

A business person's view on how to engage with businesses

Graeme Jordan

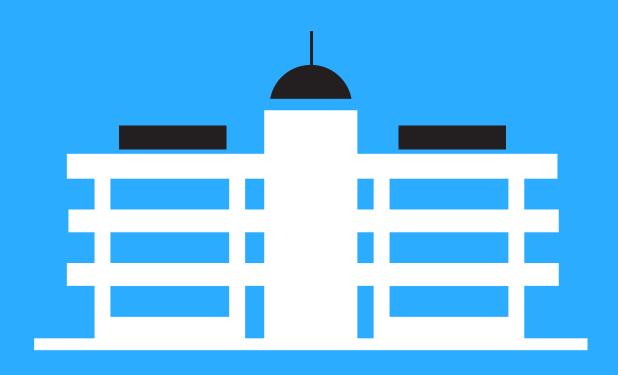


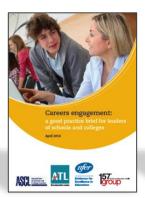
Overview

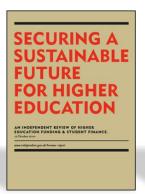
- The role of business in CEIAG
- Key things to consider
- How to get it right



The role of business in CEIAG

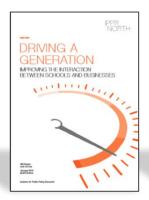
















Professor Tony Wiles with high and other ill-understood changes in higher education tuning, wraming men-way through the cholose that face them is becoming more and more difficult for young people, and particularly as for young people from disadvantaged backgrounds who lack access to menuories of common and support. Yes the Coalition government has chosen this time to strip our most of the carear guidance saw time designed to help young people in these respects. Career guidance is a guidit as well as a phose good. If geogle make choices about learning and work which are well informed and well shought through, the learning and well shought through, the learning and learning and real shought through the career and learning a to their salers, mortisations and applications, they are their to be more scattered and more productive, and there are their to be fecure drop-core. Corner publishes our other policies have been not to strengthen but rather to demolish the existing infrastructure of professional career guidence provision for young people. The early signs were promising. The responsible critisizer, John Hopes, amounted the government's treatment is essentially and sleep covered carried in England (see already exists in the earl of the July which nould image to the earl of the outling Commissions and Near Rep sentials (for young people and adults respectively). He are sentenced to the promising the promising hostel in the commission of Note of this has happened, instead, under the new Education Los, schools now you a seasony duty to secure assess in the prefer and impartic present ground from the property of the secure duty to plan a first property of the property of th

A STABLE CAREERS Every school and college should have an embedded programme of career education and guidance that is PROGRAMME known and understood by pupils, parents, teachers, governors and employers. 2 LEARNING FROM Every pupil, and their parents, should have access to good quality information about future study options CAREER AND LABOUR MARKET INFORMATION and labour market opportunities. They will need the support of an informed adviser to make best use of available information. Pupils have different career guidance needs at 3 ADDRESSING THE NEEDS different stages. Opportunities for advice and OF EACH PUPIL support need to be tallored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. 4 LINKING CURRICULUM All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future LEARNING TO CAREERS 5 ENCOUNTERS WITH EMPLOYERS Every pupil should have multiple apportunities 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 speakers, mentoring and enterprise schemes. 6 EXPERIENCES OF Every pupil should have first-hand experiences of WORKPLACES the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. 7 ENCOUNTERS All pupils should understand the full range of learning WITH FURTHER. opportunities that are available to them. This includes AND HIGHER both academic and vocational routes and learning in **EDUCATION** schools, colleges, universities and in the workplace. 8 PERSONAL Every pupil should have apportunities for guidance GUIDANCE Interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all publis but should be timed to meet their individual needs.



Key themes from the reports

Careers Advisor role

Professional coordination

Independent

Wide ranging



In-house provision not enough

12. Schools can retain **in-house arrangements** for providing advice and guidance to pupils, but these in themselves are insufficient to meet the duty. In-house support for pupils **must** be combined with advice and **guidance from independent and external sources** to meet the school's legal requirements.

(Statutory Guidance)



External provision not enough

Q: The duty requires schools to secure independent careers guidance so does this mean schools should no longer employ an in-house careers adviser?

A: No. The duty ensures that in-house support is supplemented with external sources of careers guidance. These could include support from employers, mentors, coaches or careers advisers. Taken together, the external sources must provide information on the full range of education and training options and should include face-to-face support where needed. Schools can retain inhouse careers advisers. In fact, it is helpful to ensure a member of staff within the school takes overall responsibility for advice and guidance.

(From the FAQs in the 'non-statutory advice')

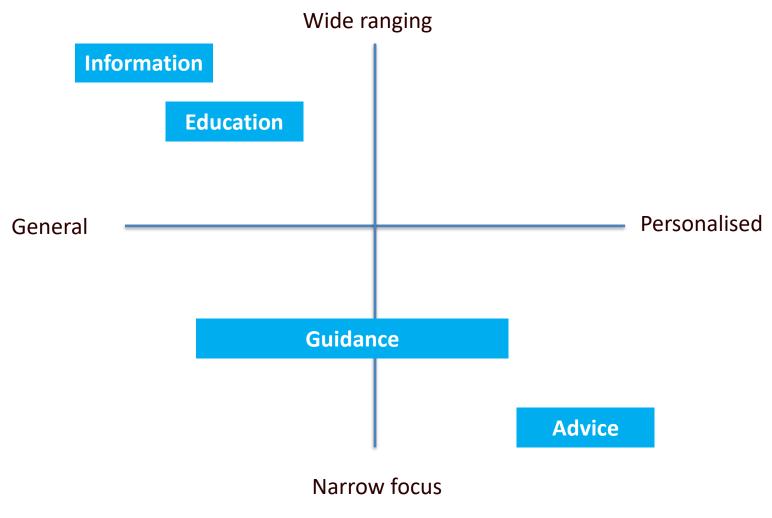


Components of CEIAG

Education Information Advice Guidance



Components of CEIAG





CEIAG

Information and Education

Careers Advice



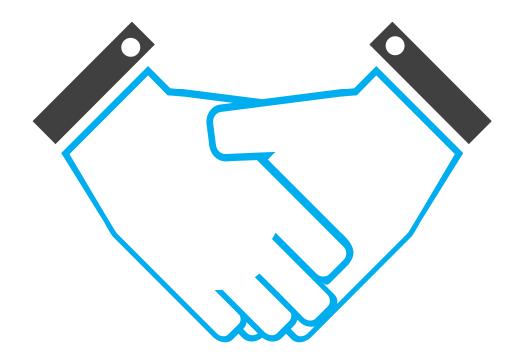
Industry insight

Employability

Key things to consider when engaging businesses



How do you select the right people?





What is the selection criteria?

Sectoral?

Functional?

Status?

Role models?

Big company?

Anyone in business?



Quality of advice

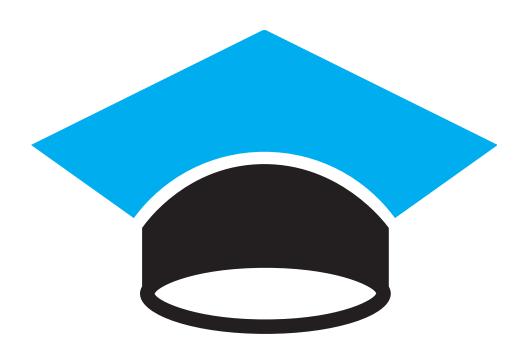
Advice outside area of expertise

Discriminatory

Personal opinion



What do students actually need?







What do employers need?





Better ways of selecting employees

Curriculum Vitae

I am a hard working reliable individual who works well both as in individual and as a team. I am good at organising, leadership, customer service and ...

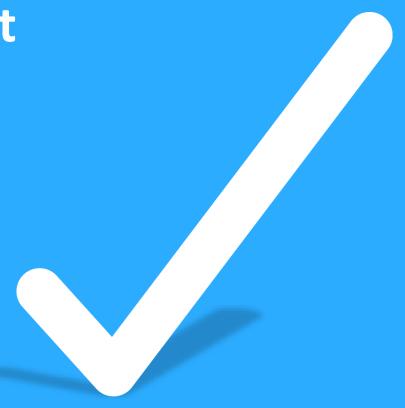
Career objective

To run my own company / work for a large organisation in a role

Achievements



How to get it right





Information and Education

Industry insight

Careers Advice

Employability

Don't confuse any of these

Summary

- The role of business in CEIAG
- Key things to consider
- How to get it right



Where are we now?



Questions?



