

BRISTOL CITY COUNCIL

People Scrutiny

1st September 2014

Report of: Paul Jacobs, Service Director Education & Skills

Title: Learning City and Skills Commission Update

Ward: Citywide

Officer Presenting Report: Paul Jacobs

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RECOMMENDATION

To note the update on the Learning City and Skills Commission Report

Summary

This report summarises the developments to date on the Learning City and the work by officers to develop the recommendations from the Mayor's Skills Commission.

The significant issues in the report are:

1. Work has begun to create a Learning City Partnership Board
2. Key workstreams have been identified, including Education Performance and Employment & Skills.
3. Officers have begun to explore the key recommendations of the Mayor's Skills Commission.

Policy

1. The Learning City is a key part of the Mayor's Vision for Bristol.

Consultation

2. Internal

N/A

3. External

N/A

4. Context

4.1 The Mayor invited representatives from education (including Higher Education, Further Education, schools and adult learning), business and the Council to a workshop in July to develop the scope and ambition for a Learning City Partnership Board. This was a very successful event and attendees committed to developing this further at a follow up workshop in September.

4.2 The workshop identified 4 key themes to develop further:

- Education standards
- Employment and skills
- Inclusion and equality
- Learning and development

4.3 Education standards

It is envisaged that a group reporting to the Learning City Partnership Board will be created to oversee education standards across the City. The membership of this group will be education leaders and key officers and it is expected that terms of reference and membership will be agreed by October. There is an opportunity to develop a strong connection between this group and People Scrutiny so that intelligence and reports can be shared. The principles of this were discussed at the last working group meeting of the Select Committee on Education.

4.4 Employment and skills

It is envisaged that there will also be a group reporting to the Learning City Partnership Board to oversee employment, enterprise and skills development. This group will be able to oversee the implementation of the Mayor's Skills Commission and it is expected that some members of the Commission will be part of this group.

Officers have met with the Chair of the Skills Commission and the LEP Skills lead to begin to explore the implementation of the key recommendations. In relation to the PEBL (Employability Passport), some initial scoping for a pilot project is being developed. The proposal for an Employment Hub is also being considered in

conjunction with the LEP as part of the wider Enterprise Zone development. It is envisaged that some fixed term capacity will be required to take these proposals forward.

4.5 Inclusion and equality

This is clearly a key priority both within the Council for the City as a whole. The education and employment outcomes for **all** children, young people and adults will be considered through the workstreams outlined above. However, it is recognised that particular attention needs to be given to vulnerable and disadvantaged children, young people and adults.

4.6 Learning and development

If Bristol is to be seen as a Learning City, then businesses need to be learning organisations and employees need to have opportunity to access learning and professional development. Indeed, Bristol City Council has the opportunity to lead by example with Councillors and officers promoting and modelling learning.

4.7 A steering group of Headteacher representatives has been meeting monthly with LA representatives since March 2014 to develop a 'systems leadership' approach to education in the City. All Headteachers were invited to a Learning City conference in July to communicate and develop the vision for Bristol. The response has been very positive and each phase (Early Years, Primary, Secondary and Special) are developing plans to create collaborative approaches to raising standards, developing teachers and recruitment, for example.

The steering group has also identified that improving the profile of education in the City with parents, business and the wider public is a priority. Work has begun on some key 'myth busting' messages that can be used by schools and the LA and on creating a positive 'branding' for Learning City.

Proposal

5. Members are asked to receive the update provided. Any comments will be fed into development process.

Other Options Considered

6. N/A

Risk Assessment

7. The development of a City wide approach to learning and education with strong support from all key stakeholders has the potential to create a sustainable, local system to drive further improvement in education, employment and wider learning outcomes for children, young people and adults in Bristol. The alternative could lead to a fragmented system with increased inequality.

Public Sector Equality Duties

- 8a) A key priority within the Learning City development is to reduce inequality in education, skills and employment outcomes across the City.

Appendices:

1. Skills Commission Report

LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

Background Papers:

Select Committee Report on Education

**MAYOR OF BRISTOL'S
EDUCATION & SKILLS COMMISSION**

REPORT AND RECOMMENDATIONS

APRIL 2014

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- D. Vacancies / skills data
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Foreword

Last year I announced the establishment of a number of Mayoral Commissions in Bristol to look at key policy areas. Since this announcement we have set up a number of these Commissions, each one representing key priorities for the city, and specifically areas where we must do more to break down the barriers that risk holding us back from achieving our true potential. I noted that a thriving education and skills system is vital to our growing city, and that we need to do more to ensure that the opportunities created in key sectors of the economy are open to Bristol's young people.

I asked Council officers to assemble a cast-list of some of the most knowledgeable and gifted individuals who could help advise us on each of these areas, and was delighted to see the calibre of the people who were willing to give up their time and contribute so freely to the debate. Bristol owes them a huge debt of gratitude.

I will now review the findings of the Commissions and consider them as part of the Council's policy making process. I have asked officers in the Council to review the recommendations and advise on how we might implement them, giving due regard to financial, legal and other considerations. I will also ask the Council's Overview & Scrutiny function to advise my Cabinet and me on the recommendations, following the local election and start of the new civic year in June. This draws in the perspectives of a wider cohort of Councillors representing all parts of the city – which is an opportunity to add further richness to the proposals coming forward.

Finally I would like to use this opportunity to thank each member of the Education & Skills Commission, Professor Ron Ritchie as Chair and Emily Kippax as key officer, for their substantial contributions. I am confident this work leaves the city better prepared for the challenges and opportunities that lie ahead.

A handwritten signature in black ink, appearing to read 'George Ferguson', with a long horizontal flourish extending to the right.

George Ferguson
Mayor of Bristol

Executive Summary

The Mayor of Bristol called for an Education & Skills Commission in order to, *'strengthen the link between sustainable employment opportunities in our highly-skilled, knowledge economy, and the education and training our young people receive, whether at school, college or university'*. The Commission focused on how to maximise the employability of young people in Bristol, including removing barriers, so they can secure the jobs created in Bristol's Temple Quarter Enterprise Zone (TQEZ), in Bristol and beyond; also examining how to enable business, particularly those based in the TQEZ, to engage with young people.

The Education & Skills Commission, chaired by Professor Ron Ritchie, met five times between October 2013 and March 2014, examining a wide range of areas, from students' progression data and best practice in Information, Advice and Guidance (IAG), through to hearing directly from young people. The Commission consisted of partners from a wide range of organisations, including educational providers, business, the voluntary sector and public sector: membership can be found at Appendix A. The Commission's recommendations are underlined and numbered in this Summary, and listed in full at Appendix B.

By means of focus groups, the Commission has undertaken some initial consultation with a wider range of stakeholders including some young people, and has gained greatly from these additional perspectives. The recommendations would however still benefit greatly from being shared with a broader cross-section of stakeholders, and in particular would benefit from the greater involvement of and consultation with larger businesses within and beyond the TQEZ, and young people [3.1]. As co-producers of their futures, it will be essential for the Mayor to consider the views of the latter group and learn what they need from him, as well as learning what they will want to engage with and help make a success.

Due to the timescales the Commission was asked to deliver in, it needed to take a specific approach to a number of areas. This included focusing primarily on young people that are currently in education or training and, having taken the view that young people's unemployment is a mainstream issue, focusing on challenges faced by all young people rather than specifically focusing on groups that face additional challenges, albeit that a central informing principle of the Commission's recommendations has been an interest in 'levelling the playing field' wherever possible. As such, the Commission strongly recommends that the Mayor carries out further research into the specific barriers to employment, enterprise and social enterprise for young people from disadvantaged groups and how their barriers to employment can be overcome, including those from specific communities and ethnic minorities, those not in education, employment or training, those with learning difficulties and/or physical disabilities, and those facing mental health issues [3.2].

The Commission's deliberations, analysis of data and expert contributions have led to the conclusion that the majority of its recommendations should focus on two main themes:

- Enhancing the IAG available to young people in Bristol alongside increasing the opportunities for them to develop employability and enterprise skills, knowledge, understanding and attitudes.

- Promoting and supporting effective partnership working and collaboration between businesses, education and training providers and young people.

The Commission recognised there are statutory requirements of schools with regard to IAG, that Ofsted covers this in its inspection framework to some degree, that there is a national careers service and that there are examples of excellent practice in Bristol settings. However, it concluded that locally IAG is somewhat fragmented, of variable quality, with neither the needs of young people nor employers being fully met: a finding in line with several key national reports¹. The Commission concluded that IAG should be seen as inextricably linked to the development of employability and enterprise skills (also very variable in Bristol schools) and to raising young people's aspirations, and that together these dimensions are part of an ongoing process that helps prepare young people for the complexity and challenges of adult life and the world of work they will encounter.

In addressing these two main themes, the Commission proposes two 'big ideas' that offer tools for potentially improving the current situation. The first is a **Passport to Employability in Bristol** (PEBL) (working title) for young people to provide entitlements and enhance opportunities for them as they prepare for adult life. The second is to create a virtual and physical **Engagement Hub for Employability and Enterprise**, based in the TQEZ, to promote and support enhanced partnership working between young people, businesses, education providers and other related organisations. PEBL and the Engagement Hub provide the suggested means for implementing the recommendations. The recommendations could however be implemented by alternative means. As such the detail and rationale behind PEBL and the Engagement Hub should be understood.

As the figures on pages 7 and 9 indicate, both PEBL and the Engagement Hub provide a practical methodology by which to implement a number of the Commission's recommendations, which are themselves informed by the Commission's recognition of the following:

- The importance of young people's voices being heard and valued so their needs, especially where barriers to employment exist, are understood and addressed.
- The need for more joined up approaches between different education and training providers and businesses (especially SMEs) that are based on mutual respect, reciprocity and fruitfulness for all involved.
- The need for IAG is informed by and matched to the needs of the fast-changing world of work, enterprise and social enterprise, for example through promoting understanding of 'fields' of employment as opposed to information about specific jobs.
- The value of enhancing and broadening curricula to ensure high quality IAG and employability and enterprise and more closely aligning academic and vocational aspects.
- The need for IAG / employability and enterprise to be an ongoing process for young people (that begins before 14) and continues after they have left formal education settings.
- The need for further engagement of communities and families to enhance understanding of the changing world of work and the nature of employment opportunities in the 21st century.
- The local benefits of identifying and sharing examples of best practice where evidence of impact is strong, to support further roll out of best practice across the city and beyond.

¹ Ofsted (2013) Going in the Right Direction?; Anderson (2014) Making Education Work, Pearson Education Ltd

- The need to incentivise businesses to be more active in IAG and the development of young people's employability and enterprise skills.

The Commission recognises that schools, in particular, but not exclusively, have to ensure their focus on improvement and increasing student attainment remains a priority. The Commission's recommendations need to be implemented in that context and developed as complementary to and supportive of schools' improvement journeys.

Passport for Employability in Bristol (PEBL)

The Commission recommends the development of a 'Passport for Employability in Bristol' (PEBL) to provide all young people in Bristol with a baseline of 'entitlements' and opportunities to develop employability and enterprise skills, and access effective IAG, as is in line with their needs and aspirations. Thereby decreasing the differences in young people's experiences resulting from the nature of the education provision they currently receive, and regardless of their access to effective support should they not be in education or training [1]. The Commission has carried out some initial research with young people around this idea and received very positive feedback, albeit with important points to help implementation succeed. The range of areas it is suggested that PEBL covers, and other key considerations, can be found in Figure 1.

The Commission considers that the PEBL has great potential for corporate sponsorship and has considered key implementation issues in its discussions, which will be made available to the Mayor. The Commission strongly recommends that the Mayor develops this tool in partnership with other stakeholders around the city and particularly focuses on engaging those institutions which might not otherwise engage. PEBL has the potential to be highly complex, particularly around online security, and the Commission recommends that the initiative is piloted [1] in school(s), to assist with data protection issues and ensure timely development of the initiative. Full development of PEBL should enable the Mayor to effectively implement recommendations 1.1 to 1.3 inclusive as outlined below, across Bristol.

The Commission recommends that PEBL is developed alongside the LEP's Employability Chartermark [1], encouraging schools, further education (FE) and higher education (HE) providers to sign up to the PEBL, while supporting the LEP to promote the Employability Chartermark initiative and ensure ongoing robust evaluation of its impact and explore its complementarity to PEBL. Stakeholders engaged enthusiastically with the PEBL concept and aims.

Implementation of PEBL has the potential to successfully address a number of the Commission's recommendations including:

- Education providers should improve IAG for all young people in education (including those under the age of 14), and increase their opportunities to further develop employability, enterprise and social enterprise dispositions, skills, knowledge and experience [1.1]:
 - Help young people access meaningful work experience opportunities. [1.1.1]
 - Engage directly with young people's families and communities. [1.1.2]
 - Encourage young people to recognise and value different routes into employability and enterprise, including, for example, vocational routes. [1.1.3]

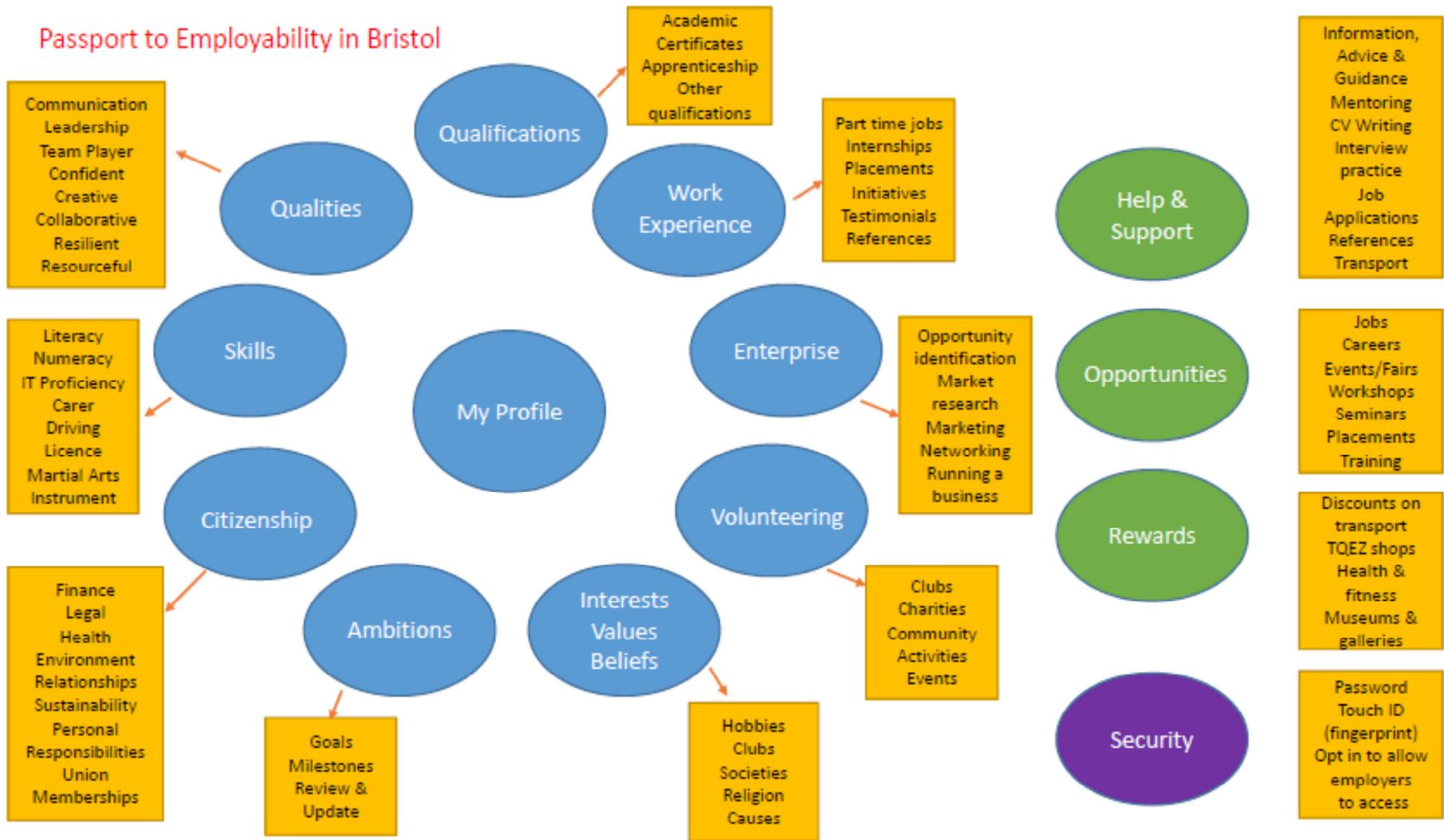
- Encourage FE and HE providers to work in partnership with regard to employability and enterprise/IAG to maximise benefits, and avoid duplication and mixed messages. [1.1.4]
- Consider focusing more on career opportunities rather than subject choice as an end in itself. [1.1.5]
- Consider how to improve young people's perception of STEM subjects. [1.1.6]
- Promote the concept of 'fields of work' rather than specific roles/jobs. [1.1.7]
- Consider adapting the curriculum to develop young people's employability and enterprise skills. [1.1.8]
- Education providers should improve IAG for those who have left formal full-time education [1.2]:
 - Collect data regarding student progression (which would also enable providers to modify their offering to ensure it is fit for purpose). [1.2.1]
 - Support former students with IAG for up to three years, in order to help young people into 'sustainable careers'. [1.2.2]
 - Consider developing an alumni system where successful young people inform and engage with the subsequent cohort. [1.2.3]
- Young people should be involved as active participants in their futures and given additional opportunities for development [1.3]:
 - Further enhance the support and provision designed to raise young people's aspirations with regard to their future and, particularly, employability. This should begin before the age of 14. [1.3.1]
 - Young people are involved in the governance of the TQEZ, engagement hub and other engagement spaces developed around Bristol [1.3.2], to ensure young people's voices are heard, to raise young people's awareness of opportunities in the TQEZ, and to promote positive role models.
 - Test out innovative and/or young people led initiatives to support progression into and in employment. [1.3.3]

PEBL offers a comprehensive framework for implementing all the above recommendations. It is suggested that the Mayor look at the EU's 'Youth Guarantee' as a model for ensuring young people are provided with opportunities for development.

Beyond PEBL, the Commission recommends that the Mayor:

- Works with Ofsted to explore how they can strengthen the inspection element that focuses on how well prepared young people are for the world of work, by (1) improving the quality of the questions asked, (2) increasing the profile and significance of this element to overall assessments, and (3) promoting this aspect to the media and other stakeholders [1.4].
- Investigates mechanisms to demonstrate the value of further integrating Science, Technology, Engineering and Maths with Arts (STEAM) subjects, in response to the needs of the emerging economy. [1.5]
- Ensures that the real costs of different routes to employment are made transparent to young people. [1.6]

Figure 1



TQEZ Engagement Hub and joined-up system

The Commission's research suggests that while much strong and effective work is going on in Bristol in this area, it is not necessarily being done in partnership or with the knowledge of all partners. This is leading to duplication and means the most is not being made of initiatives.

The Commission recommends that Bristol organisations work more closely with each other, including surrounding authorities, to ensure more effective approaches to work related to employability and enterprise/IAG across the greater Bristol region. This should include referring young people to other providers as appropriate, and sharing knowledge and intelligence about social and cultural practices and the specific challenges faced by some young people, which impact either negatively or positively on young peoples' progression into employment [2.1]. The Commission has noted that it will be important for the Mayor to better understand how well the system is working for young people at and between three notable stages of 14-16, 16-19 and 19+, and ensure that funding is aligned to effectively support work and changes that are needed.

The Commission recommends that the Mayor lead partners to develop an 'Engagement Hub' in the TQEZ, to address the key issues that the city faces in this area. The purpose of the Engagement Hub is to enable businesses, education providers and young people to come together for initiatives/activities aimed at raising aspirations, promoting employability and enterprise, and facilitating and enhancing the provision of IAG and employability and enterprise [2], linking this to the Mayor's Learning City concept. Figure 2 provides further detail on the possible inputs, outputs and benefits the Engagement Hub has been designed to realise.

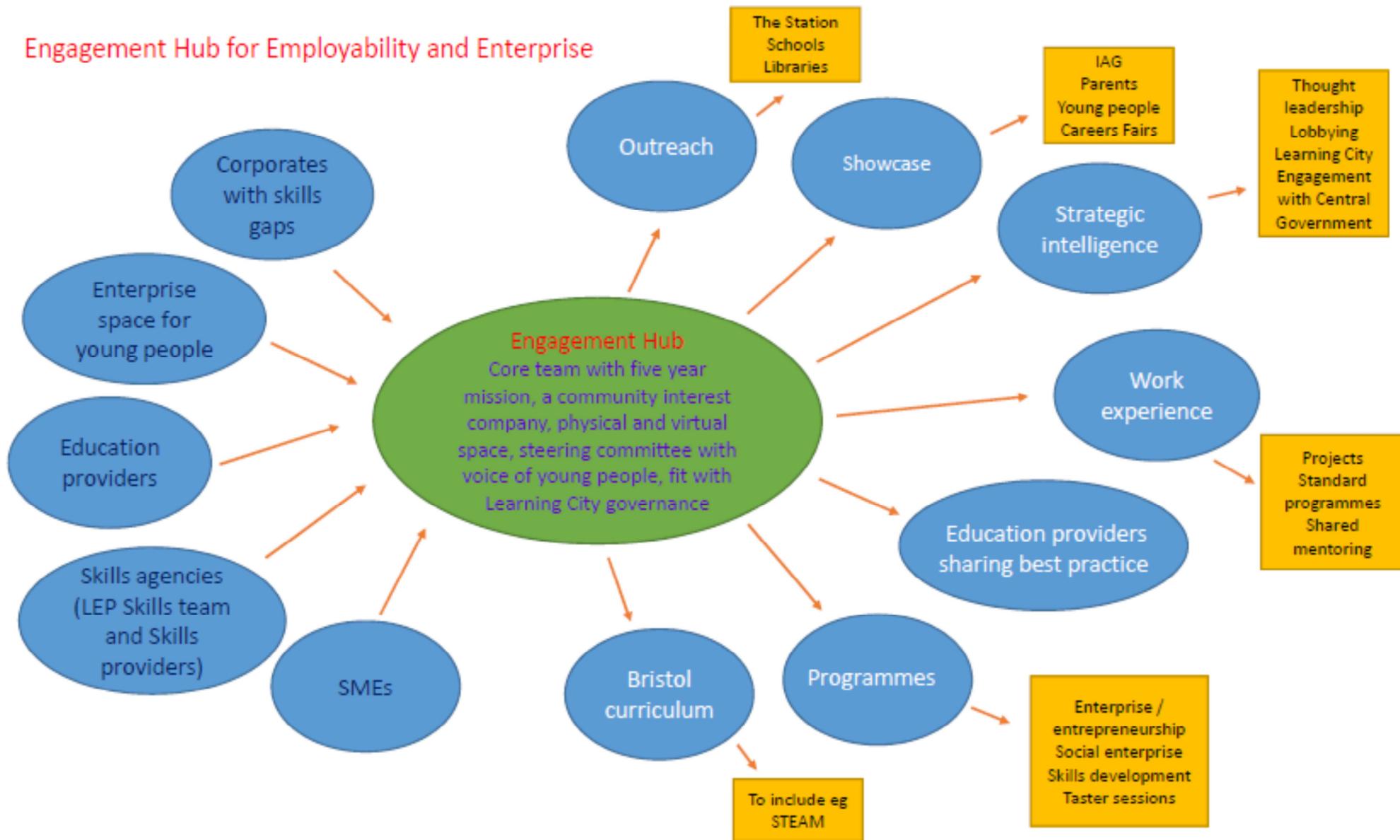
It is envisaged an initial pilot in the TQEZ will facilitate the development of better joined-up working across and beyond the city. It will be important to ensure the Engagement Hub links to and complements similar spaces (eg the Station), and will need to be complemented by a Bristol-wide perspective, if not a West of England perspective. In addition to piloting such a space in the TQEZ, it is recommended that the Mayor works with partners to create similar spaces beyond the TQEZ [2], while considering how to encourage key stakeholder groups to engage. Stakeholders provided further ideas for the Engagement Hub which will be made available to the Mayor.

The Commission has a number of recommendations for the broader agenda of joining up partners work across Bristol, which could however form part of the Engagement Hub's work:

- Ensure that skills development is connected to the area's employers' current and future requirements. [2.1.1]
- Support young people with meaningful work experience opportunities. [2.1.2]
- Encourage stakeholders to monitor and evaluate their work and share this information with partners, to develop a better understanding of impact and to share learning [2.1.3].
- Research and make available good practice examples of Bristol initiatives promoting employability and enterprise, and raising young people's aspirations. [2.1.4]
- Develop and maintain an accessible calendar of events for Bristol. [2.1.5]
- Develop a scheme / work with partners to build on existing schemes to enable SMEs to link to a specific school, community or VCS organisation, ensuring that underperforming schools (etcetera) are not excluded. [2.1.6]

Figure 2

Engagement Hub for Employability and Enterprise



The Commission considers that the success of the Engagement Hub will provide a strong platform upon which to negotiate policy changes with Government. In the interim it recommends that the following policy change be put forward and advocated for.

- The three Government departments responsible for the transition from school to work (Dept for Education, Dept for Work & Pensions, and the Dept for Business, Innovation & Skills) should ensure their policies are aligned and work better than they do at present to help all young people make the transition into work successfully. This should include considering changes to the national curriculum and improved guidance for schools in the area of IAG, to include employability and enterprise skills, and take account of the skill needs of the new economy. Having improved the system, Government should make no further institutional changes for some years so that the reformed system has the opportunity to 'bed down' and be made to work. [2.3]

There are specific challenges that businesses, and in particular Small to Medium sized Enterprises (SMEs) and micro-enterprises, will face in order to contribute to this agenda. Bristol City Council's analysis suggests that SMEs will be of particular significance to the TQEZ due to their anticipated growth in the four key sectors, while stakeholders have suggested that SMEs tend to provide more supportive environments for young people from disadvantaged backgrounds and as such that enabling SMEs to engage will be key. Having concluded that their engagement is key for effective IAG, and young people developing employability and enterprise skills, the Commission recommends that business, and recognising the specific barriers they face, SMEs particularly should be helped and encouraged to support young people and to engage with the Engagement Hub [2.2]:

- Explore the levers to provide tax and rates incentives to business in the TQEZ in return for engaging young people, focusing on the four key sectors as a pilot for this. [2.2.1]
- Employers should communicate the career pathways and their emerging needs related to employees for the foreseeable future, especially in the context of the TQEZ. [2.2.2]
- Develop a 'brokerage service' which enables SME employers to write a brief for the type of person they would like to employ, with the service then mediating between individual and the employer to ensure that young people maximise their chances of employment, in a market where open recruitment does not take place routinely. [2.2.3]
- SME employers should recognise and share with other SME employers the benefits of working with educational providers and young people to raise their aspirations and enhance their employability and enterprise skills, and develop case studies. [2.2.4]
- Different routes into employment and enterprise should be regarded of equal value, and described as such by employers, and individuals from lower income backgrounds should not be excluded from vocational and/or other routes to employment. [2.2.5]

1. Introduction

1.1 The Mayor of Bristol's Education & Skills Commission met five times between October 2013 and March 2014. It consisted of members from a wide range of organisations, including educational providers, businesses, the voluntary and public sector sectors, recognising the importance of bringing these stakeholders together to understand their perspectives, strengths and challenges. Professor Ron Ritchie, from the University of the West of England (UWE), was appointed as the independent chair by the Mayor. The Commission's membership can be found at Appendix A.

1.2 The Commission examined a wide range of areas, from students' progression data and best practice in Information, Advice and Guidance (IAG), through to hearing directly from young people through four focus groups and running an online survey which attracted 270 responses in 17 days.

1.3 The Commission presents the Mayor with two recommendations which outline solutions to a larger number of sub-recommendations, which could however be actioned via alternative means. The 'headline solutions' therefore should not be taken in isolation, but instead the rationale behind them understood. The recommendations can be found in full at Appendix B.

1.4 In March 2014 the Commission undertook some initial consultation on its draft findings by means of focus groups, and has gained greatly from these additional perspectives. The recommendations would however still benefit greatly from being shared with a broader cross-section of stakeholders, and in particular would benefit from the greater involvement of and consultation with larger businesses within and beyond the TQEZ, and more young people. As co-producers of their futures, it will be essential for the Mayor to consider the views of the latter group and learn what they need from him, as well as what they will engage with and contribute to making a success. This is captured in recommendation 3.1 as outlined in Appendix B.

1.5 Due to the timescales the Commission was asked to deliver in, it needed to take a specific approach to a number of areas. This includes having focused primarily on young people that are in education or training and, having taken the view that young people's unemployment is a mainstream issue, that it would focus on challenges faced by all young people rather than specifically focusing on groups that face additional challenges, albeit that a central informing principle of the Commission's recommendations has been an interest in 'levelling the playing field' wherever possible. As such, the Commission strongly recommends that the Mayor carry out further research into the specific barriers to employment, enterprise and social enterprise for young people from disadvantaged groups and how their barriers to employment can be overcome, including those from specific communities and ethnic minorities, those not in education, employment or training, those with learning difficulties and/or physical disabilities, and those facing mental health issues. This is captured in recommendation 3.2 as outlined in Appendix B.

1.6 The following sections provide an outline of the research which has most centrally informed the development of the Commission's understanding of the key issues and recommendations.

2.1 Bristol schools' outcomes and improvements

2.1.1 Bristol schools have made progress over the last few years and there are positive signs of this in the 'Ofsted Annual Report 2012/13, South West region'² which reports that Bristol had the greatest increase in the proportion of good or outstanding primary schools in 2012/13 and Bristol secondary schools improved their position in the league table to 84th out of 152, with 73% of its schools rated good or outstanding.

2.1.2 GCSE results (5 A* - C grade GCSEs including English and Maths) in Bristol schools have improved by 22% since 2006 and are now at 52%. This is still below the national average and although the gap has been closed, progress has slowed and improvement needs to accelerate. Within the city's results are some schools which have made outstanding progress recently and others that urgently need improvement. There is a complexity about outcomes in Bristol which gets lost in the overall headlines. The Commission notes that schools (head teachers and governors/Trusts etc) and Local Authority officers are focused on improvement in these schools driven, in part, by the action plan that resulted from Ofsted's last inspection of Bristol.

2.1.3 The Commission has been concerned to ensure that any recommendations made do not distract schools and officers from their focus on school improvement against the criteria determined by central government, the Department for Education and Ofsted, instead that they demonstrate how action, such as for example promoting business links with schools, can be congruent with schools' improvement journeys and add value to those.

2.1.4 Stakeholders also need to recognise that GCSE outcomes are not the whole story and the aims of the Commission will only be fully met when young people are supported in developing dispositions, skills, knowledge and attitudes that support their future employment and enterprise. This outlook has informed the development of many of the recommendations.

2.1.5 The focus in much of the discourse around Bristol school results and outcomes is on the state-maintained sector and at times it is appropriate that the story of Bristol education should include the performance of the independent sector.

2.2 Progression of young people in Bristol to further and higher education, training and/or employment

2.2.1 The Commission notes the success of Bristol's two universities in terms of the progression of their graduates to employment or further training (95% at the University of the West of England (UWE) and 96% at the University of Bristol (UoB)). 40% of UWE graduates remain in Bristol, 21% of UoB graduates. The proportion of graduates choosing to stay in Bristol is encouraging and indicates the potential for filling appropriate TQEZ jobs with local graduates, although the match between employer needs and graduate subjects / skills is an ongoing challenge. Clearly other local higher education institutions (HEIs) (in particular Bath, Bath Spa and Gloucestershire universities) also contribute to the Bristol jobs market. The Commission also notes increasing numbers of graduates

² <http://www.ofsted.gov.uk/resources/ofsted-annual-report-201213-south-west-region>

(usually from foundation degrees) are being educated at further education (FE) colleges, for example Bristol, Weston and Stroud and South Gloucestershire colleges. It also notes City of Bristol College (CoBC) was Access Provider to HE of the Year in 2013.

2.2.2 The Commission notes the positive progression data available from CoBC (see Appendix C) and the improvement journey the College has been on since its last Ofsted inspection in February 2013³. The College is part way through a strategy, 'Investing in Learning', which re-focuses the College back on teaching, learning and assessment. The College had a positive Ofsted monitoring visit in October 2013⁴, with improvements noted in all the key areas of student delivery. CoBC report a major area of concern as being the challenge of engaging those young people who do not greatly value education and training.

2.2.3 The Commission has considered the progression data from schools provided by Learning Partnerships SW (Sept 2013) with its particular focus on young people not in employment, education or training (NEETs). The Commission notes that the needs of this group of young people are being addressed in a variety of ways in the city, and recommend that the specific needs of this group along with other disadvantaged groups are considered by the Mayor. The Commission notes that the data it has been given which relates to '16-19 year olds in learning' is broad and does not provide information about the site of that learning (school or academy sixth form, FE college, sixth form college etc) which it considers would be useful.

2.2.4 The Commission recognises the particular need for a continuing focus on STEM activities in education. It has also noted the applicability of an emerging focus around STEAM (STEM which also incorporates the arts). STEAM has resonated with the Commission due to an understanding that jobs in the future will increasingly require cross-sectoral understanding (animation, high-tech industry and so on). This perception has developed from informal employer feedback and is supported by young people's feedback, which has led to the development of recommendation 1.5 as captured in Appendix B.

2.2.5 The Commission noted that destination data in general was limited to the immediate future and that little was known about students' longer term destinations and successes. Collecting this data would provide educational institutes with the opportunity to develop a better understanding of the success of their offering, thereby potentially improving it, as well as tapping into a potential rich source of IAG and aspiration-builders, in the form of their alumni. This thinking has led to recommendations 1.2.1 and 1.2.3. The Commission also reflected that it can take those emerging from education some time to settle into 'sustainable careers', and that some 'light touch' support to former students could be of great benefit to them, as well as having the very strong benefits of maximising on an educational institute's investment in their pupils and their reputation as a choice destination for future students, while being of relatively low cost to them. This led to the development of recommendation 1.2.2.

³ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131094>

⁴ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131094>

3.1 Skills gaps: national

3.1.1 National research has indicated a mismatch between what young people are studying and the jobs available. In 2012, a study⁵ was undertaken for the Local Government Association, which compared the numbers of qualifications delivered by FE colleges against labour market demand (as measured by job vacancies). The top-level findings of this study were:

- At a national level, there are significantly fewer jobs / vacancies per skills achievement in the creative industries, hair & beauty, and hospitality, leisure, travel & tourism, suggesting these sectors have an over-supply of skilled workers.
- There are significantly more jobs / vacancies per skills achievement in marketing & sales, supporting teaching & learning in schools, security industries, and fashion & textiles, suggesting these sectors have an under-supply of skilled workers.

3.1.2.1 A number of organisations have concluded that issues with the UK's education and skills system are leading to significant skills gaps (CBI, Pearson, City & Guilds, OECD⁶) and therefore sizeable negative human impacts, if not decreased international competitiveness (OECD⁷). These organisations suggest a range of solutions, many of which have resonated with the Commission, including Alison Wolf's conclusion in her 2011 Review of Vocational Education⁸, carried out for Michael Gove, that, "any young person's programme of study, whether 'academic' or 'vocational', should provide for labour market and educational progress", while the OECD notes in its Economic Survey of the United Kingdom (2013):

"The government should pursue growth-enhancing and inequality-reducing structural reforms. A prolonged period of weak growth risks worsening social inequalities. Labour market and social policies need to mitigate this risk. ... Weak skills in some segments of the workforce hinder employment and growth, and contribute to large differentials in employment and earnings across education levels. Workers' skills need enhancement, especially among students from disadvantaged backgrounds, through improved educational outcomes, reinforcing vocational training and by facilitating transition from education to work."

This particular argument has contributed to a number of the Commission's recommendations, notably recommendation 2.3 as outlined in Appendix B.

⁵ <http://www.cesi.org.uk/publications/hidden-talents-skills-mismatch-analysis>

⁶ Changing the pace, CBI/Pearson education and skills survey 2013

http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf; First steps, a new approach for our schools, CBI (2012) http://www.cbi.org.uk/media/1845483/cbi_education_report_191112.pdf; Anderson, Making Education Work, Pearson (2014) <http://uk.pearson.com/content/dam/ped/pei/uk/pearson-uk/Campaigns/making-education-work/making-education-work-online-pdf-report.pdf>; Making Education Work, City & Guilds (2013) <http://www.cityandguilds.com/~media/Documents/Courses-and-Quals/quals-explained/techbac/making-education-work%20pdf.ashx>; Economic Survey of the United Kingdom 2013, OECD <http://www.oecd.org/economy/uk2013.htm>)

⁷ UK Skill levels and international competitiveness (2012) (<http://www.ukces.org.uk/publications/er61-uk-skill-levels-and-international-competitiveness>)

⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf

3.1.2.2 Professor Sir Roy Anderson's Independent Advisory Group report for Pearson, Making Education Work (2014)⁹, examined the fitness of the UK education system to prepare young people for the world of work comprehensively from a national perspective. His persuasive report calls for:

- An overhaul of the UK education system in order to meet long term economic needs.
- Greater emphasis on 'softer' or non-cognitive skills.
- Seeks a broadening of the 16-18 year old curriculum, criticising A-levels as too narrow.
- School leavers need a wider skills set.
- Need to elevate status of vocational/technical education (and improve the quality of vocational learning).
- Need for a national careers service which is aligned with the Government's growth strategy.
- Need for more direct working relationships (two-way) between employers and universities, and schools and colleges.
- More apprenticeships.
- Need for much closer working relationships, and a shared set of objectives for the education system, between the Dept for Education and the Dept for Business, Innovation & Skills.

The Mayor of Bristol's Education & Skills Commission has drawn a number of similar conclusions, albeit in a context local to Bristol.

3.1.3 The speed at which certain sectors are developing means that the traditional structure of one to two year FE courses can mean information is already out of date by the time someone completes the course. There is a need for more flexible course structures that work more closely with employers. While not without their own challenges and shortfalls, the Dutch and German systems provide strong examples of effective practice in vocational education systems, both being well regarded in their respective societies and benefiting from strong employer links¹⁰.

3.1.4 There are strong examples of good practice in supporting employability and enterprise in the UK including for example Writhlington college's¹¹ (Bath & North East Somerset) focus on the development of enterprise skills. In London, the Tower Hamlets Education Business Partnership¹² is highly successful, effectively engaging business and delivering a range of services to young people. In the South West, Cornwall Works¹³ has developed a comprehensive system of support for young people in a range of different situations, effectively engaging a large percentage of the county's numerous SMEs.

⁹ <http://uk.pearson.com/content/dam/ped/pei/uk/pearson-uk/Campaigns/making-education-work/making-education-work-online-pdf-report.pdf>

¹⁰ Vocational Education and Training in Germany Strengths, Challenges and Recommendations <http://www.oecd.org/edu/skills-beyond-school/45938559.pdf>; Casey, the Vocational Education and Training System in Netherlands, UKCES (2013) <http://www.ukces.org.uk/assets/ukces/docs/publications/briefing-paper-vocational-education-system-netherlands.pdf>

¹¹ <http://www.wsbe.org.uk/business.php?page=enterprise-at-writhlington>

¹² <http://thebp.org/>

¹³ <http://www.cornwallworks.org.uk/cornwall-works/about-cornwall-works.html>

3.2 Skills gaps: Bristol and the West of England

3.2.1 The Commission reviewed the Centre for Economic & Social Inclusion’s data around skills gaps in the West of England and Bristol, which highlights the shortages of skilled workers in a number of sectors (attached as Appendix D, extract below). This provides detail at local authority and local enterprise partnership (LEP) level. For the West of England, the full data shows significant skills mismatches in some selected sectors, with a vacancy to achievement ratio below one indicating an over-supply of skills, and a ratio above one indicating a skills shortage. Informal feedback from employers to Bristol City Council suggests there is an increasing need for generic and specialist digital and technical skills, and supply is not currently keeping up with this.

	Automotive industries	Building Services	Construction	Hair & Beauty	Hospitality & tourism
Achievements, all ages	500	990	1,760	2,270	2,610
Achievements, under 19	280	180	770	1,510	1,190
JCP vacancies	513	1,818	5,267	278	294
Inclusion estimated vacancies	1,308	1,818	5,267	278	560
Vacancies per achievements, all ages	2.62	1.84	2.99	0.12	0.21
Vacancies per achievements, under 19	4.67	10.10	6.84	0.18	0.47

3.2.2 This, together with developments in the TQEZ, has the potential to provide a significant opportunity for Bristol’s young people. As will be seen from survey findings, young people have indicated an interest in understanding market opportunities to inform their career decisions. The gap suggests a lack of information about the market reaching young people, which in turn has centrally informed the development of recommendations 2 and 2.1.5. The Commission also recommends improving young people’s perceptions of STEM subjects as per recommendation 1.1.6.

3.2.3 The rise of vocational routes to employment, how these can be perceived by young people, the barriers young people face to secure opportunities, including increased competition from older people, as well as the issues both vocational and academic routes can pose to those from lower income backgrounds were discussed by the Commission. The Commission concluded there is a risk that vocational routes to employment are often perceived to be an inferior option and that employers need to proactively work against this perception should they consider it incorrect. This is captured in recommendation 2.2.5, which also highlights a need for the Mayor and partners to ensure that individuals from lower income backgrounds are not excluded from vocational and/or other routes.

4. Temple Quarter Enterprise Zone

4.1.1 In his 2011 Budget, the Chancellor of the Exchequer announced the creation of 21 Enterprise Zones in Local Enterprise Partnership areas, indicating that one would be located in the West of England area. LEPs were expected to grant enterprise zone (EZ) status to areas that offered development opportunities genuinely attractive to the market and that were likely to lead to new jobs and business growth. EZs had to offer the opportunity to minimise regulatory burdens, particularly by offering scope to simplify the planning process. EZs were also expected to provide a platform for both the public and private sectors to work together to drive development, and to generate growth in business rates that could be used to further economic development in LEP areas. The West of England LEP ran a competition to select the area to become its EZ and chose Bristol Temple Quarter.

4.1.2 Officers reported to the Commission an understanding that Bristol Temple Quarter offers strong potential to deliver against all of these requirements. As of 2011 it had potential to accommodate 17,000 jobs in 240,000 sq. m of development, and generate a substantial amount of business rate growth as a result. Some development has already taken place but much of this potential still exists. The public and private sectors are major landowners, and will need to work together to deliver against these targets. With almost half of the sites without planning permission, the area offers substantial scope to simplify the planning process and drive development.

4.1.3 Officers reported that the TQEZ offers the city the potential to deliver against other goals including:

- Driving the regeneration of one of the city's and city region's key gateway locations.
- Adding further impetus to the above by offering the potential to link site development to the major refurbishment of Bristol Temple Meads Station, itself driven in part by the electrification of the main line to London by 2017.
- Generating sustainable, accessible job opportunities in an area that will be a focus for major suburban transport initiatives, such as the MetroBus and MetroRail projects.
- Capitalising on existing strengths of an area already established as a successful business location, home to key knowledge based industries such as creative, digital, environmental and finance and business sectors.

4.2.1 The Commission received information from Bristol City Council Officers regarding the evidence behind the growth projections. This indicated that job vacancy projections are based on available space in the TQEZ, and that growth plans are based firmly on flexibility in response to industry needs coupled with an active marketing strategy.

4.2.2 Target sectors for the area are creative, high tech, low carbon, media, and financial & professional services, as well as the supporting sectors needed to make the area function effectively as a business and residential destination (retail, hospitality, leisure and transportation). Focused marketing campaigns are being developed for the first four sectors, and there is understood to be a need to help ensure a supply of skills for these sectors. There will also be ongoing needs in the construction sector for some years as the various sites are developed.

4.2.3 Officers commented on the difficulty of being precise about specific qualifications that will be required, partly because some of the target sectors are developing so rapidly that qualifications currently available may well be out of date by the time that these jobs are available. This has informed the development of recommendation 1.1.7 which is focused on encouraging IAG advisors to focus on 'fields of work' rather than specific jobs. The former ensuring that young people are not pigeon-holed into specific streams (eg doctor or nurse) prematurely, but are instead encouraged to engage and develop their qualifications and skills in a broader field of employment. It also led to the development of recommendation 1.1.5, which is designed to ensure that the 'bigger picture' of subsequent career opportunities is considered rather than subjects being promoted as an ends in themselves.

4.2.4 Officers reported that many businesses in the target sectors are small, with a high proportion of self-employed / freelance workers. Small employers, which tend to particularly dominate in the creative and digital sectors, are likely to find it a particular challenge to engage with young people and provide work experience. Officers reported their understanding that young people will need support to understand how to find work in this environment. Reducing the barriers to engagement which exist for smaller employers has centrally informed the development of recommendations 2.1.6, and 2.2.1 – 2.2.4.

5. Consultation with young people

5.1 Members of the Commission sought the views of young people during the process of developing their recommendations, meeting with and gaining representation from Bristol's Youth Select Committee, running focus groups with young people, running an online survey, and meeting directly with young people at their January meeting. Lines of enquiry were developed and conclusions drawn from this contact, further details of which can be found below.

5.2 Focus group work took place in three schools in the North, South and East of Bristol, and with a group of young people with disabilities. The school focus groups looked at four key questions and generally the young people were found to have been comfortable with the concept of striving and understanding of the importance of qualifications. Those spoken to had a good idea of what employers want (though it was acknowledged this might not be universally understood), and valued money but didn't perceive it to be the main goal. From meeting with the group of young people with disabilities, it was concluded that those facing similar challenges were likely to need significant support to secure work, as such that they should be specifically considered by the Mayor. This is captured in recommendation 3.2. The Commission acknowledges that due to the support provided young people in the schools it worked with, that the responses may not be entirely typical and young people at other schools may have much less knowledge and awareness, and lower levels of aspiration.

5.3.1 An online survey was carried out in December 2013, with 270 young people responding over a 17 day consultation period. The survey findings are summarised below, and is available in full at Appendix E.

5.3.2 The survey found that there was considerable appetite for more information / advice on jobs and careers with 50% of respondents saying they would like more. 40% perceived they already access useful information, however a notable 10% perceive they didn't. There was considerable overlap between the first category and the latter two.

5.3.3 Websites and family were the most strongly preferred sources of information and advice, and as such IAG providers should consider how to use these channels most effectively. It was not clear whether websites were being used for specific industry and jobs research or whether respondents are referring to dedicated careers guidance sites (anecdotal feedback from later conversations indicated the former was the case). Friends, teachers and careers advisors were also considered significant sources of information and advice, respondents however were less convinced they would use these sources than websites and family. Among other conclusions, this led to recommendation 1.1.2.

5.3.4 In terms of what is influencing young people's decision-making around careers, four considerations came out as highly or fairly important to the vast majority of question respondents: the respondent's skills, qualifications and aptitudes; available jobs / career opportunities; their interests; and a long held ambition. This suggests that the majority of respondents engaged in a pragmatic analysis of their strengths and opportunities in the market place, combining these with

'internal' motivators. It is possible of course that respondents had not considered their motivators in this way before.

5.3.5 It is worth emphasising that respondents stated an interest in considering what jobs / career opportunities are available to influence their decision-making. This is at odds with statistics demonstrating an over and undersupply of people for specific careers, and suggests the problem could lie with a lack of information for young people.

5.3.6 Of the other influences, current / past jobs / work experience and the cost of training / higher education came out as fairly important to the majority of question respondents, with these being highly important to a large number of the remaining respondents. Along with other evidence, this led to recommendation 1.6.

5.3.7 Overwhelmingly the key barriers / challenges respondents said they felt they faced were:

- Getting the right grades to help them with their next stage / overall career goals.
- The costs of higher education and a lack of understanding if / how it can be affordable.
- A perception that there are very few jobs available, let alone interesting jobs, and that young people are specifically disadvantaged due to their lack of work experience.

5.3.8 Other barriers / challenges felt were:

- A lack of understanding of areas that career guidance could help with, eg how to become what you want to become; the benefits versus costs of going to University; not knowing what to become etc. Among other conclusions, this contributed to the development of recommendations 1.1.4, 1.6, 2 and 2.1.
- A perception of a need to develop one's personal skills including most notably a need to develop self-confidence, but also managing one's career (which has overlap with the above area), and developing 'people skills', which contributed to the development of recommendation 1.

5.3.9 Respondents were asked to outline the key barriers and challenges they feel they face in succeeding using free text. Free text responses tend to receive a low level of response in surveys, however 200 people in total answered this question. One respondent's comment encapsulates a general theme of drive, pragmatism and the challenges felt that was found more widely in the survey responses:

"All I can find are jobs in shops like Asda or Tesco which wouldn't give me the experience I would like to have for my future jobs. I would like to open my own clothing business in future therefore a part time job in a clothing retail company like Zara or Topshop would be very useful however in my opinion more "attractive" jobs aren't available for students (16-18 year olds)."

5.4 Around 21 young people joined the Commission's January meeting. The young people demonstrated considerable interest in the Commission members' career paths and contributed freely to conversations. Some ideas that developed included a strong interest from young people in work experience / volunteering, being able to focus on 'competencies' rather than just GCSEs, an active interest in the future opportunities envisaged for Bristol, being able to choose their options

later as they were worried about ruling out paths now that they would later want to explore, and an ask that the 'divide' between STEM and arts fields is reduced as they can see a number of professions and fields where you need to understand both. These points confirmed and/or developed the Commission's position in a number of areas including 4.8.

5.5 Feedback from young people has led to and/or confirmed the Commission's position on a number of recommendations including PEBL (recommendation 1), work experience (recommendations 1.1.1 and 2.1.2), valuing vocational routes more (1.1.3 and 2.2.5), and supporting innovative approaches (1.3.3).

6. Information, advice and guidance (IAG) and employability/enterprise skills

6.1 Nationally and locally employers persistently feedback that they value candidates who can demonstrate a high level of 'employability skills' (including for example flexibility, adaptability and a willingness to learn on the job). They also persistently feedback concerns that the education system does not prepare young people for the world of work (see for example City & Guilds' 2013 report, 'Making Education Work'¹⁴). The arguments and weight of evidence behind this outlook have been convincing and have centrally informed the Commission's recommendations. It is most notably reflected in recommendation 1, the development of a Passport for Employability in Bristol.

6.2 The Commission was provided with evidence of the range of IAG provided in higher education (HE) and the considerable investment UWE and UoB put into ensuring their students have appropriate IAG, supported by appropriate experiences, placement, internships and so on (see Appendix C). The Commission's view was that this is generally fit for purpose given the high employment rate of both institutions' graduates, although neither institution should be complacent and should continue to review and enhance its provision.

6.3 Provision in FE is also well embedded according to information provided to the Commission. CoBC provides access to training and education for a number of areas of learning. The College works with a number of employers to address the skills gaps in the city, and also works with the other colleges in the West of England in working towards a holistic picture of provision across the area. The Colleges are a key component of the LEP, and the Skills Board is chaired by a local Principal who gave evidence to the Commission.

6.4 IAG in the schools sector has become somewhat fragmented, according to information gathered and the evidence provided by experts, and the quality varies across institutions, which matches national findings from Ofsted and others. IAG in schools is a contested policy area (for example, Michael Gove's comments in December 2013 about the lack of impact of careers advisers in schools and his view that face-to-face guidance is of limited value (at odds with the evidence seen by the Commission)). IAG specialists spoke of difficulties created by IAG being managed at a school level since national policy changed in this area, including issues around a lack of prioritisation at school level due to a focus on GCSE results, a lack of impartiality (some IAG specialists being under pressure to recruit to sixth form for example) and, in some parts of the education system, of substantial resources being wasted as IAG specialists carry out their own research as opposed to using 'central' resources and/or sharing knowledge and information with each other systematically. This, along with other evidence, has led to recommendations 1.1.4, 2 and 2.1.

6.5 The Commission noted that the Subsidiary Guidance to Ofsted inspectors conducting Section 5 inspections of schools (January 2014¹⁵) includes:

"When considering whether the curriculum has sufficient breadth and balance and the extent to which it meets the needs, aptitudes and interests of pupils, inspectors should note ... The

¹⁴ <http://www.cityandguilds.com/~media/Documents/Courses-and-Quals/quals-explained/techbac/making-education-work%20pdf.ashx>

¹⁵ <http://www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-schools-and-academies> p29

extent to which timely information, advice and guidance provide pupils with a good understanding of the full range of options available to assist them to make informed decisions about their next steps in education, training or employment; the availability and quality of advice and guidance on learning and career pathways; and whether staff have the necessary qualifications, experience and skills to provide information, advice and guidance.”

There was concern from the Commission that this may be undervalued by inspectors, which led to recommendation 1.4.

6.6 IAG is one part of how young people are prepared for employment /enterprise, but effective IAG needs to be linked to systematic development of relevant dispositions, skills, knowledge and attitudes, as contained in recommendation 1. This is done to some extent in schools, but provision and approaches are variable. In a few schools and the local University Technical College (UTC), it is a key focus of the vision and approach. However, the inevitable focus in some schools on core subjects to ensure GCSE success, can mean that IAG and employability is moved to the margins. The Commission saw the need to influence the school curricula but in ways that add value and do not look like 'additional content'. It also considered that cultural shifts in schools need to take place, with a greater awareness of and commitment to embedding employability and enterprise across and beyond the formal curriculum as contained in recommendation 1.1.8. As such the Commission concluded that, in line with those who gave evidence, it did not consider schools need additional funding, but instead stronger encouragement from Ofsted to prioritise preparing young people for the world of work, as captured in recommendation 1.4.

6.7 Three Government departments are responsible for the transition from school to work (Dept for Education, Dept for Work & Pensions, and the Dept for Business, Innovation & Skills). It was understood that these departments' policies do not always align and there is potential for them to work better to help all young people make the transition into work successfully¹⁶. Improvements should include considering changes to the national curriculum and improved guidance for schools in the area of IAG, to include employability and enterprise skills, and to take account of the skill needs of the new economy. Drawing on learning from the vocational education systems in Germany and the Netherlands, the Commission was also keen to ensure that the Government should make no further institutional changes for some years so that the reformed system has the opportunity to 'bed down' and be made to work. This led to recommendation 2.3.

6.8 HE and FE institutions, schools and voluntary and community sector (VCS) organisations provide some IAG and related activities for school pupils in Bristol. Some of this, but not all, is evaluated in terms of impact. This and the other gaps noted in this report around a lack of systematic monitoring of impact (as per paragraphs 6.10 and 6.15 for example) led to recommendation 2.1.3 which is designed to ensure that maximum value is realised from all initiatives in this area supporting young people in Bristol.

6.9 The Commission noted an initiative set up by UWE in September 2013 that brought key stakeholders together to focus on improving IAG in the Bristol region. The Mayor is asked to

¹⁶ Anderson, Making Education Work, Pearson (2014)
<http://uk.pearson.com/content/dam/ped/pei/uk/pearson-uk/Campaigns/making-education-work/making-education-work-online-pdf-report.pdf> for example.

consider the potential of this initiative and whether it could provide a mechanism through which to implement a number of the Commission's recommendations.

6.10 There are a number of established and emerging initiatives in Bristol that involve businesses in supporting schools in these areas. The Commission looked at some of these and noted a lack of systematic evaluation of the impact which means a lack of evidence of which activities actually make a difference. The work of Ablaze, in collaboration with the City Council, focuses on schools where the need is greatest is noted and welcomed. The Commission also welcomed the LEP-led Employability Chartermark initiative and would like to see further evidence of its impact through its initial phase. It also however saw the need for a stronger case about the benefits to business being made to them (which would include Corporate Social Responsibility, identifying potential employees and enhancing the well-being of staff who volunteer).

6.11 The Commission has developed a good understanding of a number of national and local initiatives, however it acknowledges that its knowledge is not comprehensive.

6.12 The Commission recognised that not all IAG provided is of an acceptable quality and there is an acknowledged lack of knowledge amongst some providing IAG about the nature of employers' needs into the future, including those in the TQEZ, and therefore there is a training issue. However, the Commission also saw a need to improve the understanding of some employers about the nature of education and qualifications in the current context.

6.13 A recommendation which emerged linked to the above was the idea of a Passport to Employability in Bristol (PEBL) which would provide any young person educated in Bristol with core entitlements and other optional 'destinations' they are encouraged to 'visit' to develop their potential for employment/enterprise. Were this to be implemented, the Commission recommends a pilot focused on the TQEZ and school(s) local to it. See recommendation 1.

6.14 Another area of work in the city of relevance to the Commission's aims is the considerable range of initiatives/activities aimed specifically at raising young people's aspirations. The difference this work has made to young people that experienced this was highly apparent, and led to recommendation 1.3.1. The Commission recommended that building young people's aspirations should start before the age of 14.

6.15 Again the work that universities, CoBC, schools and a number of VCS organisations are doing around raising aspirations was evident to the Commission. Much of this, but certainly not all, is based in school settings. There is some evidence of impact of some of these initiatives, but again the impact evidence is varied. As with the issues outlined by paragraphs 6.8 and 6.10, the Commission considers that ensuring this information is accessible will help join up work and lead to better learning between agencies. This has led to recommendation 2.1.4.

Appendix A: Education & Skills Commission membership

Skills Provision & Schools

Professor Ron Ritchie, Pro Vice-Chancellor for Partnerships, Diversity and Civic Engagement at the University of the West of England; Chair of the Cabot Learning Federation (Chairperson)

Lynn Merilion, City of Bristol College Principal and Chief Executive

Jane Middleton, Director of Skills at the West of England Local Enterprise Partnership

Poku Pipim Osei, co-founder of Babbasa Youth Empowerment Projects (BYEP), VCS Advocate to the Bristol's Children & Young People's Attainment and Progression Board, and Voscur Trustee

Steve Taylor, Executive Principal, Cabot Learning Federation

Youth

Sanya Rajpal, Youth Select Committee

Business: general

Stephen Fear, Managing Director, the Fear Group and founder of the Fear Foundation

Creative

Heather Wright, Executive Producer, Aardman Animations

Media

Paul Appleby, Bristol Media Chairman

Low Carbon

Martin Bigg, Professor of Environmental Technology, UWE & Director of Environmental Technologies Innovation Network (iNet), UWE

Microelectronics

Rick Chapman, Microelectronics Innovation Network (iNet)

Central Government

Jon Bright, DCLG Locality Director

Paul Lucken, SW Regional Director, Skills Funding Agency

Bristol City Council

Councillor Brenda Massey, Assistant Mayor for Children, Young People and Education

Councillor Alastair Watson, Mayoral representative on the Education & Skills Commission

Emily Kippax, Strategic Support Officer (support)

Appendix B: Education & Skills Commission's recommendations

Recommendation 1

The Mayor develops a Passport for Employability in Bristol (PEBL) to provide all young people in Bristol with a baseline of 'entitlements' and opportunities to develop employability and enterprise skills and access effective IAG, as is in line with their needs and aspirations. Thereby decreasing the differences in young people's experiences resulting from the nature of the education provision they currently receive, and regardless of their access to effective support should they not be in education or training. A 'pilot' of PEBL is recommended to ensure timely development of the initiative. PEBL should be developed alongside the LEP's Employability Chartermark.

Full development of PEBL would enable the Mayor to respond effectively to recommendations 1.1 to 1.3 inclusive as outlined below, across Bristol. While 1.1 – 1.3 can be delivered within the main proposition, they can also be treated as stand-alone issues that are addressed separately and/or beyond the scope of PEBL.

- 1.1 Education providers should improve IAG for all young people in education (including those under the age of 14), and increase their opportunities to further develop employability, enterprise and social enterprise dispositions, skills, knowledge and experience:
 - 1.1.1 Help young people access meaningful work experience opportunities.
 - 1.1.2 Engage directly with young people's families and communities.
 - 1.1.3 Encourage young people to recognise and value different routes into employability and enterprise, including, for example, vocational routes.
 - 1.1.4 Encourage FE and HE providers to work in partnership with regard to employability and enterprise/IAG to maximise benefits, and avoid duplication and mixed messages.
 - 1.1.5 Consider focusing more on career opportunities rather than subject choice as an end in itself.
 - 1.1.6 Consider how to improve young people's perception of STEM subjects.
 - 1.1.7 Promote the concept of 'fields of work' rather than specific roles/jobs.
 - 1.1.8 Consider adapting the curriculum to develop young people's employability and enterprise skills.
- 1.2 Education providers should improve IAG for those who have left formal full-time education:
 - 1.2.1 Collect data regarding student progression (which would also enable providers to modify their offering to ensure it is fit for purpose).
 - 1.2.2 Support former students with IAG as outlined in 1.1 for up to three years, in order to help young people into 'sustainable careers'.
 - 1.2.3 Consider developing an alumni system where successful young people inform and engage with the subsequent cohort.
- 1.3 Young people should be involved as active participants in their futures and given additional opportunities for development:
 - 1.3.1 Further enhance the support and provision designed to raise young people's aspirations with regard to their future and, particularly, employability. This should

begin before the age of 14.

- 1.3.2 Young people are involved in the governance of the TQEZ / Engagement Hub and any other engagement hubs that are developed around Bristol.
- 1.3.3 Test out innovative and/or young people led initiatives to support progression into and in employment.

1.4 The Mayor should work with Ofsted to explore how they can strengthen the inspection element that focuses on how well prepared young people are for the world of work, by (1) improving the quality of the questions asked, (2) increasing the profile and significance of this element to overall assessments, and (3) promoting this aspect to the media and other stakeholders.

1.5 The Mayor investigates mechanisms to demonstrate the value of further integrating Science, Technology, Engineering and Maths subjects with the Arts (STEAM), in response to the needs of the emerging economy.

1.6 The Mayor ensures that the real costs of different routes to employment are made transparent to young people.

Recommendation 2

The Mayor leads partners in the city to develop an 'Engagement Hub' in the TQEZ, to address the key issues that the city faces in this area. The purpose of the Engagement Hub is to enable businesses, education providers and young people to come together for initiatives/activities aimed at raising aspirations, promoting employability and enterprise, and facilitating and enhancing the provision of IAG and employability and enterprise. The Mayor should work with partners to create similar spaces beyond the TQEZ.

Development of the Engagement Hub would enable the Mayor to respond effectively to the recommendations outlined below within a specific geographical area. Recommendations 2.1 to 2.3 inclusive should be considered within the context of the Engagement Hub pilot recommendation, for wider implementation across Bristol, and as stand-alone issues that can be addressed separately.

2.1 Bristol organisations, including business, should work more closely with each other and surrounding authorities, to ensure more effective approaches to work related to employability and enterprise/IAG across the greater Bristol region. This should include referring young people to other providers as appropriate, and sharing knowledge and intelligence about social and cultural practices and the specific challenges faced by some young people, which impact either negatively or positively on young peoples' progression into employment.

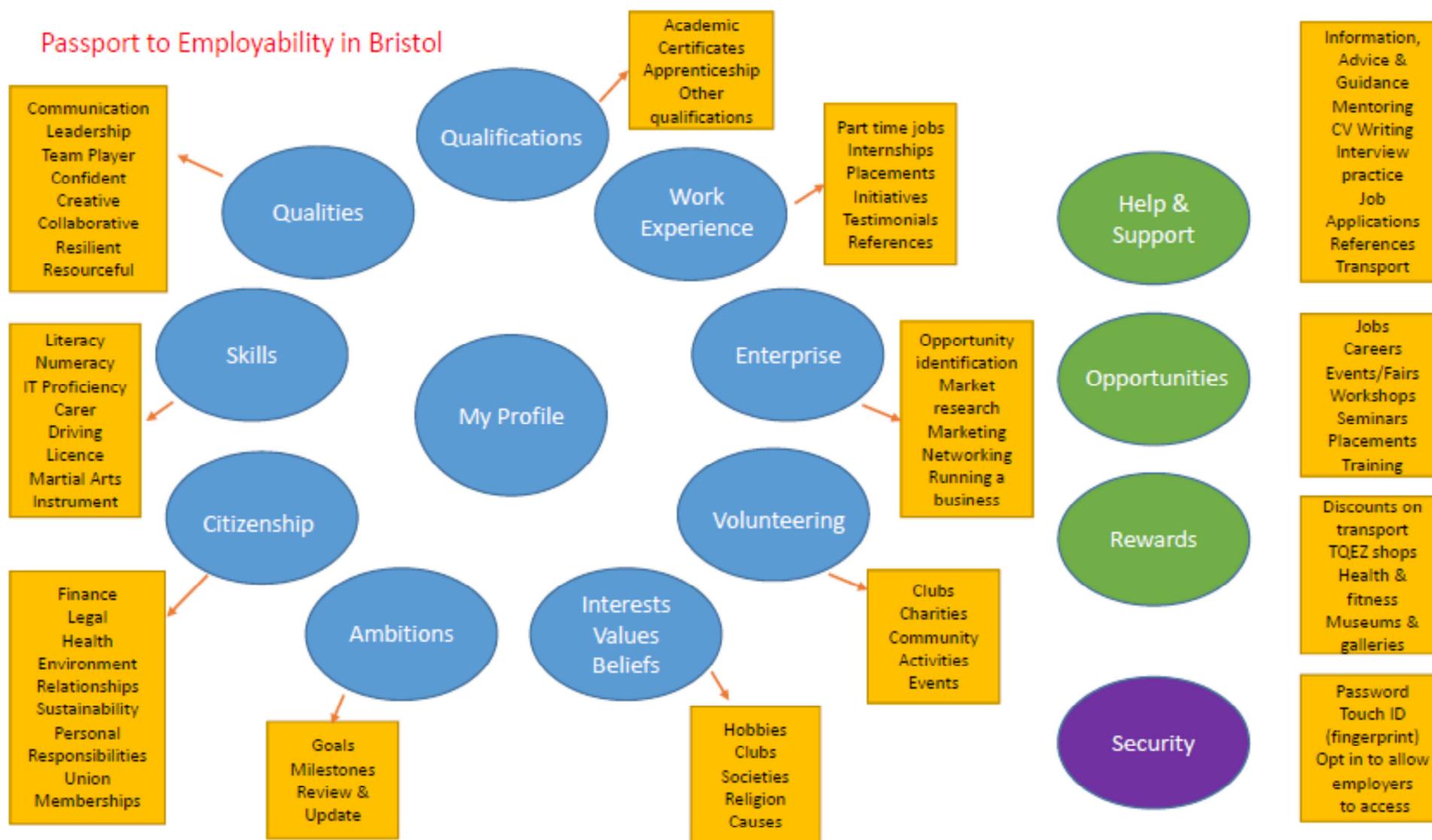
- 2.1.1 Ensure that skills development is connected to the area's employers' current and future requirements.
- 2.1.2 Support young people with meaningful work experience opportunities.
- 2.1.3 Encourage stakeholders to monitor and evaluate their work and share this information with partners, to develop a better understanding of impact and share learning.
- 2.1.4 Research and make available good practice examples of Bristol initiatives promoting employability and enterprise, and raising young people's aspirations.

- 2.1.5 Develop and maintain an accessible calendar of events for Bristol.
 - 2.1.6 Develop a scheme / work with partners to build on existing schemes to enable SMEs to link to a specific school, community or VCS organisation, ensuring that underperforming schools (etcetera) are not excluded.
- 2.2 Business and, recognising the specific barriers they face, SMEs particularly should be helped and encouraged to support young people and to engage with the Engagement Hub.
- 2.2.1 Explore the levers to provide tax and rates incentives to business in the TQEZ in return for engaging young people, focusing on the four key sectors as a pilot for this.
 - 2.2.2 Employers should communicate the career pathways and their emerging needs related to employees for the foreseeable future, especially in the context of the TQEZ.
 - 2.2.3 Develop a 'brokerage service' which enables SME employers to write a brief for the type of person they would like to employ, with the service then mediating between individuals and the employer to ensure that young people maximise their chances of employment in a market where open recruitment does not take place routinely.
 - 2.2.4 SME employers should recognise and share with other SME employers the benefits of working with educational providers and young people to raise their aspirations and enhance their employability and enterprise skills, and develop case studies.
 - 2.2.5 Different routes into employment and enterprise should be regarded of equal value, and described as such by employers, and individuals from lower income backgrounds should not be excluded from vocational and/or other routes to employment.
- 2.3 The three Government departments responsible for the transition from school to work (Dept for Education, Dept for Work & Pensions, and the Dept for Business, Innovation & Skills) should ensure their policies are aligned and work better than they do at present to help all young people make the transition into work successfully. This should include considering changes to the national curriculum and improved guidance for schools in the area of IAG, to include employability and enterprise skills, and take account of the skill needs of the new economy. Having improved the system, Government should make no further institutional changes for some years so that the reformed system has the opportunity to 'bed down' and be made to work.

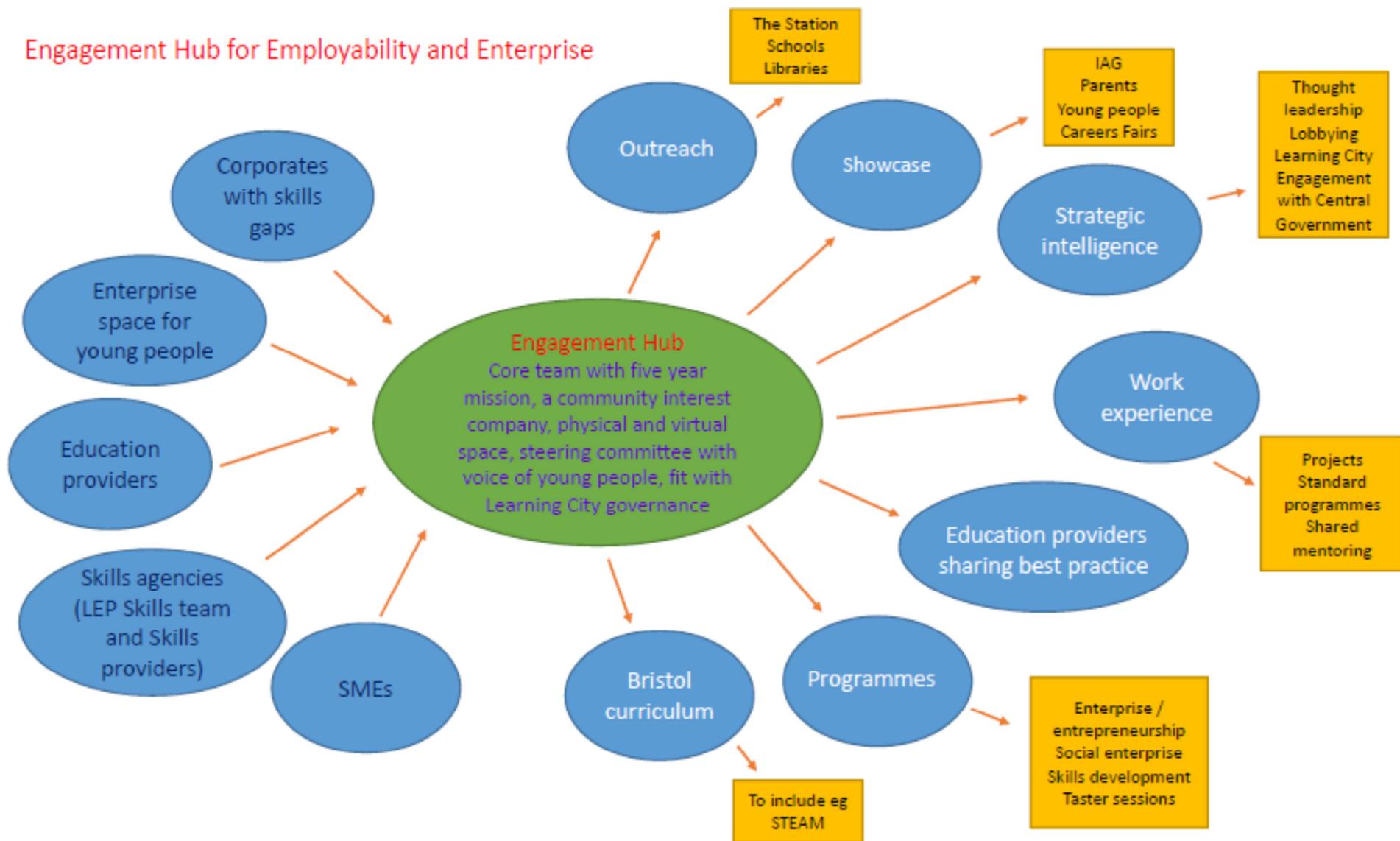
Further recommendations

- 3.1 That the recommendations are shared with a broader cross-section of stakeholders. In particular they would benefit from the greater involvement of and consultation with larger businesses within and beyond the TQEZ, and young people.
- 3.2 That the Mayor carries out further research into the specific barriers to employment, enterprise and social enterprise for young people from disadvantaged groups and how their barriers to employment can be overcome, including those from specific communities and ethnic minorities, those not in education, employment or training, those with learning difficulties and/or physical disabilities, and those facing mental health issues.

Passport to Employability in Bristol



Engagement Hub for Employability and Enterprise



Appendix C: Submissions from the University of the West of England, University of Bristol, City of Bristol College

University of the West of England (UWE) submission, November 2013

Employability - at the heart of the new UWE 20:20 strategy

UWE's new [20:20 Strategy](#) states "Advancing knowledge, inspiring people and transforming futures is at the heart of everything that we do". Our ambition is "to be known nationally and internationally as the best university for professionally recognised and practice-oriented programmes, which contribute to an outstanding learning experience and generate excellent graduate employment opportunities and outcomes for all students". A key priority is "Ready and able graduates: Graduates ready and able to realise their full potential, make a positive contribution to society and their chosen field of employment or further study and play their full part in the development of a sustainable global society and knowledge economy."

Success through strategic investment in Employability and Enterprise activity

UWE has achieved year on year improvements in undergraduate employment outcomes over the last five years - the latest DLHE data released by HESA shows UWE graduate unemployment at 5.2% (against 9.1% nationally). In summer 2013 the Telegraph ranked [UWE 8th in the country for getting a job](#). Significant investment in a new Employability and Enterprise Service launched in September 2012 brings together UWE Careers service, placement activity from across UWE, student enterprise and entrepreneurship activity, and student volunteering. The new team provides a more coherent service to employers and students and focuses activity on building student success in line with UWE's strategy.

- 1. Pro-active links to the economic buoyancy of the region**
- 2. Engaging SME's in graduate recruitment**
- 3. Attracting large businesses to recruit UWE graduate talent**
- 4. Embedding employability and enterprise for all students within a "practice oriented" curriculum**
- 5. Direct action for diversity**
- 6. Supporting the career development of international students**
- 7. Entrepreneurship activity: Supporting Student, Graduate and Staff Entrepreneurs**
- 8. Enterprise activity: Supporting Students to develop their enterprise skills**
- 9. Building global and cultural awareness in all students**
- 10. Promoting activities that build employability to all students through a new skills award**

- 1. Pro-active links to the economic buoyancy of the region**

The region is anticipating 3.4% annual growth by 2020, £1 billion of private sector investment over the next three years and 95,000 new jobs by 2030 (source West of England LEP). Projections for a planned enterprise area in Bristol City Centre focus on the need to recruit to thousands of new jobs at high skills levels - <http://www.bristol.gov.uk/page/business-bristol/economic-information-and-analysis>.

The continuing economic development of the region is dependent on a supply chain of high skills graduates. UWE students are more likely to want to stay in the West of England region than students from other HEIs and are now the primary high skills labour source for the area – the latest DLHE data shows 42%(2045) of UWE graduates remained in the region (source HEFCE DLHE 2012).

UWE's commitment to the economic development of the region includes UWE staff representation at Board and committee level in Business West, the West of England LEP, and Wiltshire LEP. UWE Employability and Enterprise is currently working with Business West to develop a new graduate job vacancy portal "[Graduate Talent West](#)" launched this Autumn to give their 6000 members an easy route to recruiting graduates

2. Engaging SME's in graduate recruitment

UWE runs one of the largest funded internship programmes in the country and has subsidised over 800 regional businesses to offer over 1200 internships since February 2010. We target and achieve 80% SME company participation. 97% of the employers who have participated have rated Excellent & Good for service provided by us and value of funding provided. . From our graduate internship schemes on average at least 40% of graduates have remained with their internship employer on a permanent contract. In 2012 33% of our undergraduate interns continued to work for their employer during their studies and the data so far from our 2013 undergraduate scheme suggests the figure to be much higher at 58%. In addition, from the 2012 and 2013 Graduate and Undergraduate Internship schemes, we have measured business impact from the internship scheme and 29% reported that their business profile has been increased as a direct result of the internship.

In the last two years 6722 organisations have advertised 1 or more vacancies with us – 77% of these are SME's.

One of our Meet the Employers Fairs this year will be for SME's to showcase and raise their profile to our students and graduates.

We have also invited a number of SME businesses to a networking and training event in December where they will learn about best practice in graduate recruitment, by networking with a number of established graduate recruiters and members of the Association of Graduate Recruiters, with the AGR's chief exec as the key note speaker. This is the first event of it's kind, highlighting UWE Bristol as an innovative university to potential recruiter partners.

3. Attracting large businesses to recruit UWE graduate talent

Annually UWE Careers welcomes over 200 large employers on to our campuses for employability related events including a series of Meet the Employer fairs, employer presentations and drop ins and focus weeks. In 2012/13 we hosted 8 Meet the Employer sector specific events and have 8 planned for 2013/14. In addition we actively work with the Association of Graduate Recruiters and will be hosting the spring regional AGR meeting.

4. Embedding employability and enterprise for all students within a "practice oriented" curriculum

UWE strategy recognises the key link between high quality work experience and positive graduate outcomes. Sandwich placements are of particular value. During the first year of operation of the new Employability and Enterprise service achieved increased uptake of sandwich placements of 33% in the Business School and 21% in the Department of Engineering Design and Mathematics. Employability and Enterprise staff are working with faculty staff to embed meaningful work related activity in to all courses not just traditional sandwich areas. New placement activity is planned for subjects including Psychology, Geography and all Creative Industries programmes.

Careers Consultants are now directly involved in the development of new courses and the review of existing ones ensuring that courses have considered the employability of graduates and making recommendations for changes to the design of courses where issues have been highlighted.

5. Direct action for diversity

UWE is an inclusive university with a diverse student population. We acknowledge that students from under represented in the graduate labour market can be disadvantaged due to reduced access to financial support and the

networking opportunities and work experience that build knowledge and confidence in career planning and the job application process.

The ILM accredited [Career Development Programme](#) is run by Employability and Enterprise in partnership with faculty academics and regional businesses. It is offered to 100 Year 2 students and develops employability and enterprise skills in the wider context of the graduate labour market in order to transform student's perceptions of their place in this market. Students who complete the taught component of the Career Development Programme and are from backgrounds that are under represented in the graduate labour market, are helped to secure high quality work experience in the Easter and Summer vacations of the second year and have the opportunity to be linked with a professional or manager in a local business as a career mentor in their final year. *"I think it is really useful for disadvantaged students who don't have access to good advice from family and friends to help them through the job application process."* Solicitor – Veale Wasborough. *"The UWE students we have had have exceeded expectations. They seem to really value the experience and are very committed and enthusiastic."* Recruitment Manager, Beachcroft LLP

For the new academic year we have created a £50,000 fund for £500 travel bursaries for students from low income backgrounds to enable them to access overseas travel opportunities that provide demonstrable employability benefits.

6. Supporting the career development of international students

UWE recruits students from more than 100 countries and acknowledges its responsibility to support the career development of those students, most of whom will be unable to stay in the UK on graduation.

UWE's innovative [GradLink UK service](#), launched in 2013, is a unique one-stop web portal that enables employers from different countries to connect with international students, scholars and graduates from all universities across the UK. GradLink UK is the specialist careers website designed for UK-educated students and graduates from China, India, Africa and Malaysia. For students/graduates GradLink UK is the essential place for learning about graduate opportunities and connecting with graduate employers in their home country. The website includes vacancies, graduate profiles, employer contacts, in-depth advice and much more. For businesses GradLink UK is a free one-stop portal for connecting with high-quality students and graduates from China, India, Africa and Malaysia, who are at universities right across the UK. This is their opportunity to advertise the opportunities on offer in their home country. Over 25,000 unique users accessed this site in its first three months. The [International Talent Scheme](#) enables overseas students to gain work experience whilst providing an international business asset to the company. Opportunities range from translation and interpreting services to researching and identifying new markets to liaising with key suppliers, clients and customers in a specific overseas market.

For the new academic year we have created a £50,000 fund for £500 travel bursaries for students from low income backgrounds to enable them to access overseas travel opportunities that provide demonstrable employability benefits.

7. Entrepreneurship activity: Supporting Student, Graduate and Staff Entrepreneurs

In summer 2013 UWE created an incubator space for student entrepreneurs and the student enterprise societies co located with the career coaching services in a high profile central location on the main campus

In the academic years 2012/2013 and 2013/2014 UWE has been successful in partnering with UnLtd in their HE support delivery programme, gaining £65,000 to invest in social entrepreneurs. We offered the funding through three schemes: two rounds of the UWE better together fund with up to £3,000 available; a social enterprise internship scheme over the summer and a "try it" awards spring term application process for proof of concept funding up to £500. So far, in the first year we have invested £35,000 of funding and supported 14 social entrepreneurs, all of whom are still running their business. Each award winner is also placed on a one year support program, where they get 6 1 hour 1-2-1 goal setting appointments and unlimited email and phone support. Every unsuccessful applicant is also given detail feedback by the judging panel and support. The delivery team for this programme was made up of representatives from across the

University: Alumni, Volunteering, Academia and Employability and Enterprise, contributing over 300 hours towards the delivery of the programme.

In Summer 2012 and 2013 we offered our students the opportunity to work on their own business over the summer through our student enterprise internship programme. We have supported 17 people and 15 businesses on this scheme, who were given £1,000 desk space and support for 8 weeks over the summer. Each business is assigned an external coach who helps them to set goals every week. 3 of the businesses from our enterprise internship scheme this year went on to do a self-employed placement

For those Entrepreneurs in who would like a longer to time to run a business, we offer the opportunity to do a self-employed one year placement. On average we have twenty applications of interest and about half are accepted onto the scheme each year. Those who are on our support scheme as opposed to taking a “year out” have a much higher success rate.

We offer 1-2-1 appointments with our Student Enterprise Adviser to any student or recent graduate with a business idea. Over the past two academic years, we have 178 recorded 1-2-1’s which, excluding weekends equates to a demand of about 2.9 appointments per day. About 350 students have been communicated with about a potential appointment including feedback via email on their business plans. The average time of these appointments is between 20-40 minutes We run 50-70 hours of surgeries, masterclasses and workshops throughout the year for the student entrepreneur community. The student led enterprise society Innoventers also runs a networking event every month called “Start-up drinks”.

8. Enterprise activity: Supporting Students to develop their enterprise skills

We have two student enterprise societies that are 100% student led and supported by us. Every summer we employ enterprise interns over 8 weeks to design the events programme and raise sponsorship for the societies.

Innoventers is the student enterprise society and covers four campuses with its activity. They have a core team of 30 students and engage over 400 students every year. UWE invests a 250+ hours in supporting them to develop and increase their engagement year on year and ensure they have access to relevant training. They are supported by a multi-disciplinary team across the service.

Enactus is a society delivering social and commercial projects and they enter a national competition every year. We have five University advisors supporting Enactus delivering 250+ hours of support. In their first year, Enactus won the Spirit of SIFE award and in their second year, they got to the semi-finals of the competition. Every year they have a committee of between 6-12 people, run 5 projects and engage 40-80 students with the projects and reach out to over 250 students across all four campuses through other events and activities each year. They are support by a multi-disciplinary team across the service.

UWE invests time in developing professional networks and embedding student enterprise in the heart of the institution. In Autumn 2013 UWE is demonstrating its commitment to building the [enterprise and entrepreneurship skills](#) of its students by creating the new post of Entrepreneur in Residence.

Two postgraduate bootcamps spanning over 2.5 days for 40 post-graduate students and researchers are run every year, bringing in professionals and challenging them to solve a problem. At the end of the course, students get a certificate of attendance and are aided to reflect on their progress.

UWE is committed to enterprise and so looks at ways of embedding enterprise activity in the curriculum. At the moment UWE has:

- Language, enterprise and skills module in L2 English Language and Linguistics
- Enterprise project and the entrepreneurial manager in L1 Meet the management challenge for all business school students
- A pioneering new degree programme entitled “Team Entrepreneurship” where students set up and run a company as their degree
- Sociology in practice module L1 – currently a series of workshops on leadership

- Healthcare innovation workshop for ALL nurses and healthcare workers
- History in the public space, L2, self-employed project option
- An enterprise module in every subject at Hartpury campus by 2015
- Networking workshops for the Departments of Arts and Life Science

UWE alumni give up to 100+ hours a year towards supporting and inspiring students to become enterprising, entrepreneurial and intrapreneurial. UWE has won a high impact award every year for its contributions to Global Entrepreneurship Week. We run a lot of activity during this week to encourage students to get involved with enterprise, become changemakers and learn new skills. UWE recognises the importance of enterprise and entrepreneurship activity by inclusion of the activity towards the Bristol Futures award, which appears on the HEAR.

9. Building the global and cultural awareness of all students

International experience is now sought by many employers looking to recruit graduates. Graduate jobs are likely to deal with people from a huge range of different backgrounds and often to communicate with people across the globe and from many different cultures. At UWE we have students from more than 100 countries and we make the most of the cultural opportunity this provides us for initiating [international experience opportunities on-campus](#).

We also actively promote overseas opportunities. The Thailand English Teaching Project (TET) run by the British Council and the Ministry of Education in Thailand, offers 250 students the chance to work as an English language assistant with a Thai teacher, supporting classroom based learning as well as additional activities outside of school hours. UWE, taking part in the programme for the first time in Summer 2013, provided 20 of those students, [the highest representation](#) of any participating university.

For the new academic year we have created a £50,000 fund for £500 travel bursaries for students from low income backgrounds to enable them to access overseas travel opportunities that provide demonstrable employability benefits.

10 Promoting activities that build employability to all students through a new skills award

The [UWE Bristol Futures Award](#) was launched in September 2013. This employability skills award is open to all full-time and sandwich undergraduate students at UWE. It recognises and promotes the rich variety of activities that UWE students can get involved in whilst at university, and helps them develop and understand the wide range of skills they can gain by taking part and the impact this can have on their employment prospects. UWE gives this Award status and prominence with a distinct entry on the [Higher Education Achievement Report](#) (HEAR) and its achievement is noted in the graduation ceremony. In its first five weeks nearly 500 students signed up.

In November 2013 the Award is being officially launched at the first ever “Celebrating UWE Talent Prize Giving”. Welcoming a large number of businesses this event we will be rewarding the hard work of our students who have engaged in employability related activity, with prizes sponsored by local businesses.

University of Bristol (UoB) submission: response to three questions, November 2013

1. *UoB's practices with regard to IAG and preparing young people for employment and enterprise (as part of its outreach work; for its current students; and for its graduates (especially those who remain locally)). We are particularly interested in examples of what you regard as 'best practice' that could be shared.*

The University of Bristol provides a wide range of services for its students and graduates to support them into employment and enterprise.

In addition to an array of skills and professional development provision within the curriculum, including both the academic skills you'd expect from research-led teaching and the professional skills graduates need to become successful employees and employers. The Computer Science department for example provides both a Career Management Skills module to help undergraduates explore their graduate options and hone the articulation of their skills, but also a final module which helps them develop their research project into a technology start-up business plan. The whole student population within the Faculty of Medical and Veterinary Science now receives employability content and life-science start-up guidance as part of their studies.

Beyond the curriculum the Careers Service is open to current students from all disciplines and graduates up to three years out from graduation. They run literally hundreds of workshops, 1-2-1 advice sessions, and employer presentations throughout the year, and are increasingly active working with academic departments to provide tailored guidance to specific degree programmes. Over 500 employers participate in on-campus activities during the Autumn Term alone, and an impressive group of major employers formally endorse the 'Bristol PLS' Award for student skills development.

In addition to the Careers Service the University also supports Enterprise and Entrepreneurship development through the Enterprise Education Team. The team runs an award-winning student business incubation space (Basecamp), one of the biggest student business plan competitions in the country and grants and awards over £50,000 a year to emerging social and commercial start-ups from the student body. The Enterprise Education Team run enterprise boot-camps for would-be entrepreneurs, Innovation Seminar events for researchers looking for routes into innovative companies, and a new Civic Entrepreneurship challenge which helps students develop their enterprising and professional skills through solving the city of Bristol's problems in innovative ways. These activities link to the work of the SETsquared Centre, Engine Shed, and wider university commitment to the city of Bristol as an incubator of innovative ideas.

More informally the University of Bristol Union (often in tandem with the Careers Service and Enterprise Education Team) provide a wealth of student activities through which the student body are not only indulging an interest and building up their skills, but often doing great good in the community at the same time through volunteering projects.

Many of the volunteering and social enterprise initiatives run by different elements within the university also reach out to local schools – so we have voluntary projects helping schools with core literacy skills and also with learning basic business and enterprise skills. Certainly both Merchants Academy and City Academy are working directly with student groups already.

- 2. UoB's contribution to raising aspirations and the achievement of young people in Bristol, especially examples where there is evidence of impact. Examples that include links with local businesses would be welcomed (UoB's involvement in the Merchant's Academy is an excellent case study).*

The University of Bristol is proud of its contribution to raising the aspirations and attainment of young people in Bristol. We have a range of programmes to engage learners from primary school to post 16. In order to provide insights into higher education we have delivered aiming higher days to over 3,600 young people over the last twelve months. Our Access to Bristol Scheme, an academically focussed intensive eight week intervention for students in year 12 and 13 now reaches 600 students a year. The impact of the scheme is significant with over 30 per cent of those attending applying to the University.

To support students within schools, 71 University of Bristol undergraduates act as mentors and tutors in 18 local schools. Our mentors raise awareness of higher education, act as positive role models and provide an opportunity to discuss a range of issues relating to school life. Tutors provide academic support to students from across the academic ability range and teachers have reported increased participation in class and improved exam results partly as a result of involvement in the programme.

The University of Bristol sponsors the IntoUniversity Bristol East Centre which began delivery in September 2012 and opened officially in January 2013. Since then the centre has seen 878 individual take part in various schemes. As part of the 'Primary FOCUS' programme the centre has worked with six local primary schools with students in years 5 and 6 exploring the themes of enterprise, investigations, journalism and law. Working in partnership with four secondary schools, the centre has delivered 21 workshops to 371 students in Years 7 to 13. The series of workshops covers skills such as communication, independent learning and personal statement support. Academic support is offered to students at critical periods in the year with 116 primary and secondary students attending more than three sessions. The impact of IntoUniversity's work is clear; when asked whether they were more likely to go to University as a result of participation in the scheme, 82 per cent of students reported that they were. 58 per cent stated that their school marks or grades had improved and 71 per cent believed that they were working better at school.

As a co-sponsor of the Merchants' Academy, an all age academy in South Bristol, the University works closely with the Society of Merchant Venturers to raise aspirations and attainment of the students. The University has developed a progression framework, outlining the ways in which we are able to support students and teachers. This includes; visits to the University, academic support, work experience, priority places on Access to Bristol and summer schools, Continuous Professional Development (CPD) opportunities for teaching staff and a guaranteed offer for any student who applies to the University with the required grades. Attainment within the Academy has increased significantly in recent years. In 2009 only 17 per cent of students achieved five A*-C grades including Maths and English, this rose to 51 per cent in 2013.

In order to provide high quality Information Advice and Guidance (IAG) to students in local schools and colleges the University of Bristol offers a range of tailored presentations relating to higher education. We are able to provide advice on; applying to university, the student funding process, personal statement workshops and reference writing sessions for teachers and careers advisers.

3. *Any data available that you are able to share concerning the progression of UoB graduates into employment or further study (particularly related to those who remain in the greater Bristol region). The Commission was interested in the relevance of degree studies to the jobs graduates subsequently take if you have data related to that.*

Most important activity:

Working full-time - 58.0%

Working part-time - 8.6%

Unemployed and looking for work - 3.7%

Due to start a job in the next month - 1.2%

Engaged in full-time further study, training or research - 18.6%

Engaged in part-time further study, training or research - 1.9%

Taking time out in order to travel - 3.4%

Something else - 2.7%

Explicit refusal - 1.9%

The proportion of UOB graduates employed regionally is as follows:

24% London (634 graduates)

21% Bristol (558 graduates)

33% South West (including Bristol) (872 graduates)

The most popular sectors of employment for first degree graduates in 2011/12 were as follows:

Faculty of Arts: Education (14%), Wholesale and retail (13%), Arts, entertainment and recreation (8%), Finance and insurance (7%)

Faculty of Engineering: Engineering (25%), Manufacturing (18%), I.T. (14%), Finance and insurance (8%)

Faculty of Medicine & Dentistry: Health & social work (99%)

Faculty of Medical & Veterinary Sciences: Veterinary activities (39%), Health & social work (18%), Education (10%)

Faculty of Science: Education (13%), Finance and insurance (10%), Accounting & management consultancy (9%), Wholesale and retail (9%)

Faculty of Social Sciences & Law: Health & social work (13%), Accounting & management consultancy (12%), Finance & insurance (10%)

City of Bristol College progression data, November 2013

Destination Analysis - Full Time							
16-18 and 19+ Learner Responsive							
	Destination	2010/2011		2011/2012		2012/2013	
Positive Outcomes	Entered Further Education	526		1,263		1,084	
	Entered Higher Education	595		424		299	
	Found voluntary work	4		14		11	
	Full time employment	653		569		426	
	Full time education or training (not FE or HE)	14		16		90	
	Part time employment	60		162		289	
	Self-employment	25		12		26	
	Continuing existing programme of study	929		328		1,124	
	Positive outcomes Total	2,806	92%	2,788	87%	3,349	89%
Negative Outcomes	Unemployed	11		10		26	
	Economically Inactive	5		47		32	
	Not in education, employment or training	20		206		319	
	Other	208		142		46	
	Death						
	Negative outcomes Total	244	8%	405	13%	423	11%
Total	3,050		3,193		3,772		

Appendix D: Vacancies / skills data

Compiled by the Centre for
Economic & Social Inclusion.
All data refers to 2010-11

Bath and North East Somerset
Bristol, City of
North Somerset
South Gloucestershire
West of England LEP

Automotive Industries					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
60	30	61	156	2.59	5.18
100	40	299	762	7.62	19.06
40	20	66	168	4.21	8.41
300	190	87	222	0.74	1.17
500	280	513	1,308	2.62	4.67

Bath and North East Somerset
Bristol, City of
North Somerset
South Gloucestershire
West of England LEP

Building Services Engineering					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
170	50	187	187	1.10	3.74
330	60	1,056	1,056	3.20	17.60
180	40	170	170	0.94	4.25
310	30	405	405	1.31	13.50
990	180	1,818	1,818	1.84	10.10

Bath and North East Somerset
Bristol, City of
North Somerset
South Gloucestershire
West of England LEP

Construction					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
270	150	851	851	3.15	5.67
690	310	2,688	2,688	3.90	8.67
280	90	809	809	2.89	8.99
520	220	919	919	1.77	4.18
1,760	770	5,267	5,267	2.99	6.84

Creative & Cultural						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	440	370	313	892	2.03	2.41
Bristol, City of	610	460	189	538	0.88	1.17
North Somerset	590	500	42	120	0.20	0.24
South Gloucestershire	360	300	98	279	0.78	0.93
West of England LEP	2,000	1,630	642	1,829	0.91	1.12

Fashion & Textiles						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	10		9	27	2.68	-
Bristol, City of	20		10	30	1.49	-
North Somerset			23	68	-	-
South Gloucestershire	20	20	50	149	7.44	7.44
West of England LEP	50	20	92	274	5.47	13.68

Hair & Beauty						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	400	290	79	79	0.20	0.27
Bristol, City of	770	520	146	146	0.19	0.28
North Somerset	310	180	11	11	0.04	0.06
South Gloucestershire	790	520	42	42	0.05	0.08
West of England LEP	2,270	1,510	278	278	0.12	0.18

Health & Safety					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
Bath and North East Somerset	-	0	0	-	-
Bristol, City of	-	3	3	0.08	-
North Somerset	-	12	12	1.20	-
South Gloucestershire	-	4	4	0.13	-
West of England LEP	0	19	19	0.24	-

Hospitality, Leisure, Travel & Tourism						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	430	240	59	112	0.26	0.47
Bristol, City of	700	370	96	183	0.26	0.49
North Somerset	520	360	55	105	0.20	0.29
South Gloucestershire	960	220	84	160	0.17	0.73
West of England LEP	2,610	1,190	294	560	0.21	0.47

Land-Based & Environmental Industries						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	200	90	29	246	1.23	2.74
Bristol, City of	130	20	18	153	1.18	7.65
North Somerset	110	60	78	663	6.03	11.05
South Gloucestershire	190	100	15	127	0.67	1.27
West of England LEP	630	270	140	1,190	1.89	4.41

Marketing & Sales					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
Bath and North East Somerset					
Bristol, City of					
North Somerset					
South Gloucestershire					
West of England LEP	0	7,289	7,289	104.13	-

Security Industry					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
Bath and North East Somerset					
Bristol, City of	20	843	843	4.01	42.15
North Somerset					
South Gloucestershire					
West of England LEP	20	2,056	2,056	7.34	102.80

Supporting Teaching & Learning in Schools					
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)
Bath and North East Somerset					
Bristol, City of					
North Somerset					
South Gloucestershire					
West of England LEP	20	132	409	1.00	20.44

Total (all skills achievements linked to a sector lead body)						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	5,280	2,020	11,303	11,303	2.14	5.60
Bristol, City of	13,900	5,590	34,334	34,334	2.47	6.14
North Somerset	7,190	3,890	11,006	11,006	1.53	2.83
South Gloucestershire	14,220	5,240	19,594	19,594	1.38	3.74
West of England LEP	40,590	16,740	76,237	76,237	1.88	4.55

Total (all skills achievements including 'unknown' sector lead body)						
Skills achievements - all ages	Skills achievements - under 19	Notified JCP vacancies	Inclusion estimate of notified or advertised vacancies	Vacancies per skills achievement (all ages)	Vacancies per skills achievement (under 19)	
Bath and North East Somerset	11,720	6,190	11,303	11,303	0.96	1.83
Bristol, City of	40,070	22,210	34,334	34,334	0.86	1.55
North Somerset	18,540	13,230	11,006	11,006	0.59	0.83
South Gloucestershire	29,500	14,080	19,594	19,594	0.66	1.39
West of England LEP	99,830	55,710	76,237	76,237	0.76	1.37

Mayor’s Education and Skills Commission Information and Advice on Jobs and Careers survey December 2013, initial findings

Bristol demographics and respondent profiles

Bristol Population Profile

The Office for National Statistics (ONS) has estimated that 13.5% of the Bristol population is from Black and Minority Ethnic groups (BME). The ONS estimate of the percentage of young people aged 14 to 25 who are BME is 19%. The percentage of young people aged 14 to 19 years or 16 to 18 years who are BME is 22%. Diversity is projected to increase further: there are significant variations in BME populations in different areas of the city with diversity increasing most strongly in East Bristol.¹⁷

Survey respondents

There were a total of 271 respondents, the vast majority being aged 14-19 with 78% of those who answered the question being aged 16 to 18. As the survey was not promoted to university students, this demographic is in line with expectations. 64% of respondents were female, 36% male. Of those that answered the question, 78.4% described themselves as White British, 18.6% described themselves as either of Black and Minority Ethnic or Other White background (eg Eastern European). The total BME participation rate was 10.4%, this is below the estimated 19% BME population in the 14 – 25 year old age group.

Analysis of specific ‘multiple’ answers is included in the main body of the report below.

Population projections by broad age band for Bristol 2011-2021

Source: Interim 2011-based Sub-national Population Projections, Office for National Statistics

Change 2011-2021

Age	2011	2016	2021	number	%
0-15	78,700	81,900	86,900	8,200	10.4
16-24	66,000	71,200	68,100	2,100	3.2
25-49	163,300	173,700	185,000	21,700	13.3
50-64	64,000	66,500	70,100	6,200	9.7
65-74	27,900	31,500	32,300	4,400	15.7
75 and over	28,200	28,200	30,500	2,300	8.0
All ages	428,100	453,000	472,900	44,800	10.5

Summary and conclusions

There is considerable appetite for more information / advice on jobs and careers with 50% of respondents saying they would like more. 40% perceive they already access useful information, however a notable 10% perceive they don’t. There is considerable overlap between the first category and the latter two.

¹⁷ JSNA 2012

Websites and family are the most strongly preferred sources of information and advice, and as such IAG providers should consider how to use these channels most effectively. It is not clear whether websites are being used for specific industry and jobs research or whether respondents are referring to dedicated careers guidance sites: this could be explored through a focus group should this be a priority for the Commission. Friends, teachers and careers advisors were also considered significant sources of information and advice, respondents however were less convinced they would use these sources than websites and family.

In terms of what is influencing young people's decision-making around careers, four considerations came out as highly or fairly important to the vast majority of question respondents: the respondent's skills, qualifications and aptitudes; available jobs / career opportunities; their interests; and a long held ambition. This suggests that the majority of respondents are engaging in a pragmatic analysis of their strengths and opportunities in the market place, combining these with 'internal' motivators. It is possible of course that respondents had not considered their motivators in this way before. It is worth emphasising that respondents' stated an interest in considering what jobs / career opportunities are available to influence their decision-making. This is at odds with statistics demonstrating an over and undersupply of people for specific careers, and suggests the problem could lie with a lack of information for young people. This should be explored further.

Of the other influences, current/past jobs/work experience and the cost of training / higher education came out as fairly important to the majority of question respondents, with these being highly important to a large number of the remaining respondents.

Overwhelmingly the key barriers / challenges respondents said they felt they faced were:

- Getting the right grades to help them with their next stage / overall career goals.
- The costs of higher education and a lack of understanding if/how it can be affordable.
- A perception that there are very few jobs available, let alone interesting jobs, and that young people are specifically disadvantaged due to their lack of work experience.

Other barriers / challenges were:

- A lack of understanding of areas that career guidance could help with, eg how to become what you want to become; the benefits vs costs of going to University; not knowing what to become etc.
- A perception of a need to develop one's personal skills including most notably a need to develop self-confidence, but also managing one's career (which has overlap with the above area), and developing 'people skills'.

Some respondents provided ideas which have potential mileage for the Commission including 'course tasters' at college, so prospective students could 'be more sure' before committing to a specific course; more help and advice for parents, possibly dedicated sessions run by schools/colleges; talks from industry on career options and advice.

One respondent's comment encapsulates a general theme of drive, pragmatism and the challenges felt that can be found more widely in the survey responses:

“All I can find are jobs in shops like Asda or Tesco which wouldn't give me the experience I would like to have for my future jobs. I would like to open my own clothing business in future therefore a part time job in a clothing retail company like Zara or Topshop would be very useful however in my opinion more "attractive" jobs aren't available for students (16-18 year olds).”

Question 1: is useful information or advice on jobs and careers available to you?

Key findings

Around half of all respondents would like more information / advice on jobs and careers. 40% perceive that they already access useful information or advice. Just over 10% perceive that they do not access useful information or advice: just under 10% don't know if they receive useful information or advice. A very small number don't want any information or advice. 30 people ticked two boxes or more, the vast majority of these wanting more information / advice:

- Yes; would like more: 17
- Yes; don't know: 1
- Would like more; don't know: 2
- No; would like more: 6
- No; would like more; don't know: 1
- No; don't want any: 2
- All answers: 1

	answered question	271
	skipped question	0
	Response Percent	Response Count
Yes	42.1%	114
Would like more	49.8%	135
No	10.7%	29
Don't want any	1.5%	4
Don't know	8.5%	23

Question 2: where do you currently get information and advice about jobs and careers?

Key findings

Consistent with answers to the previous question, 10% of respondents said they do not receive information or advice about jobs / careers. Out of the remaining 90% (242 respondents), 69% receive advice from family and 62% use websites. The next three most used sources were friends (45%), teachers (38%), careers advisors (32%). Social media was also relatively popular source at 23%. Other sources were significantly less popular. Answers provided under ‘anywhere else’ included the Going Places project, word of mouth and ‘through college’, shop windows, Careerscape, college library, colleagues and people “who work where I would like to”. It is worth noting that Blast Off! is a new initiative and is known only to young people in specific years at specific schools. The reason it has been included here was to list as many known sources as possible, and potentially to provide useful feedback to the LEP regarding its current level of exposure.

	answered question	269
	skipped question	2
I don't get information or advice about jobs and careers	10.0%	27
family	62.1%	167
friends	40.5%	109
teachers	34.6%	93
careers advisors	28.6%	77
Blast Off! Future-You Future-Job	0.4%	1
recruitment agency	3.3%	9
JobCentre	10.0%	27
careers fairs	13.0%	35
websites	56.1%	151
social media	20.8%	56
apps	5.6%	15
	anywhere else? (please say)	13

Question 3: how likely are you to use the following to find out about jobs and careers in future?

Key findings

Actual behaviour is one of the strongest indicators of future behaviour, however it is useful to analyse stated actual behaviour alongside perceived future behaviour and the strength of commitment to specific sources, as is allowed by question 3, in order to determine effective IAG strategies.

The results imply that family is the most used / relied on source of support, with over 50% stating they would definitely use this source to find out about jobs and careers. Those that would 'definitely' and 'may' use family as a source totals 96% of all question respondents.

'Websites' scored highest as a 'definite' source of information and advice with a total of 58.6% question respondents choosing this option. 12% (32) of all respondents either skipped the question or stated they wouldn't use websites as a source of information or advice: 4% stated they wouldn't use websites. Unfortunately it is impossible to determine whether respondents are referring to dedicated IAG websites, specific employer websites, or more generic websites. Should it be a priority for the Commission to make a recommendation around targeting IAG, this would become an issue to explore in a focus group.

Friends, teachers, careers advisors and social media again all scored highly as sources for information and advice. The majority considered they would 'maybe' use them, and a significant minority stating they definitely would use these sources (33%, 28%, 35%, 26% respectively).

Recruitment agencies, job centres and careers fairs also all scored highly as 'maybe' would be used, however other respondents were more evenly split across the remaining three categories.

Around a quarter of question respondents said they would not use an app for information or advice, and around another quarter said they didn't know. However 36% said they might use an app while just 11% said they definitely would.

The Blast Off! results demonstrate that a lot of people don't know about the initiative, and that amongst those aware of it there is a stronger interest in using this as a source than has been demonstrated by actual behaviour to date.

	answered question				260
	skipped question				11
	definitely	maybe	not at all	don't know	Rating Count
family	52.2% (133)	43.5% (111)	3.1% (8)	1.2% (3)	255
friends	33.3% (83)	55.0% (137)	6.4% (16)	5.2% (13)	249
teachers	27.8% (69)	52.4% (130)	12.9% (32)	6.9% (17)	248
careers advisors	34.8% (86)	50.6% (125)	8.5% (21)	6.1% (15)	247
Blast Off! Future-You Future-Job	3.8% (9)	24.5% (58)	24.5% (58)	47.3% (112)	237
recruitment agency	12.9% (31)	37.1% (89)	19.2% (46)	30.8% (74)	240
JobCentre	18.7% (45)	44.8% (108)	18.7% (45)	17.8% (43)	241
careers fairs	15.2% (36)	48.1% (114)	15.2% (36)	21.5% (51)	237
websites	58.6% (146)	33.3% (83)	4.0% (10)	4.0% (10)	249
social media	26.2% (64)	47.5% (116)	13.9% (34)	12.3% (30)	244
apps	11.4% (27)	35.6% (84)	26.7% (63)	26.3% (62)	236
Anywhere else? (please say)					2

Question 4: how important are the following in helping you decide what job you want and/or what to do when you leave education?

Key findings

In terms of what is influencing young people's decision-making around careers, four considerations came out as highly important to the majority of question respondents, with each of these categories being fairly important to the majority of remaining respondents: the respondent's skills, qualifications and aptitudes; available jobs / career opportunities; their interests; and a long held ambition. This suggests that the majority of respondents are engaging in a mix of pragmatic analysis of their strengths, and opportunities in the market place, combined with 'internal' motivators. It is possible of course that they had not considered their motivators in this way before.

Of the other influences, current/past jobs/work experience and the cost of training / higher education came out as fairly important to the majority of question respondents, with these being highly important to a large number of the remaining respondents.

The opinion of family and the opinion of careers advisors were fairly important to the majority of question respondents. However almost the same number described family opinion as not at all important. The opinion of careers advisors was also stated as being not at all important by over a third of question respondents.

The remaining four categories: current / past jobs of my family / friends and opinion of my friends / teachers were thought not at all important to the majority of respondents. These were fairly important to a significant minority however (c 25 – 33%). It is worth noting that the number of respondents that 'didn't know' if these were important to them or not significantly increased for the categories involving others' opinions and current / past jobs of themselves, their family and/or friends. The media was given as another influence by the only respondent providing free text.

	answered question				245
	skipped question				26
	very important	fairly important	not at all important	not applicable / don't know	Rating Count
available jobs / career opportunities	57.9% (139)	37.5% (90)	2.1% (5)	2.5% (6)	240
current or past jobs / work experience	29.9% (72)	57.3% (138)	7.9% (19)	5.0% (12)	241
my interests	65.1% (157)	28.6% (69)	4.1% (10)	2.1% (5)	241
a long-held ambition	53.0% (125)	39.4% (93)	4.2% (10)	3.4% (8)	236
my skills, qualifications and aptitudes	64.9% (157)	29.8% (72)	3.7% (9)	1.7% (4)	242
cost of training or higher education	29.4% (70)	52.9% (126)	15.1% (36)	2.5% (6)	238
current or past jobs of my family	9.8% (23)	29.4% (69)	51.9% (122)	8.9% (21)	235
current or past jobs of friends	6.1% (14)	25.1% (58)	60.6% (140)	8.2% (19)	231
opinion of my family	14.5% (34)	39.6% (93)	38.7% (91)	7.2% (17)	235
opinion of my friends	4.3% (10)	32.9% (77)	55.1% (129)	7.7% (18)	234
opinion of teachers	9.0% (21)	39.5% (92)	43.8% (102)	7.7% (18)	233
opinion of careers advisors	12.4% (29)	43.8% (102)	34.8% (81)	9.0% (21)	233
Any other important influences? (please say what)					1

Question 5: when thinking about their future, people often see a number of challenges that they will need to deal with to succeed. When thinking about what you want to be, what challenges and barriers do you feel you face?

Key findings

More people (200 in total) answered this question than gave their name to be entered into the prize draw. Respondents varied from perceiving the challenges in front of them as steps to take on the road to success, to perceiving significant barriers that threaten to derail their dreams. EG:

- Doing my best and need to work hard to get where I want to be. Research more about working in a hotel. Talk to people that have experience and talk to friends and family and see what they are thinking.
- Trying my best within college and no matter how hard i try, not being good enough, ir not obtaining the right grades to get the job/place in UNI that i want.

Overwhelmingly the key barriers / challenges respondents said they faced were:

1. Getting the right grades to help them with their next stage / overall career goals.
2. The costs of higher education and a lack of understanding if/how it can be affordable.
3. A perception that there are very few jobs available, let alone interesting jobs, and that young people are specifically disadvantaged due to their lack of work experience.

And to a slightly lesser degree:

4. A lack of understanding of areas that career guidance could help with, eg how to become what you want to become; the benefits vs costs of going to University; not knowing what to become etc.
5. A perception of a need to develop one's personal skills including most notably a need to develop self-confidence, but also managing one's career (which has overlap with the above area), and developing 'people skills'.

Other areas raised included specific practical barriers such as transport, and a perception of prejudice – most notably amongst disabled respondents (4 of the 9 stated disabled respondents raised this as an issue).

One respondent articulated the key issues she felt she faced very clearly:

All I can find are jobs in shops like Asda or Tesco which wouldn't give me the experience I would like to have for my future jobs. I would like to open my own clothing business in future therefore a part time job in a clothing retail company like Zara or Topshop would be very useful however in my opinion more "attractive" jobs aren't available for students (16-18 year olds).

Ideas with potential mileage for the Commission:

- College could do tasters so you can be a bit more sure before you focus in on that one / pay for the course (respondent paraphrased).

- More concise help and advice for parents, in order for them to understand and assist children in their choice. Perhaps sessions run by colleges/schools to allow parents to understand what they can do to actively help.
- More information on my options of what I can do with my future, Maybe If we had people from the industry come in to college and talk about their experiences and what we can do to work to towards it and what other options we have.

Data analysis

The figures in brackets after each headline area refer to points made rather than the number of individuals that raised this as an area, as such are indicative only. Answers were categorised into the following:

Education (71)

Qualifications / passing exams / grades / academic requirements / academic skills for jobs: 64

Getting into uni/college (choosing right course, persevering with difficult course): 4

Number of years in education / amount of studying involved: 3

Money (59)

Money / financial barriers / worries (vast majority around uni/training, some business start up): 57

Better opportunities for scholarships for lower income applicants: 1

Lack of financial support for university leavers: 1

Studying and working at the same time: 1

Economic climate (78)

Stiff competition for jobs: 20

No (good) jobs on offer: 18

Lack of work experience: 14

Finding a job that interests me / uses my qualifications: 12

Reality of getting a job: 8

Learning skills needed to do the job: 4

Disillusionment with current economic climate: 2

Marketplace connections (8)

Lack of contacts: 5

Lack of response / feedback from employers: 2

Finding starting opportunity: 1

Guidance and support (44)

Lack of info (eg re: uni) and what difference will it make / lack of careers guidance / lack of understanding what I need to do to become what I want to become: 17

Not knowing what I want to be: 10

Having to narrow down choices: 4

Lack of time to invest in exploring careers: 3

Lack of learning resources (revision guides for some subjects and no access to right course eg BSL): 2

Lack of computer access / access to career tools: 2

Developing a good CV / other types of application: 2

Being assessed / interviewed: 1
Not knowing what I'm good at: 1
Not knowing how to support myself financially: 1
More concise help and advice for parents for them to help their children: 1

Personal skills (39)

Lack of confidence: both dealing with new challenging situations, and in 'being the best' in interviews etc: 15
Strategic management of career: (how to do well in a job, how to get foot in the door, succeed in chosen field): 7
People skills: 6
Better communication skills: 2
Emotionally demanding course: 1
Dealing with frustration effectively: 1
Not fitting in: 2
Lack of concentration, distractions / procrastination / interest: 5

'Structural' barriers (16)

Transport / transport costs: 7
Lack of jobs/training in the (local) area (and for some, little chance of moving): 5
How to have a family and a full-time career: 1
Business start up risks: 1
Hours spent working: 1

Perceived prejudice (8)

Being disabled (and others judgements): 4
Dyslexia: 1
Working class background: 1
Non-heterosexual orientation: 1
Different background from the one I aspire to work in: 1

Other (13)

Unsupportive family: 4
Difficulties emigrating / leaving area: 4
Being looked down on for one's choices: 2
Personal relationships: 2
Not enough support: 1

Questions 6 – 8

These questions were asked to explore whether respondents are securing work that is (a) drawing on their education / training suitably (b) whether they are working full-time if they would like to work full-time, as the Commission has been exploring. Unfortunately the numbers are so small they cannot be considered statistically significant.

Of those not in education and training and working, two were working full-time, three part-time. All of them wanted to work full time. Four of the five were working in roles related to their ambitions / education. Aged 17, 19, 21, 22, 24.

Of those not in education and training and not working, two wanted to work part-time (aged 19 and age not known), and the other did not state a preference (aged 15).

Of the 91 respondents in full-time education and working, one was working full-time, the other 90 part-time. 78 were working in an area not related to their qualifications / ambitions, 13 were.

Of the five in part-time education and working part-time, one person was working in an area related to their qualifications / ambitions (aged 16, 17, 18 x2, 19).

Questions 9 – 16

These questions were focused on equal opportunities.