive an annual encounter and two workplace experiences.

According to the calculations outlined above, there is currently a shortfall of around one-fifth (18%) of the required encounters and one-third (34%) of the required workplace experiences.

In the first Closing the Gap report, based on May 2017 data, the shortfall was estimated to be approximately three tenths for employer encounters and four tenths for experiences of workplaces. This was based just on the data for schools (including sixth forms). The new results in this report are not directly comparable due to some developments in the Compass questions and the introduction of Compass for Colleges in September 2018.

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 accurate.

Despite these caveats, we can be confident that the number of young people missing out on regular employer encounters and workplace experiences has decreased substantially.

In future years, we will be able to track the progress in closing the gap with increasing confidence if schools and colleges continue to engage with the Compass tool.



Chapter 3: Where should employers target their additional efforts?

Employers are demonstrating strong commitment to engaging with young people in schools and colleges to help inspire and prepare them for future work. Closing the gap requires not only more input from employers but also greater targeting of efforts. This chapter shows the distribution of gaps across local areas, year groups and provider type to help employers maximise the impact of their engagement.

The need for targeting

The level of engagement by employers with education and career guidance is substantial. The latest survey of CBI members, typically larger businesses, found that 94% of business had links with schools, colleges and universities.³³ Over half of the respondents reported that they had increased their engagement with secondary schools (56%) and colleges (51%) with most of the remainder staying the same.

We saw in the previous chapter that despite the progress made in employer engagement, additional input is required to ensure that all young people have the opportunities they need. However, as this chapter will show, the challenge is not just one of volume. There is also an opportunity to better target efforts where they are most needed.

33. CBI (2019). *Education and learning for the modern world: CBI/Pearson Education and Skills Survey report 2019*. London: CBI.

Gaps across local areas

Tables 1 and 2 show the employer encounters and experiences of the workplace needed each year over and above existing provision, as distributed across Local Enterprise Partnership areas.

These figures were calculated using the methodology outlined in Chapter 2, with provision estimated for the schools and colleges that have not yet completed Compass.

Local Enterprise Partnerships are used here as a unit of geography to present the data, not because they are responsible for the delivery of employer encounters and workplace experiences.

In terms of numbers of young people, the shortfall in employer encounters is lowest in Worcestershire, Cornwall and the Isles of Scilly and Cumbria. For experiences of the workplace, the shortfall is lowest in Cornwall, followed by Worcestershire and Cumbria.

In Worcestershire, there has been substantial progress towards the Gatsby Benchmarks over the past year.³⁴ 75% of schools and colleges are achieving Benchmark 5 (Encounters with employers and employees) and 57% are achieving Benchmark 6 (Experiences of workplaces). The relatively low gap can also be explained by the higher level of engagement in the Enterprise Adviser Network which is associated with higher benchmark achievement.

The relative size of the shortfall across LEPs can also be explained by the different sizes of the LEP areas. For example, at first glance the circa 26,000 shortfall of employer encounters in the Leeds City Region may seem high. But this is a relatively populous area, and their percentage shortfall (14%) is better than the national average.

Where businesses have some geographic flexibility in where they focus additional effort, Tables 1 and 2 can be used as a guide to inform a strategic approach to targeting schools, colleges and their students. The local Enterprise Coordinators can then explore with employers the opportunities in more detail for areas of particular interest.

Gaps across year groups

Tables 1 and 2 also show the distribution of the gap across year group (for employer encounters) and Key Stage (for workplace experiences). The largest gaps in employer encounters are in Key Stage 3. There is another spike in Year 11 when students take their GCSEs. The need for additional experiences of the workplace are highest in Key Stage 4 (before the end of Year 11).

Having focused on a geographic area, employers can use this chart to consider the year groups most in need of encounters and to consider how best to tailor their additional input for students of different ages.



34. The Careers & Enterprise Company (2019). *State of the Nation 2019: Progress towards the Gatsby Benchmarks in England's secondary schools and colleges in Local Enterprise Partnerships*. London: The Careers & Enterprise Company.

Map 1: Shortfall in employer encounters across Local Enterprise Partnership area (schools and colleges combined)

This map shows the proportion of young people in each LEP who are missing out on employer encounters.

| No | Local Enterprise Partnership |
|----|---|
| 1 | Black Country Consortium |
| 2 | Buckinghamshire |
| 3 | Cambridgeshire and Peterborough |
| 4 | Cheshire and Warrington |
| 5 | Coast to Capital |
| 6 | Cornwall and the Isles of Scilly |
| 7 | Coventry and Warwickshire |
| 8 | Cumbria |
| 9 | Derby, Derbyshire, Nottingham and Nottinghamshire |
| 10 | Dorset |
| 11 | Enterprise M3 |
| 12 | GFirst |
| 13 | Greater Birmingham and Solihull |
| 14 | Greater Lincolnshire |
| 15 | Greater Manchester |
| 16 | Heart of the South West |
| 17 | Hertfordshire |
| 18 | Humber |
| 19 | Lancashire |
| 20 | Leeds City Region |
| 21 | Leicester and Leicestershire |
| 22 | Liverpool City Region |
| 23 | London |
| 24 | New Anglia |
| 25 | North East |
| 26 | Oxfordshire |
| 27 | Sheffield City Region |
| 28 | Solent |
| 29 | South East LEP |
| 30 | South East Midlands |
| 31 | Stoke-on-Trent and Staffordshire |
| 32 | Swindon and Wiltshire |
| 33 | Tees Valley Unlimited |
| 34 | Thames Valley Berkshire |
| 35 | The Marches |
| 36 | West of England |
| 37 | Worcestershire |
| 38 | York, North Yorkshire and East Riding |

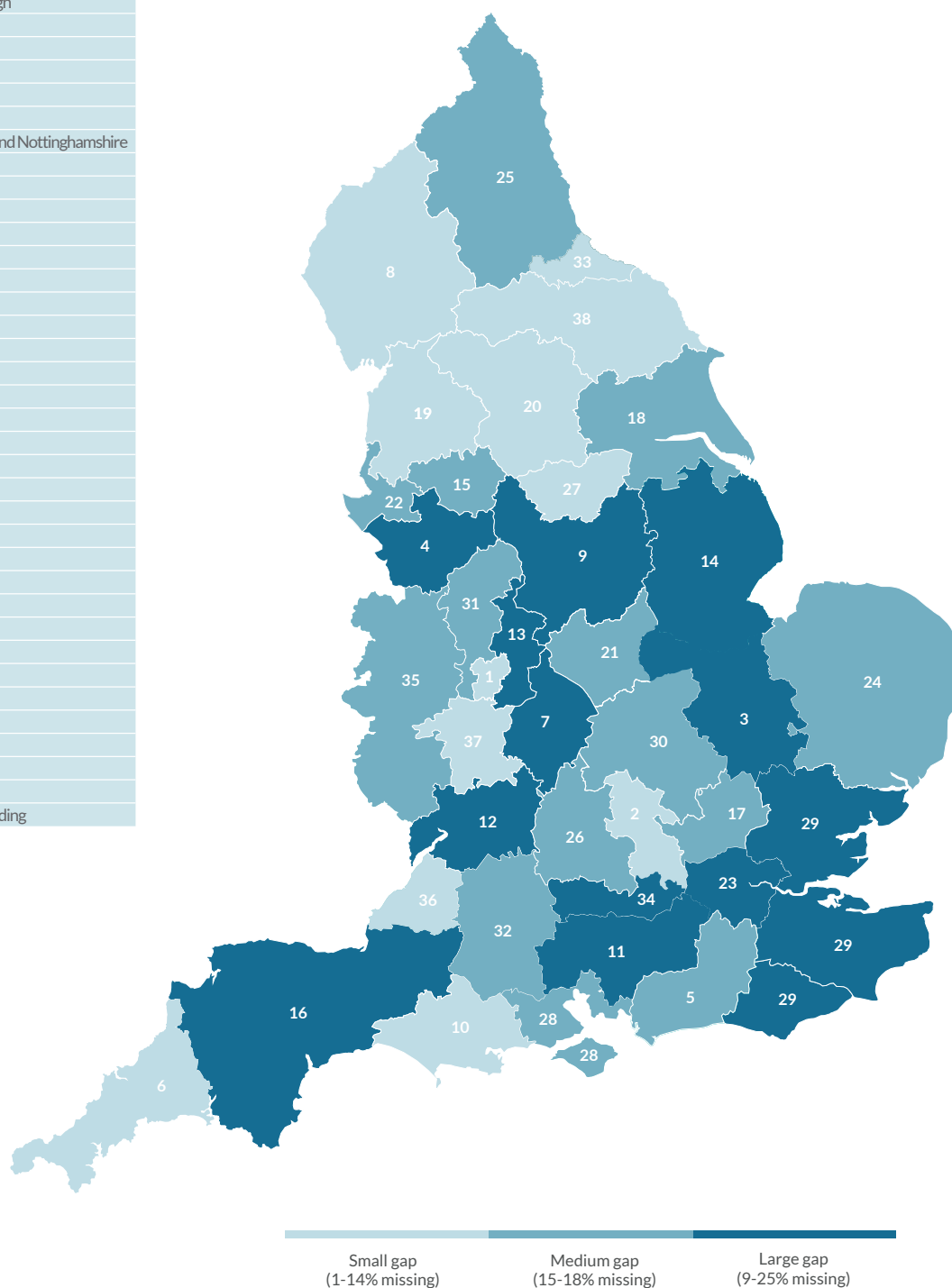


Table 1: Additional employer encounters needed by Local Enterprise Partnership area and year groups (schools and colleges combined)

| LEP area | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Overall shortfall |
|--|--------------|--------------|--------------|--------------|--------------|-------------|--------------|-------------------|
| Black Country Consortium | 2,400 (16%) | 2,300 (15%) | 1,600 (11%) | 500 (3%) | 600 (4%) | 600 (4%) | 700 (5%) | 8,600 (9%) |
| Buckinghamshire | 600 (10%) | 500 (8%) | 300 (5%) | 200 (4%) | 500 (8%) | <50 (0%) | <50 (0%) | 2,200 (6%) |
| Cambridge and Peterborough Combined Authority | 3,100 (31%) | 2,800 (31%) | 2,400 (26%) | 1,000 (11%) | 2,100 (24%) | 500 (6%) | 600 (8%) | 12,500 (20%) |
| Cheshire and Warrington | 3,800 (36%) | 3,500 (35%) | 2,600 (25%) | 900 (9%) | 1,700 (18%) | 1,300 (14%) | 1,700 (19%) | 15,600 (23%) |
| Coast to Capital | 5,200 (34%) | 4,300 (29%) | 3,000 (21%) | 1,200 (8%) | 3,200 (23%) | 600 (4%) | 1,200 (8%) | 18,800 (18%) |
| Cornwall and the Isles of Scilly | 400 (7%) | 300 (6%) | 100 (2%) | <50 (0%) | 300 (5%) | 0 (0%) | <50 (0%) | 1,200 (3%) |
| Coventry and Warwickshire | 3,400 (33%) | 2,700 (27%) | 2,700 (28%) | 1,100 (11%) | 1,300 (15%) | 700 (7%) | 1,000 (11%) | 13,000 (19%) |
| Cumbria | 600 (12%) | 600 (12%) | 400 (8%) | 100 (1%) | 100 (1%) | <50 (0%) | <50 (1%) | 1,800 (5%) |
| Derby, Derbyshire, Nottingham and Nottinghamshire (D2N2) | 7,700 (32%) | 7,300 (32%) | 6,000 (27%) | 1,600 (8%) | 3,600 (17%) | 3,700 (22%) | 4,200 (27%) | 34,100 (24%) |
| Dorset | 1,900 (26%) | 1,700 (23%) | 700 (10%) | 200 (3%) | 300 (5%) | <50 (0%) | 300 (4%) | 5,200 (11%) |
| Enterprise M3 | 5,800 (39%) | 5,200 (36%) | 4,700 (33%) | 2,000 (15%) | 3,400 (26%) | 1,000 (8%) | 1,600 (12%) | 23,700 (25%) |
| GFirst | 2,200 (32%) | 2,300 (34%) | 1,300 (20%) | 600 (9%) | 1,100 (18%) | 100 (3%) | 400 (8%) | 8,100 (19%) |
| Greater Birmingham and Solihull | 5,400 (30%) | 5,100 (29%) | 3,800 (22%) | 1,800 (11%) | 2,400 (15%) | 1,900 (12%) | 2,200 (14%) | 22,600 (19%) |
| Greater Lincolnshire | 2,800 (34%) | 2,600 (31%) | 2,000 (25%) | 1,200 (15%) | 1,300 (17%) | 800 (11%) | 900 (13%) | 11,500 (21%) |
| Greater Manchester | 11,400 (33%) | 9,800 (29%) | 7,500 (23%) | 3,500 (11%) | 4,400 (15%) | 1,100 (4%) | 1,900 (6%) | 39,600 (18%) |
| Heart of the South West | 6,300 (36%) | 5,400 (31%) | 3,800 (23%) | 1,300 (8%) | 3,700 (23%) | 3,100 (20%) | 3,500 (23%) | 27,100 (24%) |
| Hertfordshire | 2,900 (20%) | 3,500 (25%) | 2,400 (18%) | 900 (7%) | 2,200 (17%) | 1,900 (13%) | 2,600 (18%) | 16,400 (17%) |
| Humber | 3,200 (31%) | 2,600 (25%) | 2,100 (21%) | 1,000 (10%) | 1,000 (11%) | 200 (2%) | 300 (3%) | 10,300 (15%) |
| Lancashire | 2,300 (13%) | 2,200 (13%) | 1,500 (9%) | 1,000 (6%) | 1,200 (8%) | 1,500 (9%) | 1,500 (9%) | 11,300 (10%) |
| Leeds City Region | 6,700 (22%) | 6,000 (20%) | 5,000 (17%) | 2,900 (10%) | 3,400 (13%) | 1,200 (5%) | 1,500 (7%) | 26,600 (14%) |
| Leicester and Leicestershire | 4,000 (33%) | 3,000 (25%) | 2,500 (21%) | 600 (5%) | 1,500 (14%) | 600 (6%) | 1,100 (11%) | 13,200 (17%) |
| Liverpool City Region | 4,800 (29%) | 4,300 (25%) | 3,400 (21%) | 1,600 (10%) | 1,600 (10%) | 700 (5%) | 1,200 (9%) | 17,500 (16%) |
| London | 31,900 (35%) | 27,400 (31%) | 23,200 (27%) | 13,200 (16%) | 15,900 (20%) | 9,600 (11%) | 13,200 (17%) | 134,400 (23%) |

| LEP area | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Overall shortfall |
|---------------------------------------|----------------------|----------------------|----------------------|---------------------|---------------------|--------------------|---------------------|----------------------|
| New Anglia | 4,600 (28%) | 3,900 (24%) | 3,300 (20%) | 1,300 (8%) | 2,300 (16%) | 300 (2%) | 600 (4%) | 16,300 (15%) |
| North East | 5,300 (26%) | 4,500 (23%) | 3,900 (20%) | 1,600 (9%) | 2,700 (15%) | 800 (5%) | 1,500 (9%) | 20,100 (16%) |
| Oxfordshire | 1,800 (26%) | 1,500 (22%) | 1,500 (22%) | 600 (9%) | 900 (15%) | 1,300 (15%) | 1,600 (19%) | 9,200 (18%) |
| Sheffield City Region | 3,500 (23%) | 3,100 (21%) | 2,300 (15%) | 1,100 (8%) | 1,700 (12%) | 500 (4%) | 900 (7%) | 13,100 (13%) |
| Solent | 3,900 (32%) | 3,600 (29%) | 2,300 (19%) | 600 (5%) | 1,600 (15%) | 1,100 (8%) | 1,100 (8%) | 14,200 (16%) |
| South East LEP | 16,400 (34%) | 15,200 (33%) | 11,500 (26%) | 6,000 (14%) | 6,600 (16%) | 3,800 (10%) | 5,200 (14%) | 64,700 (21%) |
| South East Midlands | 4,900 (24%) | 3,900 (20%) | 3,200 (17%) | 1,700 (9%) | 3,000 (17%) | 3,000 (18%) | 3,400 (21%) | 23,000 (18%) |
| Stoke-on-Trent and Staffordshire | 3,700 (30%) | 3,300 (29%) | 3,100 (26%) | 1,300 (11%) | 2,000 (18%) | 300 (3%) | 600 (6%) | 14,200 (18%) |
| Swindon and Wiltshire | 2,600 (34%) | 2,400 (32%) | 2,000 (27%) | 500 (6%) | 1,300 (19%) | 100 (2%) | 300 (4%) | 9,200 (18%) |
| Tees Valley Unlimited | 1,400 (18%) | 700 (9%) | 800 (10%) | 200 (3%) | 700 (10%) | 200 (3%) | 300 (3%) | 4,300 (8%) |
| Thames Valley Berkshire | 3,300 (30%) | 2,900 (29%) | 2,200 (22%) | 1,400 (14%) | 1,300 (14%) | 500 (6%) | 900 (12%) | 12,500 (19%) |
| The Marches | 2,200 (30%) | 2,300 (33%) | 1,300 (19%) | 700 (9%) | 1,000 (14%) | 200 (4%) | 300 (4%) | 7,900 (17%) |
| West of England | 3,200 (27%) | 2,700 (25%) | 1,600 (14%) | 400 (4%) | 1,400 (14%) | 300 (3%) | 600 (6%) | 10,300 (13%) |
| Worcestershire | 200 (3%) | <50 (0%) | 200 (4%) | <50 (0%) | 100 (1%) | <50 (0%) | 0 (0%) | 500 (1%) |
| York, North Yorkshire and East Riding | 1,000 (17%) | 700 (11%) | 600 (9%) | 400 (7%) | 400 (7%) | <50 (0%) | 100 (1%) | 3,200 (8%) |
| Total per year group | 177,200 (29%) | 156,000 (26%) | 122,600 (21%) | 56,000 (10%) | 83,900 (15%) | 43,600 (8%) | 58,800 (11%) | 698,000 (18%) |

Figures are rounded to the nearest 100, meaning that totals may not match.

The percentages indicate the proportion of young people in each category who are missing encounters.

Map 2: Shortfall in experiences of workplaces across Local Enterprise Partnership area (schools and colleges combined)

This map shows the proportion of young people in each LEP who are missing out on experiences of workplaces.

| No | Local Enterprise Partnership |
|----|---|
| 1 | Black Country Consortium |
| 2 | Buckinghamshire |
| 3 | Cambridgeshire and Peterborough |
| 4 | Cheshire and Warrington |
| 5 | Coast to Capital |
| 6 | Cornwall and the Isles of Scilly |
| 7 | Coventry and Warwickshire |
| 8 | Cumbria |
| 9 | Derby, Derbyshire, Nottingham and Nottinghamshire |
| 10 | Dorset |
| 11 | Enterprise M3 |
| 12 | GFirst |
| 13 | Greater Birmingham and Solihull |
| 14 | Greater Lincolnshire |
| 15 | Greater Manchester |
| 16 | Heart of the South West |
| 17 | Hertfordshire |
| 18 | Humber |
| 19 | Lancashire |
| 20 | Leeds City Region |
| 21 | Leicester and Leicestershire |
| 22 | Liverpool City Region |
| 23 | London |
| 24 | New Anglia |
| 25 | North East |
| 26 | Oxfordshire |
| 27 | Sheffield City Region |
| 28 | Solent |
| 29 | South East LEP |
| 30 | South East Midlands |
| 31 | Stoke-on-Trent and Staffordshire |
| 32 | Swindon and Wiltshire |
| 33 | Tees Valley Unlimited |
| 34 | Thames Valley Berkshire |
| 35 | The Marches |
| 36 | West of England |
| 37 | Worcestershire |
| 38 | York, North Yorkshire and East Riding |

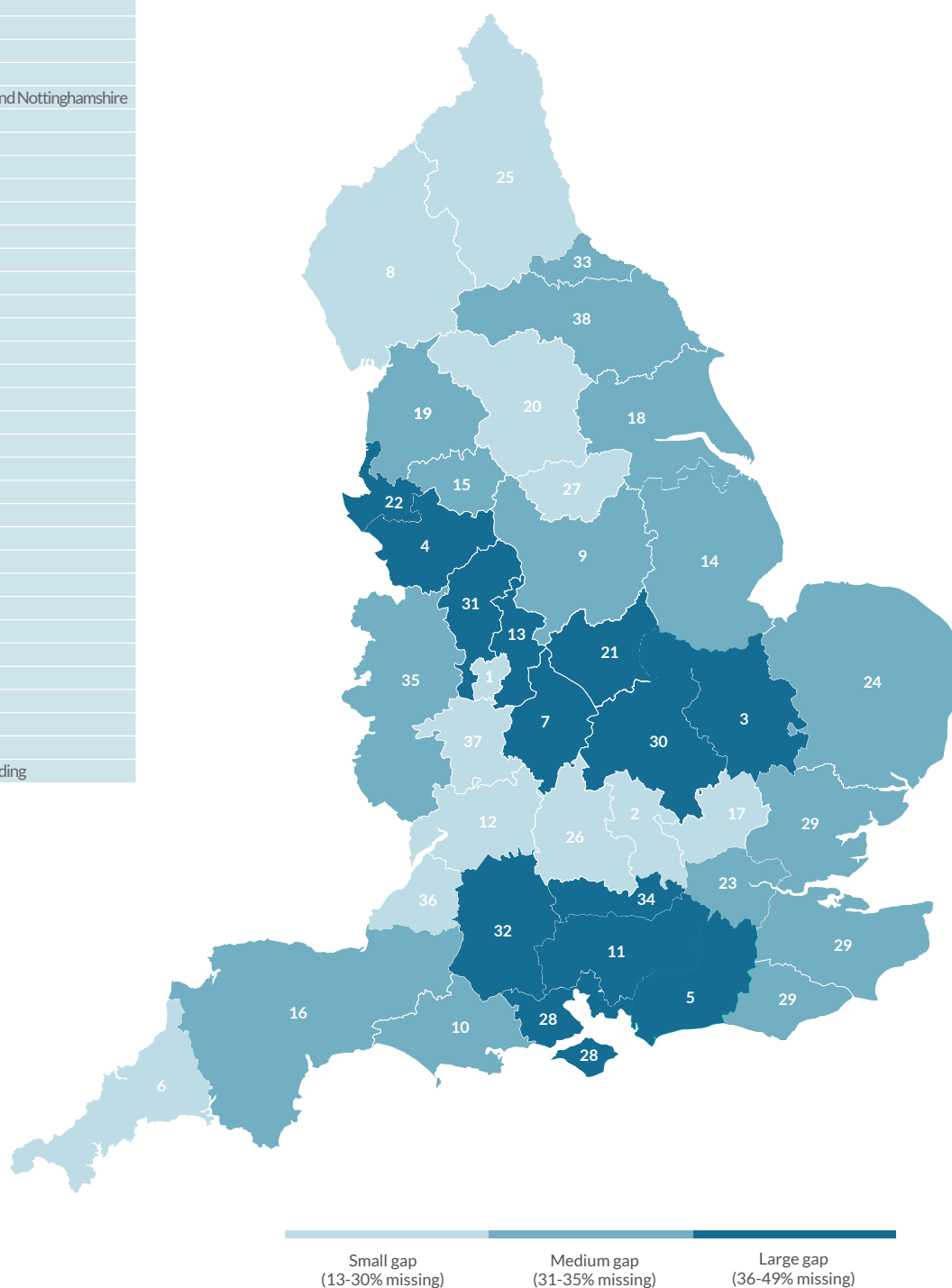


Table 2: Additional experiences of the workplace needed by Local Enterprise Partnership area and age range (schools and colleges combined)

| LEP area | Key Stage 4 | 16-18 | Overall shortfall |
|--|----------------------|----------------------|----------------------|
| Black Country Consortium | 3,900 (29%) | 3,000 (21%) | 6,900 (24%) |
| Buckinghamshire | 1,700 (29%) | 1,100 (24%) | 2,800 (27%) |
| Cambridge and Peterborough Combined Authority | 3,100 (36%) | 3,200 (40%) | 6,300 (38%) |
| Cheshire and Warrington | 3,800 (40%) | 3,400 (36%) | 7,200 (38%) |
| Coast to Capital | 5,300 (38%) | 5,300 (38%) | 10,600 (38%) |
| Cornwall and the Isles of Scilly | 600 (11%) | 800 (14%) | 1,400 (13%) |
| Coventry and Warwickshire | 3,800 (42%) | 3,100 (36%) | 6,900 (39%) |
| Cumbria | 1,200 (24%) | 900 (24%) | 2,100 (24%) |
| Derby, Derbyshire, Nottingham and Nottinghamshire (D2N2) | 6,500 (31%) | 5,700 (39%) | 12,200 (35%) |
| Dorset | 1,700 (25%) | 1,900 (36%) | 3,600 (31%) |
| Enterprise M3 | 5,100 (39%) | 5,800 (47%) | 10,900 (44%) |
| GFirst | 2,600 (40%) | 900 (13%) | 3,500 (26%) |
| Greater Birmingham and Solihull | 5,100 (31%) | 6,500 (45%) | 11,600 (40%) |
| Greater Lincolnshire | 3,400 (43%) | 2,000 (28%) | 5,300 (34%) |
| Greater Manchester | 11,600 (38%) | 8,900 (32%) | 20,500 (34%) |
| Heart of the South West | 4,200 (27%) | 5,600 (38%) | 9,900 (34%) |
| Hertfordshire | 2,900 (22%) | 3,200 (24%) | 6,000 (23%) |
| Humber | 3,900 (44%) | 2,300 (24%) | 6,200 (31%) |
| Lancashire | 5,500 (36%) | 4,500 (29%) | 10,100 (31%) |
| Leeds City Region | 12,000 (45%) | 5,000 (20%) | 17,000 (30%) |
| Leicester and Leicestershire | 4,700 (44%) | 3,500 (34%) | 8,100 (38%) |
| Liverpool City Region | 6,900 (45%) | 4,100 (33%) | 11,100 (38%) |
| London | 31,400 (39%) | 25,700 (32%) | 57,100 (35%) |
| New Anglia | 4,900 (33%) | 4,400 (30%) | 9,200 (31%) |
| North East | 6,600 (36%) | 3,000 (18%) | 9,500 (26%) |
| Oxfordshire | 1,200 (19%) | 2,600 (32%) | 3,800 (28%) |
| Sheffield City Region | 6,300 (46%) | 2,900 (20%) | 9,100 (30%) |
| Solent | 3,900 (35%) | 5,100 (36%) | 9,000 (36%) |
| South East LEP | 16,800 (40%) | 10,600 (27%) | 27,400 (33%) |
| South East Midlands | 8,500 (47%) | 5,100 (31%) | 13,700 (38%) |
| Stoke-on-Trent and Staffordshire | 3,700 (34%) | 3,500 (39%) | 7,200 (37%) |
| Swindon and Wiltshire | 3,000 (43%) | 3,200 (48%) | 6,200 (46%) |
| Tees Valley Unlimited | 2,300 (33%) | 2,700 (36%) | 5,000 (35%) |
| Thames Valley Berkshire | 4,500 (49%) | 3,200 (50%) | 7,800 (49%) |
| The Marches | 1,600 (24%) | 2,200 (35%) | 3,800 (31%) |
| West of England | 2,500 (24%) | 3,200 (28%) | 5,600 (27%) |
| Worcestershire | 1,200 (22%) | 500 (24%) | 1,700 (23%) |
| York, North Yorkshire and East Riding | 2,400 (39%) | 1,400 (29%) | 3,800 (33%) |
| Total per age range | 200,400 (37%) | 159,700 (31%) | 360,100 (34%) |

Figures are rounded to the nearest 100, meaning that totals may not match.

The percentages indicate the proportion of young people in each category who are missing experiences of work places.

Gaps across types of schools and colleges

Tables 3 and 4 show the missing numbers of encounters and experiences across types of school and college. The relative size of the gaps reflect the distribution of students across types so it is not surprising that the majority of students missing out on encounters and experiences of the workplace are in mainstream schools and further education colleges. The purpose of presenting these figures is to help employers to target their efforts.

Table 3: Additional employer encounters needed by institution type and year groups

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 / age 16-17 in college | Year 13 / age 17-18 in college | Total by type |
|-------------------------------------|----------------------|----------------------|----------------------|---------------------|---------------------|--------------------------------|--------------------------------|----------------------|
| Mainstream school | 172,200 (29%) | 150,800 (26%) | 117,100 (21%) | 51,900 (9%) | 80,500 (15%) | 12,400 (6%) | 27,700 (15%) | 612,700 (19%) |
| SEND school | 4,900 (43%) | 4,600 (41%) | 4,300 (38%) | 3,100 (28%) | 1,900 (18%) | 500 (9%) | 400 (8%) | 19,700 (30%) |
| Alternative Provision | 200 (51%) | 500 (51%) | 1,100 (53%) | 1,000 (29%) | 1,500 (21%) | 100 (34%) | <50 (36%) | 4,400 (31%) |
| Further education inc land and arts | | | | | | 23,300 (10%) | 23,300 (10%) | 46,600 (10%) |
| Sixth form college | | | | | | 5,200 (9%) | 5,200 (9%) | 10,300 (9%) |
| Academy or free school 16-19 | | | | | | 2,100 (8%) | 2,100 (8%) | 4,300 (8%) |
| Special post 16 institution | | | | | | <50 (4%) | <50 (4%) | 100 (4%) |
| Total by year group | 177,200 (29%) | 156,000 (26%) | 122,600 (21%) | 56,000 (10%) | 83,900 (15%) | 43,600 (8%) | 58,800 (11%) | 698,000 (18%) |

Figures are rounded to the nearest 100, meaning that totals may not match.

The percentages indicate the proportion of young people in each category who are missing encounters.

Table 4: Additional experiences of the workplace needed by institution type and age range

| | Key Stage 4 | 16-18 in schools & colleges | Total by type |
|-------------------------------------|----------------------|-----------------------------|----------------------|
| Mainstream school | 192,600 (36%) | 53,400 (29%) | 246,100 (35%) |
| SEND school | 4,000 (38%) | 1,200 (24%) | 5,200 (34%) |
| Alternative Provision | 3,700 (53%) | 100 (62%) | 3,800 (53%) |
| Further education inc land and arts | | 63,900 (26%) | 63,900 (26%) |
| Sixth form college | | 27,200 (49%) | 27,200 (49%) |
| Academy or free school 16-19 | | 13,800 (53%) | 13,800 (53%) |
| Special post 16 institution | | 200 (22%) | 200 (22%) |
| Total by age range | 200,400 (37%) | 159,700 (31%) | 360,100 (34%) |

Figures are rounded to the nearest 100, meaning that totals may not match.

The percentages indicate the proportion of young people in each category who are missing experiences of work places.

Chapter 4: What are the implications?

The purpose of this research has been to review the size of the gap between the minimum Gatsby target of 4 million encounters and 1 million workplace experiences per year and the number of students currently receiving this provision.

Our analysis has identified considerable progress since the last Closing the Gap report that used data from 2016/17 but finds that one-fifth of young people are missing out on employer encounters each year and one-third are missing out experiences of the workplace.

The high level of engagement with the Compass tool among schools and colleges has enabled us to estimate how the young people missing out are distributed across LEAs, year groups and types of school and college. We present this information to help employers target their efforts where the need is greatest.

It is now widely accepted that employer engagement is a key component of career guidance for young people with growing evidence that, done well, employers can help raise aspirations and awareness, build knowledge and skills, and help young people make good career choices. The recent evidence that 9 in 10 large businesses have links with schools and colleges suggests that employers understand the value and are willing to engage.

The analysis in this report demonstrates the difference that this commitment has made to young people. As a result of schools and colleges making progress towards the Gatsby Benchmarks of Good Career Guidance, supported by the Government's Careers Strategy, the size of the shortfall in employer engagement has reduced substantially. With approximately half of schools and colleges fully achieving Benchmarks 5 and 6, it is clear that with the right support and resources, employer engagement is achievable. Nevertheless, one-fifth of young people are still missing out on employer encounters each year, and one-third of young people are leaving school and college without an experience of the workplace, demonstrating that more work is needed.

To reach the minimum 4 million employer encounters and 1 million workplace experiences each year, we need each employer to:

- reach out to one young person a year for every seven employees in their workforce; and
- provide an experience of the workplace each year for every 25 employees.³⁵

Some employers already do far more than this, not least of which the small businesses who may have fewer than 25 employees. We need these employers to keep doing what they are doing, indeed to provide more where they can, not only because of the uneven distribution across the country but also because the Government's minimum standard for young people is exactly that – a minimum. The evidence shows that young people and the economy continue to benefit as we increase the level of employer engagement beyond those minimum levels.

Meeting the Gatsby targets requires targeting as well as volume. We know from the State of Nation 2019 report that the achievement of Benchmarks 5 and 6 varies across the country. This report shows the distribution of young people missing out across different areas as well as year group and type of institution. This insight is provided to enable employers to target their efforts where the need is greatest.

Recommendations

At The Careers & Enterprise Company, we will continue to support high levels of employer engagement and to work with education, employers and careers providers to increase the capacity of the sector to deliver on this. We will also continue to conduct research to increase our understanding about progress towards the standards set out in the Careers Strategy.

To support this work, we encourage **employers** to:

- view employer engagement as a key responsibility;
- as a minimum, provide one encounter every year for every seven employees;
- as a minimum, offer at least one work experience opportunity every year for every 25 employees;
- target efforts where needs are greatest using the Compass data and the insight from The Careers & Enterprise Company Enterprise Adviser Network;
- work with schools, colleges and expert providers to deliver high-quality, impactful experiences that are tailored to the needs of the young people involved;
- continue to evaluate and improve provision to keep raising the standard;
- encourage senior employees to become Enterprise Advisers to support schools and colleges to increase their employer engagement; and
- take a leadership role locally to galvanise business engagement with education (e.g., consider becoming a Careers & Enterprise Cornerstone Employer).

35. Based on an estimate of the working population from NOMIS (2019): specifically those economically active and in employment in England, being c. 27.8 million. The presented values of 1 in 7 and 1 in 25 derive from using the more accurate figures of 4.0 million and 1.1 million as numerators. Available from <https://www.nomisweb.co.uk/> [Accessed December 2019].

We encourage **secondary schools and colleges** to:

- ensure that they have a trained and sufficiently resourced Careers Leader to lead their careers provision;
- have a careers plan in place which links employer engagement to the curriculum and wider careers programme;
- commit to delivering at least seven employer encounters and two work experience placements for every student;
- plan employer engagement that raises aspirations and takes into account student career interests and needs.
- build and maintain a wide network of employers; and
- ensure continuous improvement by strengthening local partnerships, sharing good practice and evaluation.

Support for employer engagement

The Careers & Enterprise Company, working in partnership with Local Enterprise Partnerships, supports schools, colleges, employers and careers providers across the country to work together to achieve the Gatsby Benchmarks. Employer engagement is a collaboration between employers and education providers and we support both partners to achieve success.

The Enterprise Adviser Network now encompasses nearly half of schools and colleges in England. The Network provides schools and colleges with strategic support from a dedicated Enterprise Adviser - a senior volunteer from the world of business.

Enterprise Advisers are in turn supported by Enterprise Coordinators employed jointly by The Careers & Enterprise Company and local partners.

Schools and colleges have increased their business contacts by being part of the Enterprise Adviser Network²³ and Enterprise Advisers identify specific ways that they make a difference to schools, colleges and young people.²⁴

Careers Hubs are an innovative new model that brings together clusters of 20 to 30 schools to work jointly towards achieving the Gatsby Benchmarks. The results from the first year of the Careers Hub pilot show that this model of additional support leads to stronger networks and employer engagement.²⁵

Over 200 businesses provide leadership in employer engagement through their role as Cornerstone Employers and 1,500 small and medium sized (SME) businesses have signed up to the 'Give an Hour' campaign across 26 Local Enterprise Partnerships.

Along with the digital tools, training, resources and investment funds, the support available to employers, schools and colleges through The Careers & Enterprise Company has grown considerably over the past few years. There are also numerous employer engagement resources and tools available through other providers, many of which are signposted through the toolkits.²⁶

It is important to recognise that engagement with education is not the full time role of a business and so The Careers & Enterprise Company supports employers to target their valuable time and resources to where they are most needed.



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Appendix: Research methodology and assumptions

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

Step 1: The proportion of students experiencing encounters and workplaces in each year group were estimated based on the Compass questions for schools and colleges.

Compass returns from the academic year 2018/19 up to the end of July 2019 were used to estimate the percentage of young people missing out on Benchmarks 5 and 6 as described below, calculated internally using only Compass data. These percentages were then applied to the base population data as listed in step 3.

Questions used in Schools analysis:

- For each year where the School marked “Yes” to “Please select the years during which 76-100% of students have at least one encounter with an employer or employee”, we interpret 100% of students as having had an encounter in that year.
- Where the School marked “No”, we apply the midpoint of the School’s answer to “What proportion of your students have at least one encounter with an employer every year they are at school?” as below:

| | |
|----------------------------------|------|
| – 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% |

- The estimate is likely to be an underestimate overall due to positive outlier cases in year groups with no corresponding absence of negative outlier cases. For instance, consider a year group where 60% have an encounter but only “a few” people have at least one encounter every year they are at school – in such a case, the school would only get credit for 13% not 60% of that year group.
- For experiences of the workplace, the questions are straightforward, applying the same mid-point coding as above:
 - Approximately what proportion of students have had an experience of a workplace by the end of Year 11?
 - During Years 12 and 13 specifically, what proportion of students have an experience of a workplace?

Questions used in College analysis:

The College scoring follows a similar pattern to the School scoring, where the equivalent questions are:

- Where the College marked “Yes” for the “16-18” group of learners in the question “In which of the following groups of learners do the overwhelming majority (76-100%) have at least two encounters with an employer or employee?”, we interpret 100% of students as having fulfilled the requirements for Gatsby Benchmark 5 (acknowledging some uncertainty over whether the encounters were staggered over each year).

- Where the College marked “No” to the above question, we take highest response of the following two questions to identify participation in employer encounters: “What proportion of your learners have at least one encounter with an employer through the curriculum every year they are at college?” and “What proportion of your learners have at least two encounters with an employer every year they are at 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 learners have had an experience of a workplace (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 inappropriate Compass form (e.g. a school which completes the college form) are treated as non-completers and are included in the same way as the schools and colleges who did not complete a Compass form in 2018/19.

Step 2: Estimates were produced for the prevalence of employer encounters and experiences of the workplace in the schools and colleges that have not yet completed Compass.

In order to identify the numbers and proportions of young people experiencing employer encounters and workplaces across the whole country, we needed to 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 colleges that have completed Compass were used as a proxy for the non-completing schools and colleges. Previous analysis has revealed that the first time completers in each academic year have similar average overall Gatsby performance as a cohort, such that they are likely to be a reasonable proxy for those who have not yet completed Compass.

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:

- Mainstream secondary
- Special schools
- Alternative provision/pupil referral unit
- 16-19 academy and free schools
- Further education colleges including land and arts
- Special post 16 institutions
- Sixth form colleges

Step 3: Student population figures were used to calculate the number of students experiencing encounters and workplaces in each year group across England.

For consistency, the same population data method was used for both institutions with a Compass return and those without.

- For schools, we took the year group data from the Department for Education's datasource for 2018/19 "Schools_Pupils_2019_pupil_characteristics_UD.xlsx". The total number of students in each year was based on summing up the headcounts of full-time boys, full-time girls, part-time boys, and part-time girls. Where data is missing or suppressed, we treated it as though no students were present.
- For colleges, wherever possible, we took the Government data from "FE_and_Skills_learners-by-provider-local-authority-learner-characteristics_201718.xlsx" for number of learners aged under 19. Where the institution type is formally a school (e.g. Academy or Free School 16-19) and data is not available in the FE and Skills database, the sum of Years 12 and Year 13 headcount data is taken from the same DfE datasource as for schools. Where this is not available or records a zero headcount, we take the headcount reported by the institution in the Compass return, where available. Since the population data are not available by year group, we treat the number of learners under 19 as evenly split across 16-17 and 17-18 year old learners.

Only maintained schools and colleges with some secondary education are included in this analysis. Independent schools are excluded.

The Careers & Enterprise Company
2-7 Clerkenwell Green
Clerkenwell
London EC1R 0DE

careersandenterprise.co.uk