



AGENDA

SELECT COMMITTEE - STUDENT JOURNEY

Tuesday, 28 June, 2011, at 10.00 am

Ask for: **Theresa
Grayell/Gaetano
Romagnuolo**

**Pendragon, Invicta House, County Hall,
Maidstone**

Telephone **(01622) 694277/(01622)
694292**

Tea/Coffee will be available 15 minutes before the start of the meeting in the meeting room

Membership

Mr K Smith (Chairman), Mr M C Dance (Vice-Chairman), Mr A R Chell, Mr I S Chittenden, Mr P J Homewood, Mr R J Lees (Co-optee), Mr S Manion, Mr M J Northey Mrs C J Waters

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

- 10.00 - Interview with **Roger House**, Regional Chairman, Federation of
10.45 am Small Businesses, Kent and Medway (1 - 4)
- 11.00 - Interview with **Richard Lavender**, Young Chamber Co-ordinator,
11.45 am Kent Invicta Chamber of Commerce (5 - 6)
- 12.00 - Interview with **Peter Hobbs**, Chief Executive, Channel Chamber
12.45 pm of Commerce (7 - 10)

Background Reading for Members (11 - 38)

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up

Peter Sass
Head of Democratic Services
(01622) 694002

Monday, 20 June 2011

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STUDENT JOURNEY SELECT COMMITTEE

BIOGRAPHY FOR INTERVIEWEE ATTENDING SELECT COMMITTEE SESSION

Please provide a paragraph which will give the Select Committee the following information. Thank you.

Name: Roger House

Current post title: Director Partnership Working Ltd, CEO The centre for Micro Business; Regional chairman FSB Kent & Medway

Current responsibilities: Specialisms in business development and public/private sector procurement and collaboration.

Brief outline of previous posts and responsibilities: Director Education for Enterprise CIC (see below).

Any additional information you think may be relevant to the review:

- Through the FSB: several years as national liaison with sector Skills Councils.
- Five years supporting Young Enterprise on area and regional board and as school mentor.
- Two years on Board of the Swale Skills Centre

Commercially:

- Five years running Education for Enterprise CIC creating and delivering enterprise days and learning material.
- Approached KCC on several occasions with concepts and proposals
- Creation of a variety of business challenge opportunities
- Creation of Small Business Ambassadors™ a business mentoring group now migrated to the adult business sector within Centre for Microbusiness
- We employ 1 graduate and 1 first steps young person

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THE STUDENT JOURNEY SELECT COMMITTEE

Hearing 5

Tuesday 28th June 2011

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Roger House, Regional Chairman, Federation of Small Businesses (FSB) - Kent and Medway.

- Please introduce yourself and outline the roles and responsibilities that your post involves.
- Please outline the role and objectives of the Federation of Small Businesses.
- To what extent, in your view, do learning and skills providers in Kent prepare young people for work?
- To what extent, in your view, do vocational training, apprenticeships and work experience schemes meet local labour market needs and the expectations of growth industries in Kent?
- In what ways can small businesses be supported to take on apprentices (please refer, for example, to the “Five Step Plan”, etc)?
- Please discuss the effectiveness of current partnerships between local employers, educators and other skills providers in preparing young people for the world of work.
- In what ways does the FSB work with schools and colleges to enhance the employability of young people (please refer, for example, to the “Working with Schools and Colleges” guide)? What other initiatives – if any – could be implemented in Kent with this aim?

- In your view, to what extent does local information, advice and guidance enable young people in Kent to make informed choices about their future education and employment?
- Please inform the Select Committee of any policy changes at national level that have relevance in this review and that can impact on the educational and employment opportunities and choices of young people in Kent.
- Are there any other issues, with relevance to the review, which you would like to raise with the Committee?

THE STUDENT JOURNEY SELECT COMMITTEE

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Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Richard Lavender, Young Chamber Coordinator, Kent Invicta Chamber of Commerce.

- Please outline the roles and responsibilities that your post involves, and please provide an account of the Kent Invicta Chamber of Commerce.
- To what extent, in your view, do students' academic qualifications demonstrate students' employability?
- How far do learning and skills providers in Kent meet local labour market needs and the expectations of growth industries in Kent?
- To what extent, in your view, does the business world play a part in preparing young people for work?
- What contribution can the Young Chamber of Commerce make to enhance the employability of young people in Kent? Are there challenges in this process?
- Please discuss the effectiveness of current partnerships between local employers, educators and other organisations in preparing young people for the world of work.
- What initiatives – if any – should be implemented both by learning and skills providers and by business to enhance the employability of young people in Kent?

- In your opinion, to what extent does local information, advice and guidance enable young people in Kent to make informed choices about their future education and employment?
- Please inform the Select Committee of any policy changes at national level that have relevance in this review and that can impact on the educational and employment opportunities and choices of young people in Kent.
- Are there any other issues, with relevance to the review, which you would like to raise with the Committee?

STUDENT JOURNEY SELECT COMMITTEE

BIOGRAPHY FOR INTERVIEWEE ATTENDING SELECT COMMITTEE SESSION

Please provide a paragraph which will give the Select Committee the following information. Thank you.

Name: Peter Hobbs

Current post title: Chief Executive – Channel Chamber of Commerce

Current responsibilities:

Responsible for the long term strategy and the day-to-day management of the chamber through the development, financing, delivery and monitoring of our strategic and business plans.

Brief outline of previous posts and responsibilities:

Left P& O in 1987 as their Marketing Manager, having spent more than two decades in the cross Channel Industry. I subsequently operated my own marketing consultancy for 7 years and then enjoyed a 3 year spell with the Health Education Authority, managing their Workplace Health unit and launching a nationwide Health Awards Scheme.

I joined the Training & Enterprise Council for South London (SOLOTEC) in 1997 as Senior Development Manager and worked closely with private and public sector partners in the recruitment drive for the Millennium Dome. I joined Channel Chamber as Chief Executive in March 2000.

Any additional information you think may be relevant to the review:

The Chamber worked closely with the local Education Business Partnership in Shepway for 7 years up to 2007 and I sat on their Management Board.

During the past 18 months Channel Chamber has been involved in the Govt's Future Jobs Fund and has engaged a total of 69 unemployed young people (18-24 years). We have employed each of these young people at our offices in Ramsgate, Dover and Folkestone for a period of six months during which time we have endeavoured to make them job-ready and in some cases have been successful in finding them local employment.

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Themes and Questions

Peter Hobbs, Chief Executive, Channel Chamber of Commerce.

- Please outline the roles and responsibilities that your post involves, and please provide an overview of the Channel Chamber of Commerce.
- Please describe the Chamber's role and involvement in the Government's Future Jobs Fund programme.
- To what extent, in your view, do learning and skills providers prepare young people for the world of work?
- How far do learning and skills providers in Kent meet local labour market needs and the expectations of growth industries in Kent?
- During the past 18 months the Channel Chamber interviewed over 120 unemployed 18-24 year old young people. What challenges and problems did these young people encounter when looking for local employment?
- To what extent, in your view, does the business world play a part in preparing young people for work?
- Please discuss the effectiveness of current partnerships between local employers, educators and other organisations in preparing young people for the world of work.
- In your opinion, how far does local information, advice and guidance enable young people in Kent to make informed choices about their future education and employment?

- What initiatives – if any – should be implemented both by learning and skills providers and by business to enhance the employability of young people in Kent?
- Please inform the Select Committee of any policy changes at national level that have relevance in this review and that can impact on the educational and employment opportunities and choices of young people in Kent.
- Are there any other issues, with relevance to the review, which you would like to raise with the Committee?



Apprenticeships vital for small business growth

Recent unemployment figures show that the total number of people under 25 who are out of work rose by 32,000 to 951,000 in the three months leading up to November 2010.

Apprenticeships are valued by small businesses. As many as 82 per cent of FSB members say that they are in favour of an increase in the minimum wage for apprentices from £95 to £123 per week¹. The Government needs to recognise that small businesses are prepared to pay more for apprentices but that the burden of employment law combined with a lack of information and guidance is stopping small businesses from taking apprentices on.

The FSB urges the Government to lift barriers to employment that stifle job creation in order to give employers the opportunity to pass on their wisdom to apprentices of all ages. The economic benefits are conclusive as the profitability of a small business can be improved by having an apprentice who is enthusiastic and a willingness to see the business succeed.

The planned increases in fees for Higher Education will require young people to assess the pros and cons of going to University. Higher Education is only one option available, the FSB wants to shift focus to the value of enterprise, vocational education and in particular the importance of apprenticeships to stimulate economic growth.

69 per cent of all apprenticeships take place in businesses with fewer than 50 employees.² We have identified five actions which will enable this figure to grow as we strive for greater levels of job creation.

ACTION: Incentivise micro businesses to take on apprentices

If the Government is to create extra apprenticeship placements then funding must be targeted towards those who need it most; micro businesses looking to take on their first apprentice to grow their business. The Apprenticeship Grant for Employers³ scheme with a value of £2,500 to encourage small employers to take on unemployed 16-17 year olds as apprentices was well received.

In a recent FSB survey on Skills, 66 per cent of businesses say that with the right measures in place they would take on an apprentice. Those measures include: a financial incentive for taking on an apprentice (37 per cent), greater clarity in terms of government contributions to wage and training costs (32 per cent) a separate body to manage the payroll costs (16 per cent). Financial incentives do work which is why a proportion of the ring fenced funding to

¹ <http://www.fsb.org.uk/frontpage/assets/smallbusinessbigemployers.pdf>

² <http://www.fsb.org.uk/frontpage/assets/smallbusinessbigemployers.pdf>

³ <http://www.apprenticeships.org.uk/About-Us/Newsletter/2010/February/OtherItem2.aspx> - small employers taking on a 16 and 17 year old NEET would receive a grant of 1,000 followed by £1,500 after three months.



create 75,000 extra apprenticeship places must be assigned to a reinvigorated Apprenticeships grant scheme.

The FSB believes that allocated funding to apprenticeships must be used to benefit micro businesses. Small financial incentives (from existing funds) must be considered by Government to stimulate micro businesses to take on an apprentice.

ACTION: Greater promotion of Apprenticeship Training Agencies (ATAs)

Small businesses struggle with the bureaucracy of taking on an apprentice which is why it is vital that small businesses, particularly micro-businesses, receive assistance to provide an apprenticeship to increase the growth potential within their business.

The FSB is calling for a greater nationwide focus on Apprenticeship Training Agencies. These agencies would employ the apprentice and deal with matters such as sourcing training and administrative issues surrounding Employer Compulsory Liability Insurance. Small businesses are keen to take on apprentices but they are simply unaware that companies exist to act as a “host” employer. The National Apprenticeship Service must do more to promote the benefits of ATAs to small businesses.

Action: Enabling small businesses to access apprentices through the supply chain

Small businesses struggle to win public sector contracts. The Department for Business Innovation and Skills intends to work with public sector bodies to encourage and support them to use public procurement as a lever to raise employers' engagement with Apprenticeships and other types of training.⁴ A Private Members' Bill is also currently progressing through the parliamentary process⁵. This Bill requires certain public procurement contracts let by public authorities to include a commitment by the contractor to provide apprenticeships and skills training.

The FSB places great value in skills and apprenticeships, however, we are concerned that the measures set out in the Bill will place burdens on small businesses. There should be no pre-requisite on small and micro businesses to have an apprentice before that business can bid for a contract or be a sub contractor. Instead we must nudge the public sector to work closely with the National Apprenticeship Service to enable small businesses to place an apprentice with the help of ATAs.

⁴ Department for Business, Innovation and Skills – Skills for Sustainable growth strategy - <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1274-skills-for-sustainable-growth-strategy.pdf>

⁵ Private Members' Bill - Apprenticeships and Skills (Public Procurement Contracts) Bill 2010-11



Action: Scrap the Time to Train legislation

Time to Train legislation should be removed to encourage businesses to take on more employees and apprentices.

Under this piece of legislation (April 2011), small businesses will be required to hold formal meetings on training activities with employees and representatives (potentially from a Union). We believe that a business should not have to deal with formal requests and then hold formal meetings because of the extra burden on time which this would create. The regulation also requires employers to have to pay employees and representatives who attend these formal meetings; so if a small business has two employees one of them can ask the other to attend and get paid for that meeting and more importantly no one will be working.

The Government must do more to encourage small businesses to employ staff. Processes such as formalised “time to train” legislation should be removed to show business that the UK is conducive to business growth. **The FSB is therefore calling for small businesses to be exempt from this legislation due to come into force in April 2011.**

Action: Local Enterprise Partnerships to work with partners on skills issues.

With the removal of the Regional Development Agencies and the move to localism through Local Enterprise Partnerships (LEPs) it is vital that skills are recognised at the local level. Group Training Associations (GTAs)⁶ provide an effective route for small employers to train apprentices and staff to their own requirement. GTAs can help create new jobs and training opportunities allowing smaller businesses to offer training opportunities to apprentices.

Group Training Associations Case Study: Training 2000⁷

Training 2000 is one of the largest GTAs in England, with a turnover of £13 million a year and extensive facilities throughout the North-West, accrued through successive mergers and acquisitions over the past 20 years. Training 2000 is one of the leaders of the GTAs, achieving high standards across a diversified technical curriculum. It emphasises work skills as well as technical skills through offering a work-like environment, including clocking-in, professional dress codes and high behavioural expectations for all, including school pupils. Schools programmes are notably successful, including a 70 per cent transfer rate to employed apprenticeship. It achieves a 92 per cent pass rate on Young Apprenticeship and, at the other end of the scale, offers graduate apprenticeships and adult apprenticeships. It is a very well equipped and successful GTA with close links to prestige employers.

LEPs will be critical to setting up these GTAs and it is vital that there are a mix of micro, small, medium and large businesses on each LEP board to represent the skills needs of a geographical area. It is also vital for large businesses to engage with GTAs and LEPs to present smaller businesses with the opportunity to train through the supply chain.

⁶ Definition of a GTA: A Group Training Association (GTA) is a not for profit organisation providing support on accessing and managing training for a group of employers to encourage their involvement in Apprenticeships.

⁷ http://www.apprenticeships.org.uk/About-Us/~/_media/Documents/Publications/Group-Training-Associations-and-Apprenticeships-Training-Agencies-Prospectus.ashx

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WORKING WITH SCHOOLS AND COLLEGES



MEMBERS' GUIDE

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1 INTRODUCTION

Schools and colleges play a key role in preparing our children for the world of work and recent developments are encouraging inclusion of enterprise and employment education and experience. There is a move towards providing a better balance between academic and vocational education which is opening the way for more business people to become involved.

There are many initiatives in this area with a large number of them provided, supported and promoted by big business. The FSB believes the view of small and micro businesses also must be represented and our members have much to offer.

The benefits of this are not just for the students but for the local community and our members too, as school leavers will be more engaged and more work ready.

This guide has been produced to give you information about the different schemes and programmes which exist in England and tells you how to get involved. It covers both traditional roles such as school governorship and relatively new initiatives like work experience.

The different schemes mean you could be involved in just a one-off one hour session with no long term commitment or a programme of interventions agreed between yourself and the schools or other body.

Appendix B identifies the regions in which each scheme operates.

Appendix C provides information about students' progress through the Education System in England.

Please send any comments/feedback on the document to matthew.jaffa@fsb.org.uk

2 WAYS TO GET INVOLVED

If you do want to get involved, we recommend that you do so through one of the schemes in Section 3 rather than approaching schools yourself. Head teachers are very busy people who do not have the time and resources to co-ordinate working with a multitude of small businesses.

Appendix A shows which of the schemes in Section 3 offer the opportunities below.

2.1 Work Experience

Inviting school pupils into your place of business to work with you for a period of time; usually one week but may be one day per week for a school term.

You will need to find suitable work for the young person to give him/her broad experience of the world of work and the business you are in.

If you have Public and Employer's Liability insurance it will cover you for this but we are aware that there are many of you who do not need this insurance for your business so we are exploring solutions to ensure you will be covered if you want to offer work experience placements.

Your premises will be assessed for compliance with appropriate Health and Safety requirements.

2.2 Trips to Employers - for Students

Tours of employers' premises can be very informative, interesting and motivating. Again, this experience should not be restricted to larger businesses.

You will need to carry out a Health & Safety risk assessment and a reconnaissance visit will be made by a school representative.

Think about how large a visiting party should be and whether the group should be split up. You may also need to give consideration to clothing.

A room or space should be available for the group to have an introductory talk and advice immediately before the tour, and afterwards for discussion and questions.

2.3 Trips to Employers - for Teachers

Visits by teachers can help them understand small businesses and pick up information and ideas for learning activity back in the classroom.

They also provide opportunities to strike up relationships which can lead to other forms of engagement.

2 WAYS TO GET INVOLVED

2.4 Visiting as a Speaker

Larger employers often provide speakers and it is important that the small business point of view is given too.

If you have reservations about speaking to pupils, you do not have to give a lengthy talk and schools will usually make sure a teacher will be in the class at all times.

Talks can be on a variety of subjects including Presentation Skills, Marketing and Financial Planning with specialist knowledge from any business or service from health care to scientist, farming to event management.

If you can give an audio-visual presentation so much the better, and be prepared to take questions. Include anecdotes about your own experience to make it real.

As young people spend a lot of their time in school being 'talked at', making sessions interactive to engage students in exercises or debates will be much more effective.

2.5 Volunteering as a Facilitator, Advisor or Judge

Certain kinds of classroom-based activities can be enhanced by the presence of volunteers from business acting as facilitators. You can dispense words of wisdom, answer questions, make suggestions, quote from your experience and generally add reality to the learning.

You could act as a facilitator or advisor at conferences and other events in enterprise and employability skills.

Many skills development and challenge events are based around business competitions for which you could be a judge.

2.6 Acting as a Mentor or Business Buddy

As a mentor or business buddy, you can support young people in their personal development and preparation of confidence for the world of work or for a specific curriculum subject.

2.7 Lesson Planning

Small business owners can make a great contribution to planning lessons to include enterprise and employment material.

If you do not feel qualified or inclined to help teachers devise their lessons, you could offer to review material in order to ensure the small business view is represented, and check for errors or omissions.

2.8 Telephone, Messaging or Video Link-Ups

As a small business, you may need to be a telecommunications specialist to provide video link-ups and conferences.

Alternatives include telephone conferences using a BT teleconferencing account, webcams and live e-mail or messaging exchanges. E-mail and blogs offer further scope for more measured interaction with schools.

2 WAYS TO GET INVOLVED

2.9 Providing Materials

Corporate literature, DVDs, videos, bespoke educational materials, product samples, newsletters, prizes etc. You could also write up case studies or challenges.

2.10 Websites

Many students carry out their own research on the internet so you could provide pages with specific information on your company's website.

2.11 Job Search Help

Helping young people to prepare themselves for applying for jobs by reviewing CVs, giving tips on completing applications and acting as a prospective employer to practice their interview techniques.

2.12 New Diplomas

There are two possible models for employer engagement with diplomas.

The first is for schools to present a menu and allow diploma deliverers to choose what they would and would not like. The second is for the employer engagement to be organised centrally, with events made up of set programmes booked with employers on fixed dates, to which Diploma deliverers would be invited.

A combination of these two models is also possible. Set events might make sense where pupil numbers are small.

2.13 School Governorship

School governors make important collective decisions and the governing body is answerable to parents and the community. The responsibilities of the governing body can be summarised as providing strategic management, acting as a critical friend and ensuring accountability.

Specific responsibilities include:

- promoting high standards of education and achievement
- planning the school's long-term future
- setting the school's aims and values
- appointing senior staff including the Head Teacher
- budgetary allocation and control.

The day to day management of the school is the responsibility of the Head Teacher.

3 SCHEMES

3.1 E4A Ltd

Operated by: E4A Ltd
Website: www.e4a.org.uk

E4A is a provider of Enterprise Challenge Days and enterprise products for primary and high schools. E4A also provides strategic and motivational support for teaching and non-teaching staff in schools and colleges.

A wide range of products is offered to schools and colleges, from half or full day Enterprise Challenge Days matched to the curriculum, to training for staff which enables them to teach enterprise skills to their students.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Job Search Help
- Providing Materials
- Specialist Input - to develop new theme days
- Sponsorship - to develop new challenge days
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge

Commitment

Half and full day activities. Mentors are trained by E4A.

Payment

Delivery of sessions with E4A will be paid.

Statutory Requirements

E4A will be responsible and pay for CRB checks, Health & Safety assessments and Public Liability insurance.

Contacts

North East and North West
Mike Ellacott
07984 577039
mellacott@e4a.org.uk

3.2 Education Business Partnerships

Operated by: *National Education Business Partnership Network*

Website: www.nebpn.org

The National Education Business Partnership Network comprises Education Business Partnerships (EBPs) in regions across the UK. EBPs promote and support education business link activity through a wide and varied range of activities.

Through core Education Business Link (EBL) activities, EBPs work with schools, employers and partners to deliver EBL work with the aim of supporting relationships and collaborative working.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Job Search Help
- Lesson Planning
- New Diplomas
- Providing Materials
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge
- Work Experience

Commitment

Length and time of commitment will vary according to the activities concerned. If you are prepared to become a Science, Engineering Ambassador (SEA), the commitment is equivalent to 5 days per year supporting schools, teachers and students.

Payment

Involvement with EBPs will be on a voluntary basis.

Statutory Requirements

EBPs will be responsible for CRB checks and Public Liability insurance but you may have to pay.

You will be responsible for Health & Safety assessments.

Contacts

There are 126 EBPs across 11 regions. Visit the website to find your local EBP.

National EBP Network Office

01635 279914

office@nebpn.org

3.3 Governorship

Operated by: *School Governors' One-Stop Shop*

Website: www.sgoss.org.uk

The School Governors' One-Stop Shop (SGOSS) is a small charity, dedicated to recruiting volunteers to become governors in schools that need them most. SGOSS can advise where vacancies might exist and will keep in touch with you throughout the process.

Governors act as the non-executive directors of the school. They take a strategic role which encompasses planning the school's long term future, setting its values and direction, and appointing senior staff. Volunteers with a business or professional background often find that their particular skill sets can help a governing body to tackle the increasingly complex range of challenges.

Ways to Get Involved

- School Governorship; anyone over the age of 18 can become a school governor.

Commitment

On average, governors will spend between 6 and 8 hours per month on their duties, mostly in the evenings and during school term time. The majority of governors will serve on the full governing body and at least one sub-committee.

Payment

Involvement as a school governor will be on a voluntary basis.

Statutory Requirements

CRB checks are required in most cases. They will be arranged and paid for by the school or local authority.

Health & Safety assessments and Public Liability Insurance are not required.

Contacts

All England

020 78354 9805

info@sgoss.org.uk

3.4 Growing Ambitions

Operated by: *Growing Ambitions*
Website: www.growingambitions.org

Growing Ambitions is a career speaker matchmaker service for education. People in jobs and careers they enjoy register on the website to give a half hour talk in a local school, college or university. Careers advisors use the site to find speakers they need. Growing Ambitions is a not-for-profit organisation.

The website is operated to serve every community in the UK, helping young people aged 12 to 21 to make informed career choices. This service is UK wide, introducing people in real jobs into their local educational establishments.

Ways to Get Involved

- Visiting as a Speaker

Commitment

One or more half hour sessions - 20 minute talk and 10 minutes for questions; day time or evening. Time and date is agreed between the interested careers advisor and the speaker.

Payment

Involvement with Growing Ambitions will be on a voluntary basis.

Statutory Requirements

CRB checks are not needed as a member of the school, college or university staff will be present at all times.

Health & Safety assessments and Public Liability Insurance are not required.

Contacts

UK Wide
Sally Davis
023 9266 1600
sallyd@growingambitions.org

3 SCHEMES

3.5 Make Your Mark

Operated by: *Make Your Mark*
Website: www.makeyourmark.org.uk; www.enterpriseweek.org.uk

Make Your Mark is a national campaign which aims to create a culture which supports enterprising people and recognises that making money and having a positive social impact can go hand in hand. Its main educational work focuses on those aged 14-19 in school and college, or through youth organisations, also reaching young people in Higher Education through a student campaigner who works with entrepreneurial societies in universities.

As a non-delivery organisation, Make Your Mark focuses on catalysing activity through national initiatives such as Make Your Mark with a Tenner. The Make Your Mark Challenge and Make Your Mark Club are free for schools and colleges to take part. Enterprise Week is also a key time for young people to take part in Make Your Mark activities.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Lesson Planning
- Trips to Employers - for Students
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge

Commitment

Activities are for a fixed time. Facilitation, advice or judging will be for a day; Mentoring / Buddying for 3 hours at least once per term; Speaking for a half day during Enterprise Week (usually November).

Payment

Involvement with Make Your Mark will be on a voluntary basis.

Statutory Requirements

CRB checks are not required for one-off activities. You will be responsible for Health & Safety and Public Liability insurance for visits to your premises.

You will be responsible for Health & Safety assessments.

3 SCHEMES

Contacts

UK Wide

Head of Education
020 7430 8051

Catherine Ritman Smith
catherine@makeyourmark.org.uk

Further Education Campaigner
07725 204189

Kate Fredericks
katefredericks@makeyourmark.org.uk

Make Your Mark Challenge /
Make Your Mark Clubs
020 7430 8052

Tori James
tori@makeyourmark.org.uk

Enterprise Week
020 7430 8023

Sarah Summers
sarahsummers@makeyourmark.org.uk

North East

Head of Campaign, North East
01642 451840

Kate Fredericks
pam@makeyourmark.org.uk

North West

Head of Campaign, North West
0151 229 1788

Sarah Bevan-Fischer
sarah@makeyourmark.org.uk

East of England

Head of Campaign, East of England
01502 580977

Saskia Kent
saskia@makeyourmark.org.uk

Yorkshire and Humberside

Head of Campaign,
Yorkshire and Humberside
01924 789684

Jane Walton
jane@makeyourmark.org.uk

West Midlands

Head of Campaign West Midlands
024 7623 6438

Cheryl Garvey
cheryl@makeyourmark.org.uk

3.6 Small Business Ambassadors® (SBA)

Operated by: *Education for Enterprise (E4E) Community Interest Company (CIC)*

Website: www.smallbusinessambassadors.co.uk

The SBA programme sends small business owners and managers into schools and colleges as Ambassadors; presenters, champions and mentors.

Teams work with both students and teachers, supported by lesson plans developed through consultation with teaching staff.

The scheme is operated by licensees covering different LEA areas.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Lesson Planning
- New Diplomas
- Providing Challenges
- Providing Materials
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Video Link-Ups
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge

Commitment

Ambassadors can deliver as many or as few interventions as they wish. Sessions are a double school period (90 minutes), half a day or a full day. You will be informed of opportunities geographically or by business sector.

Payment

Fees are payable to Ambassadors for session delivery but these can be waived and donated to charity.

Statutory Requirements

CRB checks are not always required as at no time will business people be alone with students - a stipulation of participation. If a CRB check is required, it will be organised and paid for by the SBA Licensee.

Delivery will be on school or other premises which will have been checked for compliance with Health & Safety regulations.

Ambassadors will not need their own public liability insurance.

Contacts

All England

Roger House

01474 535070

info@educationforenterprise.co.uk

3.7 Young Chamber

Operated by: *Young Chamber (UK)*
Website: www.youngchamber.com

Young Chamber is an initiative which establishes a framework for schools and local businesses to work through the Chamber of Commerce network.

Young Chamber enables students to engage with business to experience a greater understanding of the workplace and future employment opportunities. The local Chambers act as a link between schools and their business communities, and co-ordinate and facilitate a wide range of activities for students via Young Chamber Councils established in schools.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Job Search Help
- Lesson Planning
- New Diplomas
- Providing Materials
- Telephone, Messaging or Video Link-Ups
- Trips to Employers - for Students
- Trips to Employers - for Teachers
- Visiting as a Speaker
- Volunteering as a Facilitator, Advisor or Judge
- Websites
- Work Experience

Commitment

All companies, whatever their capacity, will be found an activity to suit them.

Payment

Involvement with Young Chamber will be on a voluntary basis.

Statutory Requirements

CRB checks are not usually needed as most activities will involve a teacher or Young Chamber Co-ordinator who would be CRB checked.

Health & Safety assessments will be organised and paid for by the local Education Business Partnership.

You will need to arrange your own Public Liability Insurance.

Contacts

Isle of Wight

Young Chamber Malcolm Lloyd
01983 554550 malcolm.lloyd@youngchamber.com

South East England

Young Chamber UK Ross McNally
01424 436565 ross.mcnally@southeastchambers.co.uk

Rest of UK

Contact your local Chamber of Commerce to find a Young Chamber Council in your area.

3.8 Young Enterprise

Operated by: *Young Enterprise UK*
Website: www.young-enterprise.org.uk

Young Enterprise offers a range of programmes for young people from 4 years of age through to 25+. Some of the programmes offer students direct experience of enterprise through working together to run their own real company. Others are structured around seminars and classes, using games, activities and role-play to help students develop skills and capabilities for enterprise, business and the world of work.

Ways to Get Involved

- Acting as a Mentor or Business Buddy
- Committee Membership
- Meeting Room Facilities
- New Diplomas
- Trips to Employers - for Students
- Volunteering as a Facilitator, Advisor or Judge
- Work Experience

Commitment

From one to ten days per year as agreed with Young Enterprise.

Payment

Travel expenses only.

Statutory Requirements

CRB checks, Health & Safety assessments and Public Liability Insurance will be organised and paid for by Young Enterprise.

Contacts

UK Wide - 12 Regions

Vanessa Jones, Enterprise Education Volunteer Manager
01865 776845 ext 240
vanessa.jones@young-enterprise.org.uk

APPENDIX

A WHAT EACH SCHEME OFFERS

	<i>E4A Ltd</i>	<i>Education Business Partnerships</i>	<i>Governorship</i>	<i>Growing Ambitions</i>	<i>Make Your Mark</i>	<i>Small Business Ambassadors</i>	<i>Young Chamber</i>	<i>Young Enterprise</i>
Browsing Websites							●	
Committee Membership							●	●
Facilitators, Advisors, Judges	●	●			●	●	●	●
Job Search Help	●	●					●	
Lesson Planning		●			●	●	●	
Meeting Room Facilities							●	●
Mentors and Business Buddies	●	●			●	●	●	●
New Diplomas		●				●	●	●
Providing Challenges						●		
Providing Materials	●	●				●	●	
Providing Work Experience		●					●	●
Specialist Input (new theme days)							●	
Sponsorship (new challenge days)							●	
Telephone, Messaging or Video Link-Ups						●	●	
Trips to Employers - for Students	●	●			●	●	●	●
Trips to Employers - for Teachers	●	●				●	●	
Visiting Speakers	●	●		●	●	●	●	

APPENDIX

B WHERE THE SCHEMES OPERATE

	<i>E4A Ltd</i>	<i>Education Business Partnerships</i>	<i>Governorship</i>	<i>Growing Ambitions</i>	<i>Make Your Mark</i>	<i>Small Business Ambassadors</i>	<i>Young Chamber</i>	<i>Young Enterprise</i>
North East	●	●	●	●	●		●	●
North West	●	●	●	●	●		●	●
Yorkshire and the Humber		●	●	●	●		●	●
East Midlands		●	●	●	●		●	●
West Midlands		●	●	●	●		●	●
East of England		●	●	●	●		●	●
Inner London		●	●	●	●		●	●
Outer London		●	●	●	●		●	●
South East		●	●	●	●	●	●	●
South West		●	●	●	●		●	●

APPENDIX

C THE EDUCATION SYSTEM IN ENGLAND

Progress through school is separated into "Key Stages". At the end of a Key Stage, each National Curriculum subject has a target when a child's learning development is measured against a defined level of skills, knowledge and understanding.

C.1 Foundation Stage - Ages 3 to 4 / Reception - Ages 4 to 5

All 4 year olds and many 3 year olds are entitled to free part-time education. These early years, together with their time in reception class at primary school, make up the foundation stage.

This stage covers the years children spend from the beginning of nursery or pre-school to the end of reception class in primary school.

C.2 Key Stage One - Ages 5 to 7 - Years 1 to 2

At the end of this stage children are assessed by their teachers.

By the age of seven, most children are expected to achieve level 2.

C.3 Key Stage Two - Ages 7 to 11 - Years 3 to 6

By the age of eleven, most children are expected to achieve level 4.

Key Stage 3 - Ages 11 to 14 - Years 7 to 9

In the spring term of year 9, children will need to think about options for the next two years of study. Around this time most schools will also help pupils to think about what they will do after 16 through careers education.

Options Booklet

The school will give children an options booklet which will explain the subjects they can study and the kinds of qualification for which they can aim.

Discussion Evenings

Schools will offer opportunities to discuss the options, often at a special evening for parents and children.

C.4 Key Stage 4 - Ages 14 to 16 - Years 10 and 11

From age 11 to 14, most of what children study is set by their school, following the National Curriculum. Between the ages of 14 and 16 two things change;

- pupils study subjects in more depth which means they must choose some and stop studying others; in any one school, very few pupils will study exactly the same set of subjects
- most pupils work towards qualifications at 16; for some subjects children will be able to choose between different kinds of qualification.

GCSE (General Certificate of Secondary Education)

GCSEs replaced O-levels and CSEs in 1988. They are the traditional academic qualification taken at age 16.

It usually takes two years to study for a GCSE. Assessment is through both coursework and examinations. Pass grades are from A^{*} to G.

GCSE Short Courses

A GCSE short course takes half the study time of a full GCSE, so pupils sometimes complete it after one year. GCSE short courses call for pupils to do coursework and exams to the same standards as a full GCSE, but they cover only half the content.

NVQ (National Vocational Qualification)

NVQs are designed to assess adults doing particular jobs in specific areas; between the ages of 14 and 16, some pupils follow programmes which include a regular work placement and/or a course at a local further education college, or with a training provider. Through this they may gain an NVQ, or units which count towards one.

NVQs are helpful for pupils who want to;

- do a work-based placement course (unlike vocational GCSEs, in NVQs pupils actually do the work in the workplace)
- demonstrate they are good at a particular job
- get qualifications which recognise work they are already doing.

At this age, pupils work towards NVQs at level 1 and level 2;

- level 1 is equivalent to GCSE grades D to G
- level 2 is equivalent to GCSE grades A^{*} to C.

The highest NVQ level you can achieve is level 5. NVQ levels are not the same as National Curriculum levels.

GNVQ (General National Vocational Qualification)

GNVQs were phased out by January 2008. They were about work but did not train pupils for a specific job.

Entry Level Certificates

These qualifications are designed for learners not yet ready for GCSE, Foundation GNVQ or NVQ level 1. There are Entry Level Certificates in the subjects which pupils will have studied up to the age of 14 and also in broader vocational areas which are more like the GNVQ areas.

Pupils can achieve Entry Level Certificates at three different levels, broadly in line with National Curriculum levels 1-3. Pupils can take Entry Level Certificates alongside GCSEs, GNVQs, Vocational GCSEs or NVQs. Pupils are assessed in tasks which may be written, spoken or practical.

14-19 Diplomas

The Diploma is a new qualification for 14-19 year olds and offers an alternative to GCSEs and A-Levels. It is an employer-designed qualification offered at three levels in 14 broad employment sectors (Lines of Learning).

In September 2008 the first five Diplomas will be available in selected areas of the country;

- Construction and the Built Environment
- Creative and Media
- Society, Health and Development
- Information Technology
- Engineering

Completing a Diploma allows students to progress to further study, university or employment.

Diplomas will enable students to gain knowledge, understanding and hands-on experience of sectors in which they are interested, while putting new skills into practice.

The Diploma has three components:

	<i>Characteristics</i>
Principal Learning	<ul style="list-style-type: none"> • Gives the industry title of the Diploma. • Learning which is related to the sector of the economy. • Learning which is designed and endorsed by industry.
Core Content (Generic Learning)	<ul style="list-style-type: none"> • Includes the assessment of Functional Skills in English, Mathematics and ICT. • Develops a student's employability skills of teamwork and self management. • Gives the student the opportunity to produce an extended project. • Requires at least 10 days' compulsory work experience.
Additional and/or Specialist Learning	<ul style="list-style-type: none"> • Allows the student to specialise. • Allows the student to choose more qualifications. • Allows for flexibility and choice of learning.

There will be four levels of Diploma;

<i>Diploma</i>	<i>Qualification Level</i>	<i>Challenge and Average Length of Study Comparable To</i>
Foundation Diploma	Level 1	4 - 5 GCSEs
Higher Diploma	Level 2	5 - 6 GCSEs
Advanced Diploma	Level 3	3 GCE A-Levels
Level 3 Progression Diploma	Level 3 Progression	2 GCE A-Levels

Functional Skills

Learners will need to pass three functional skills at the required level to achieve a full Diploma qualification. The functional skills are English, mathematics and ICT to ensure young people have skills needed for progression into employment. The minimum levels required are;

<u>Diploma</u>	<u>Level</u>	<u>Included as Part of Generic Learning</u>
Foundation Diploma	1	Yes
Higher Diploma	2	Yes
Advanced and Progression Diplomas	3	No

Work Experience

Every Diploma will require learners to complete a minimum of 10 days' experience in the workplace. Wherever possible, this work experience should be directly related to the Diploma being studied but its focus will be on developing employability skills and could be undertaken with any employer.

Progression Routes

19+	Employment		Higher education		Further education
16–19	Other work-based learning		Advanced Apprenticeships; Apprenticeships	Advanced Diploma; Foundation and Higher Diplomas also available	A Levels; International Baccalaureate
Functional skills in all learning routes					
14–16	Young Apprenticeships	Higher Diploma	GCSEs	Foundation learning tier	Foundation Diploma
11–14	Key Stage 3				

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The Student Journey Select Committee

Written Evidence from Peter Hobbs, Chief Executive of the Channel Chamber of Commerce

	Employers Needs	Findings, Observations and Feedback from Employers and Young people	Solutions
1	<p>Communication Skills – listening, verbal and written – mentioned most often by employers.</p> <p>Successful communication is critical in business.</p>	<p>Lack or poor written skills. Is this due to a predominance of use of key board skills?</p> <p>Poor verbal ability. Young people do not seem to have Saturday jobs or part-time work now; this means there is no transition period between the culture of school and the culture of work.</p>	<p>Schools to teach handwriting.</p> <p>Employers and schools to introduce the vocabulary and culture used in the world of work, before they leave. The gap can be very wide, which means the employer has to spend a lot of time training and integrating the young person.</p>
2	<p>Computer/Technical Literacy. Almost all jobs require basic IT.</p>	<p>Young people have a good understanding of IT, enjoy using it and can often show their work colleagues a thing or too. However, they have very little knowledge of the basic business software used in the workplace.</p>	<p>Training provision of business programmes from tertiary /school providers during holidays and/or evenings in last years.</p>

3	Teamwork.	Young people enjoy working in teams because of the social interaction and security they find. However, taking responsibility, working in a professional manner and being able to deliver on time have to be learnt.	Taking responsibility, working in a professional manner and delivering work on time with customers and colleagues is learnt through confidence and experience.
4	Problem solving /reasoning and creativity.	We like to encourage creativity and problem solving as the young persons perception can teach us a lot. It can be off the wall but it is usually different and novel, if not always practical , but it is difficult to harness.	Creativity does seem to be taught in schools but it would be great if we could transfer this to business.
5	Planning/organising	Planning themselves and their work seems to be very difficult for young people. A ‘self-driven approach” and initiative is what employers require.	We have found that using a project planning approach, SMART objectives, etc. is a great help in planning a task or event.
6	<p>Personal values that employers seek in employees:</p> <ul style="list-style-type: none"> • Self confidence • Honesty / Integrity • Adaptability • Work Ethic/tenacity 	<p>We found that approximately 80% of young people lack in confidence, adaptability ,work ethic and tenacity.</p> <p>In general they seem to be honest and have some integrity.</p>	The transition from school to work seems to be traumatic