



Work Package 2 Summary Report UK

Table of Contents

Executive Summary.....	3
Case Study Summaries.....	3
Case Study 1 – RSA Academy and Caparo.....	3
Case Study 2 – Wolverhampton Education Business Partnership, Wolverhampton City Council..	4
Case Study 3 – ACE Academy.....	4
Case Study 4 – North East Wolverhampton Academy.....	5
Case Study Comparisons Table	5

Executive Summary

From the UK perspective, four case studies have been developed. These have focussed on three 11-18 institutions and a City-wide model. The case studies have identified a range of provision and specific activities ranging from specific courses to generic employer engagement. The case studies identified a range of employer engagement levels: where specific courses are supported, 1 employer is intensively involved. For more generic activities, a wide range of employers and businesses are engaged with and the level of intensity varies. Although there are challenges, the student perspective indicates that such interaction is useful and relevant, with students identifying how the experiences will assist their future careers. The number of students involved ranges across case studies from small curriculum based groups to a city-wide approach. In relation to ICT, for the specific course, ICT is an important element. For more generic activities, ICT is used more generally. There is potential for replication for elements of all the case studies, albeit with some barriers.

Case Study Summaries

Case Study 1 – RSA Academy and Caparo

This case study focussed on the interaction between RSA Academy, an 11-18 Academy in Tipton, West Midlands and a large West Midlands based business, Caparo Industries. The focus was on 2 specific vocational courses: BTEC Level 3 Engineering. Post-16 vocational qualification Product Design Level 3 and Post-16 vocational qualification (Part of International Baccalaureate Career-Related Certificate course). The BTEC Engineering course requires some form of industrial link and this has been achieved through a range of visits to industry. External competitions are engaged with and often link to the Engineering Education Scheme. As part of these, a number of businesses have been engaged with, among them Caparo. Caparo and RSA Academy work together to offer students a range of opportunities. These include Apprenticeships, joint development of Health and Safety modules, Caparo investment in the Engineering Education Scheme. The relationship and activities between RSA Academy and Caparo include elements of regular feedback and evaluation. A key challenge, from the school perspective, of working closely with businesses in this way is maintaining the ongoing relationship and commitment from businesses. RSA Academy has found businesses through local networks including STEMNET and through school staff contacts and parents. For Caparo the challenges are in relation to resources and capacity, and the changed responsibilities for staff that such work brings. There are also Health and Safety issues that need to be addressed in relation to working with under 18s and having students on industrial sites. Support for this has been sourced from the local authority EBP (Education Business Partnership) team. The relationship between Caparo and RSA Academy is fluid and flexible, and regular discussion take place regarding how to progress and develop the links. The successes and benefits for the school of working with businesses are wide and far-reaching. Teaching staff have seen key differences between the original curriculum and the one influenced by, and involving business. From Caparo's perspective a number

of successes and benefits have been seen. Recruitment costs, processes and time is reduced and they are able to 'grow their own' staff through placements and apprenticeships and there are plans to extend the scheme. ICT is a vital part of how students study both the BTEC Engineering and Product Design courses. Both courses are online and content includes all the guidance, units, PowerPoints and assignments. Students and staff are able to carry out a range of activities including uploading documents and assignments, feedback and marking. Both courses also include a high level of ICT in relation to topics and content. The experience of working closely with a business has had a very positive impact on students and they clearly see how this will benefit their future careers. Some students have been offered apprenticeships with the business.

Case Study 2 – Wolverhampton Education Business Partnership, Wolverhampton City Council

This case study focussed on the city-wide provision for education and business links within Wolverhampton and provides details of a model used by Wolverhampton EBP to assist the 17 schools with developing, planning and maintaining links with business. The model can be applied to all year groups and curriculum areas and encompasses all links with business. Wolverhampton EBP is aware of research from the Government's Employers Taskforce which indicates that there is a positive relationship between how many employer contacts young people experience at school. As a result Wolverhampton EBP has developed 2 key initiatives. The 4+ campaign aims to support schools in ensuring that young people experience 4 or more engagements with employers and a 'World of Work Plan' has been developed to assist the planning process. It encompasses all external engagement, transition to work, work experience, careers education, IAG and employer engagement and links. Each route map is different and is adapted to the schools' needs. It therefore provides a model that is flexible and that can be tailored to specific characteristics and needs. A wide range of employer engagement activities, events and initiatives can be seen within the city. Activities range from subject specific to cross-curricular and focussed on a specific year group(s) or common across all ages. Activities can also have a direct influence on the curriculum and can be linked to curriculum plans. Each school and the EBP will have regular yearly reviews with an aim to keep the process flexible and fluid and up to date. The plans also enable the EBP to target, recruit and engage employers through a co-ordinated and city-wide approach.

Case Study 3 – ACE Academy

This case study focussed on ACE Academy, an 11-18 Academy in Tipton, West Midlands and the extensive, school-wide employer engagement activities it carries out for all year groups. The case study outlines the provision in place and focuses on a number of specific examples. There are two part time members of staff responsible for career related and business links and who provide a point of contact and support for students. A range of weekly and fortnightly events take place in dedicated slots within the timetable. At key points throughout the year a number of events are held including interview skills workshops for Year 11, careers convention for Year 9 students and Year 10 students attend a 'preparation for work' day which aims to prepare them for their forthcoming work experience. The Academy also runs the Career Academy (a national initiative for Years 12 and 13)

and regular career talks from an external business representative. A range of events are also organised for Years 7 and 8, for example, visits to businesses.

All events and activities are evaluated by students and staff and results are summarised and reviewed and records are also kept in student career files.

As a result provision is adapted accordingly and areas where students need extra help and support can be also easily identified. The team also has the capacity to provide bespoke support if needed. Whilst students are well supported, they are expected to be proactive and show commitment. There is a large commitment from senior management and resources, including staffing, are allocated to the activities. ACE Academy develops and maintains the links with employers in a number of ways.

Case Study 4 – North East Wolverhampton Academy

This case study focused on North East Wolverhampton Academy (NEWA), an 11-18 Academy in Wolverhampton, West Midlands, and the work experience programme they organise for Year 10 students. Work experience takes place for 2 weeks towards the end of the summer term, usually in June. It is accredited through BTEC Level 2 WorkSkills course. Students receive a WorkSkills Award by working through 3 credits. They can also receive extra credits through other subjects and PSHE and be awarded higher levels of the award. The key reasons for undertaking work experience are in relation to employability, skills development, re-focusing students in relation to the purpose of their education, informing them of the expectations of employers and particular careers and to develop independence. A range of preparation work takes place with both staff and students including a specific scheme of work, handbook and audit booklet. CV preparation and development also takes place in the run up to work experience. The week before students go on their placement a preparation day is held where they look at Health and Safety, employer expectations and so they are clear about what they want to achieve from their time in a business. Where possible, students undertake a placement which is relevant to their subject areas or chosen careers. Placements are also linked to the curriculum where relevant, and subject teachers also get involved in finding placements and supporting students. Work experience is also supported by academic mentors who visit students once a week. Students reported very positive experiences and particularly enjoyed learning about new subject areas, gaining new experiences and meeting new people. A number of students said it had developed transferable skills such as team work and confidence. For those students who had firm ideas about their future careers, it either confirmed that they had made the right choice for them, or eliminated it as a choice. A number of students also reported that they had experienced new forms of ICT such as specific systems and software. Other benefits they identified were in relation to building relationships, learning how to deal with people and experiencing a real work environment. NEWA is also planning to introduce work experience to Year 12 in 2015. This will have a strong emphasis and link with subject areas and career choices.

Case Study Comparisons Table

Criteria	Case Study 1	Case Study 2	Case Study 3	Case Study 4	Conclusions
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	RSA	EBP	ACE	NEWA	
Relevance (influence of industry)	The business is heavily involved in the curriculum through both planning and delivery.	The involvement of businesses is implicit in the model and is essential for it to work. However, the influence on the actual curriculum is limited, other than where specific curriculum related events take place in conjunction with businesses.	The involvement of businesses is implicit in the activities carried out and is essential for them to work. However, the influence on the actual curriculum is limited, other than where specific curriculum related events take place in conjunction with the businesses.	The involvement of businesses in the work experience programme is implicit and essential for it to take place. The relevance to the work experience qualification gained is high. It is also high where students are on placements relevant to their curriculum areas of study.	The case studies identified a range of employer engagement levels. Where specific courses are supported, 1 employer is intensively involved. For more generic activities, a wide range of employers and businesses are engaged with and the level of intensity varies.
Impact (helpful for students)	The experience of working closely with a business has had a very positive impact on students and they clearly see how this will benefit their future careers. Some students have been offered apprenticeships with the business.	Not specifically known.	Activities are evaluated by students and their feedback is taken into account when planning and developing future activities.	Students reported very positive experiences and particularly enjoyed learning about new subject areas, gaining new experiences and meeting new people. A number of students said it had developed transferable skills such as	Students are generally very positive about the experiences and value of working with businesses and identify a wide range positive impacts and skill development.

				<p>team work and confidence.</p> <p>For those students who had firm ideas about their future careers, it either confirmed that they had made the right choice for them, or eliminated it as a choice. Other benefits they identified were in relation to building relationships, learning how to deal with people and experiencing a real work environment.</p>	
<p>Size (number of students)</p>	<p>BTEC Engineering has an average of 20 students per year.</p> <p>IBCC Product Design has an average of 2 to 10 students per year.</p>	<p>All students (Years 7-13) across 17 secondary schools - TBC</p>	<p>1400 students in the school</p>	<p>Year 10 numbers - TBC</p>	<p>Ranges across case studies from small curriculum based groups to a city-wide approach.</p>
<p>ICT involvement</p>	<p>ICT is a vital part of how students study both courses. Both are available online and content includes</p>	<p>ICT is used generally.</p>	<p>ICT is used generally.</p>	<p>ICT is used generally and some students used new and specific forms of ICT during their</p>	<p>For the specific course, ICT is an important element. For more generic activities, ICT is used more</p>

	<p>all the guidance, units, PowerPoints and assignments. There is also functionality for a wide range of activities. Both courses also include a high level of ICT in relation to topics and content.</p>			placements.	generally.
Portability	<p>There is potential for the replication of business involvement in the curriculum design and delivery as seen in this case study. However, this would depend on the availability of vocational courses that lend themselves to business involvement in this way and the commitment of businesses to become heavily involved.</p>	<p>The model has huge potential for replication in other countries as it provides a framework for activity, whilst allowing flexibility with the actual activities undertaken. However, it would depend on the existence of a central body to support educational institutions.</p>	<p>The model, and specific activities, within it, has huge potential for replication. This would be dependent on staff capacity to organise activities and the availability of businesses to be involved.</p>	<p>Whilst many students undertake work experience across Europe, it is not always accredited. This model therefore has potential for replication. However, this would depend on the availability of relevant accreditation/qualifications.</p>	<p>There is potential for replication for elements of all the case studies, albeit with some barriers.</p>

