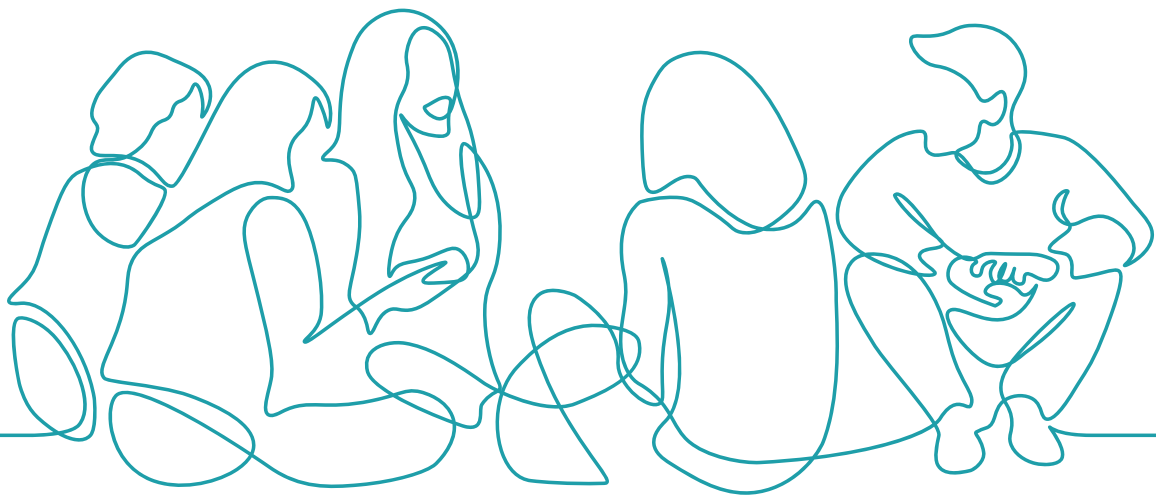


'Creating technology and employer-led education that provides learners with the ability to exceed their potential, celebrate their diversity and embrace the opportunities of the 4th industrial revolution'



# The Impact of Employers on the Careers Strategy in Schools and Colleges

*A Costain case study of the London Design and Engineering University Technical College*



GRANDS PROJETS



# CONTENTS

<b>1</b>	<b>Introduction</b>	<b>3</b>
1.1	Aim and overview	3
1.2	The Baker Dearing Educational Trust	3
1.3	University Technical Colleges	3
1.4	London Design and Engineering University Technical College	4
<b>2</b>	<b>Methodology</b>	<b>5</b>
2.1	Overview	5
2.2	Stakeholder interviews	5
2.3	Learner assessment	5
2.4	Employer assessment	6
2.5	Gatsby Career Benchmarks	6
2.6	Learner Indicators	9
2.7	Employer Indicators	11
2.8	Destination Data for Year 13 Leavers	13
<b>3</b>	<b>Findings and discussion</b>	<b>15</b>
3.1	Correlation of Indicators with Gatsby benchmarks	15
3.2	LDE UTC Gatsby data in comparison to other schools	17
3.3	Analysis of interviews for further evidence of impact on outcomes	17
3.3.1	Analysis for evidence of impact on social mobility	17
3.3.2	Analysis for evidence of employer impact on academic attainment	18
3.3.3	Analysis for evidence of employer impact on the network of learners	19
3.3.4	Analysis for evidence of employer impact on the confidence of learners	19
3.3.5	Analysis for evidence of employer impact on the wellbeing of learners	20
3.4	Alumna case study: Kearney, Apprentice site engineer	21
3.5	Who and what had an impact on Kearney?	22
3.6	Analysis of Inputs, Outputs and Outcomes and recommendations for future research	24
<b>4</b>	<b>Impact Recommendations</b>	<b>25</b>
4.1	Recommendations for employers	25
4.2	Recommendations for parents/carers and learners	25
4.3	Recommendations for Schools and Colleges	26
<b>5</b>	<b>Conclusions</b>	<b>28</b>

I commissioned this research and wrote this report because I wanted to celebrate and share the achievements of the London Design and Engineering University Technical College (LDE UTC). Specifically, to identify the impact that the Employers at the LDE UTC have had on the lives of the learners who have attended the college since it opened in 2016.

The report will be of interest to many stakeholders involved in investing in education including employers, parents/carers, future learners, those working in schools and colleges, educational policy makers and all those who want to maximise the positive impact of employers in the UK education system.

The LDE UTC is an oversubscribed 730 learner secondary school with a Year 9 and a sixth form intake. The college is situated beside the Royal Docks in East London, alongside the University of East London (UEL), opposite London City Airport in the Borough of Newham. The college initially opened in temporary porta-cabins while a new purpose-built building was constructed, and this opened in late 2019. The majority of the learners at the college are from the borough of Newham, however the geographical spread of the population of learners as a whole is very wide. The college is 93% Black Asian and Minority Ethnic (BAME), 42% of the learners are funded by pupil premium and 55% have English as an additional language (EAL) i.e., English is not their main language at home.

The employers at the LDE UTC include the main sponsor members; Thames Water, Costain, Skanska and Ramboll but these sponsors are complemented by a wide range of employers who have supported the LDE UTC over its journey including Fujitsu, Tideway, VINCI Grand Projects and Bachy Soletanche. Also supporting the employer engagement have been a whole range of employers from East London and beyond. All our employers have given most generously to support the LDE UTC, most significantly in volunteering time but also in cash and through 'in kind' donations.

I am immensely proud of the positive impact all of the Employers have had, as demonstrated in this report. The level of employer engagement is some 20 times greater than that recommended by Gatsby foundation, a high bar for others to aspire to, this flows through to the LDE UTC significantly outperforming National and London benchmarks on the Gatsby indicators. Most importantly, the correlation between this input, and the positive impact on the outcomes for the learners is clear, with evidence of impact on social mobility, academic attainment, the network of learners, their confidence and their wellbeing.

I would like to thank all our employer and non employer member sponsors at the LDE UTC. This includes the Diocese of Chelmsford who provide an invaluable Chaplaincy service and the University of East London our key academic partner, but most of all my thanks to all the staff and learners at the LDE UTC who are truly remarkable.



Jeremy Galpin, Legacy Lead, Costain

# FOREWORD

## Foreword by Lord Kenneth Baker, Chair of Baker Dearing Educational Trust

Jeremy Galpin, Legacy Lead at Costain and the recently retired Chair of Governors of London Design & Engineering University Technical College (LDE UTC), which is located in the Docklands near London City Airport, has written a perfect “How to” guide on encouraging employers to engage with the world of education and to help increase the outcomes of our young student learners. The report highlights how in the academic year 2020-2021 local employers had engaged with LDE UTC students on 19 separate occasions – 20 times the target under the Gatsby benchmarking – and how 68% of LDE students either “agreed” or “strongly agreed” they had met a whole range of employers whilst at their college.

This comprehensive report also reveals how LDE UTC (one of 45 University Technical Colleges open around the country with 20,000 students), is inspiring and supporting their students, and especially the young people from diverse and disadvantaged backgrounds, by helping them into apprenticeships and further training, as well as into employment. In 2020-2021, 42% of LDE UTC’s students were on pupil premium and 55% spoke English as a second language.

It is not only the students who benefit, as employers and businesses are engaging with and identifying future apprentices and employees. LDE UTC’s sponsors include large companies such as Thames Water, Costain, Skanska, and Ramboll as well a mass of smaller and local businesses. It is an impressive complement of commitment to and investment in education. These employers are helping to improve the life chances of young people by providing additional maths teaching, power engineering sessions, for Years 10-13 enhanced computing technology sessions and through mentoring they are advising students on the technical qualifications that count.

I applaud Jeremy Galpin for this excellent and encouraging report. I strongly recommend it to employers so that even more will seek to become involved in the University Technical College programme.

# 1 INTRODUCTION

## 1.1 Aim and overview

The aim of this report is to tell the story of the positive Employer Impact at the LDE UTC with the intention of informing and inspiring other Employers to engage in similar deep relationships with Education. The report will provide key insights as to how schools and colleges can secure the best positive impact from their employer engagement.

This report introduces the University Technical College (UTC) and the work done by Lord Baker to create and support this network of new schools which are champions of technical education, and the role of employers and Universities in achieving the best outcomes for learners. The report then details the methodology taken for this research on employer engagement at the LDE and the stories that this had led to. This begins with desktop research, including data from the LDE UTC and from stakeholder's organisations, and how Gatsby Benchmarks have been used. This is then followed by extracts from interviews with the careers lead at LDE, alumni's and stakeholders including Employers. This is then followed by the findings and discussions of the research and, the recommendations.

Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is **86% less likely to be unemployed** or not in education or training and **can earn up to 22% more** during their career.



Taken from gatsby\_benchmark\_5.pdf (careersandenterprise.co.uk)

## 1.2 The Baker Dearing Educational Trust

The Baker Dearing Educational Trust (BD) was founded by Lord Baker and Lord Dearing in 2009 to develop and promote the concept of (UTCs). It is a small, flexible charity that works with the Department for Education (DfE) and sits at the centre of the UTC network focusing on promoting and supporting new and existing UTCs.

The BD helps UTCs benefit from being a part of a bigger network by providing opportunities to share good practice, attend seminars, and stretch budgets through joint procurement. The BD also helps to develop curricula and advise on suitable technical qualifications. Supporting UTCs with setting standards, issues around leadership and management, and through liaising with the universities and employers who are UTC partners. The BD raises awareness of UTCs with the government, the media and the public. By increasing the profile of UTCs the BD aims to ensure that everyone understands UTCs, and what they offer to young people, employers and the wider community.

## 1.3 University Technical Colleges

University Technical Colleges (UTCs) are government-funded schools that offer 14-19-year-olds a great deal more than traditional schools by teaching learners technical and scientific subjects and are educating the inventors, engineers, scientists, and technicians of tomorrow. UTCs integrate technical, practical, and academic learning and create an environment where learners can thrive and develop the abilities that industry needs.

To do this, a UTC:

- Focuses on one or two technical specialisms
- Works with employers and a local university to develop and deliver their curriculum
- Provides essential academic education and relates this to the technical specialisms
- Has the latest equipment and technology used by industry
- Dedicates at least 40% of time to the technical specialism including design and building, working in teams and problem solving.

## 1.4 London Design and Engineering University Technical College

London Design and Engineering UTC (LDE UTC) opened in September 2016 as a new type of technical education institution located in the diverse London Borough of Newham. They are a learner focused, high tech college where academic excellence and employer partners create the next generation of confident, independent, work ready individuals.

Members of LDE UTC include the University of East London Trust, Thames Water Utilities Ltd, Costain Ltd, Skanska and Chelmsford Diocese Educational Trust alongside a wide range of other local, regional, and national companies. Employers, professional institutions and educational partners are an essential part of the LDE UTC and their role includes:

- Designing project briefs to deliver the curriculum
- Providing feedback to learners on completed projects
- Supporting learners to develop and market end products
- Providing interview practice and experience
- Delivering specialist masterclasses
- Providing guest speakers
- Enabling learners to experience their business in action at first hand by providing contextual visits to their premises
- Providing careers advice and mentors for learners

LDE UTC has made a pledge to learners to support them in achieving one of three pathways when they leave the college, either:

- Higher education - accepted on a degree course with the university of their choice
- Employment - recruited by one of our employer sponsors or helped into work with other companies (subject to vacancy requirements)
- A recognised traineeship or apprenticeship - successfully competing for a place on programmes run by our employer sponsors and other companies locally and nationally.

---

**Costain** and the employer sponsors of the LDE UTC have been working with the college, for over six years, with very significant levels of investment and a critical impact on the success of this brand-new institution. This includes significant volunteering time from Costain, Skanska, Thames Water and Tideway, at board level, and extensive support to the LDE UTC through curriculum contribution, mentoring of learners and careers education and promotion.

---



# 2 METHODOLOGY

## 2.1 Overview

This research methodology involved a mixture of quantitative and qualitative methods in the form of desktop research and interviews carried out between January 2021 and June 2021. The purpose was to capture employer engagement at the LDE UTC, and to carry out an impact assessment to celebrate the stories and bring to life the work done to date. The data used in the report is from 2018 to 2020.

---

All the data in this report has been approved for external publication by the college and the relevant permissions are in place.

---

The impact of the employers through the careers service was assessed with all the learners. The role and impact of involvement at the LDE UTC on Employers was assessed through a questionnaire to employers. Five questions were asked in the survey to assess the employer experience of working with the LDE UTC and two related outcomes were assessed.

The impact of Employers was further assessed by examining the LDE UTC recorded data against the Gatsby Career Benchmarks and the destination data for learners.

## 2.2 Stakeholder interviews

The stakeholders for this research were selected after discussions with the careers lead at LDE and consists of 12 key employer sponsors and other engaged employers, learners including current and alumnus, LDE UTC staff including the digital lead, careers lead, construction and built environment lead, and parents/carers. Due to the pandemic restricting physical access to school and work locations, interviews with stakeholders were undertaken virtually on Teams and communication through email, telephone calls and Teams chat.

Six alumni from the college that left from summer 2018-2020 have been interviewed for this report. Standard questions were asked to capture experiences with employer encounters during their time at the college. The multi choice evaluation questionnaire was also shared with 12 Year 13 Learners who were leaving the college. Questionnaires were issued in advance and a recorded online call used to discuss all questions and gain feedback.

## 2.3 Learner assessment

The impacts on learners including alumni, were assessed through a Likert scale (range from disagree to strongly agree) questionnaire. Twelve learners responded to the survey and six were interviewed, so a relatively small sample of the total.

This questionnaire assessed the inputs delivered through the college focusing on those that are significantly impacted by the level of Employer engagement. Statements included:

- I met with a whole range of employers whilst at the LDE UTC
- I got plenty of notice of the college engagement/careers activities at the LDE UTC
- I was given information on apprenticeship vacancies whilst at the college
- I had good advice on applying for apprenticeships/ next steps whilst at the college.

The following learner outcomes were also assessed through the questionnaire

- I felt I had good employability skills when I left the college
- I felt the college prepared me well for the world of work.

## 2.4 Employer assessment

The following questions were used for the interviews with employers. These were identified as the key drivers for employer engagement and therefore the factors that would be most likely to impact on the level of employer engagement.

- I see well prepared learners when I visit the LDE UTC to get involved in college engagement
- I get plenty of notice of engagement/ careers activities at the LDE UTC
- I have a good take up of applicants for my vacancies for work experience /activities
- My apprentice vacancies are well received at the college
- The college are keen to accept my ideas for school activities.

The following Employer outcomes were also assessed through the questionnaire

- Learners at the college have good employability skills when they leave
- The college prepares its learners for the world of work.

## 2.5 Gatsby Career Benchmarks

The fast-changing world of work puts an ever-greater demand on all of us to support young people in making a successful transition from education to employment, helping them to identify and choose career opportunities that are right for them.

The Department of Education - Careers Strategy, published in December 2017, and statutory guidance for school leaders and school staff, published in 2018, set out the plan for building a high quality careers system that will help young people to achieve.

Thanks to Sir John Holman and The Gatsby Charitable Foundation, we have a clear blueprint of what good careers provision looks like. The eight Gatsby Benchmarks are based on best national and international research and define all the elements of an excellent careers programme. The Gatsby Benchmarks have now been put at the heart of the Careers Strategy, with an expectation that all schools will be working toward the benchmarks <sup>1 2</sup>.



Figure 1: Gatsby Career Benchmarks

Since the academic year 2020-2021, the college has used the Compass + platform<sup>3</sup> for collecting Gatsby benchmarks data. The platform allows the college to measure against the eight Gatsby Benchmarks<sup>4</sup> and to collect more detailed data on careers activities, and to manage, track and report on their career programme more efficiently. All teachers identify areas of employability and engagement with employers in their curriculum plans for the year. All Careers activities are planned and coordinated by the Careers lead working in conjunction with the staff team, employers and all other stakeholders. Activities and learner encounters are logged against the appropriate benchmark. These benchmarks ensure the college is offering a range of activities for learners. Employer engagement is vital and can be linked to many of the eight benchmarks, in particular GB2, GB4, GB5 and GB6.

<sup>1</sup> John Holman, 'Good Career Guidance: A Handbook for Secondary Schools', 2018, 1–23 <<http://www.goodcareerguidance.org.uk/>>

<sup>2</sup> 'Gatsby Benchmark Toolkit – Schools | CEC Resource Directory' <<https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-toolkit-schools>> [accessed 31 August 2021]

<sup>3</sup> 'Compass+ | CEC Resource Directory' <<https://resources.careersandenterprise.co.uk/resources/compass>> [accessed 31





enchmark Toolkit – Schools | CEC Resource Directory'

Good careers guidance is the key to social mobility. It is about showing young people, whatever their social and family background, the options open to them, and helping them make the right choices to set them on the path to rewarding future careers. <https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

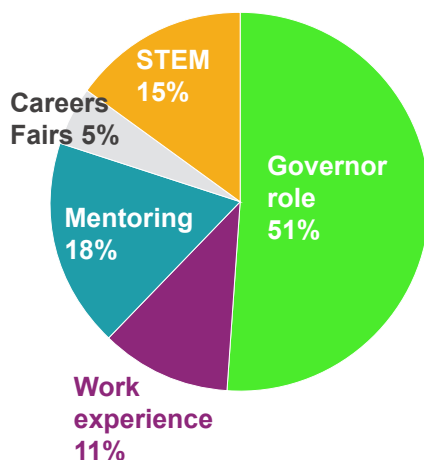
#### Data collected for LDE UTC academic year 2020-2021

LDE UTC employer support organisations carried out a very wide range of activities from mental health and wellbeing sessions to computing and technology sessions (see Table 1).

LDE UTC employer support organisation	Sample activity held	
Skanska		Running mental Health and Wellbeing sessions to specific Year 12 and 13 pupils
National Grid		Power Engineering sessions embedded in Science lessons for Year 9 pupils
Tideway		Discussing A levels Maths and beyond to Year 13 Maths pupils to offer advice and support of possible job roles using Maths skills
Thames Water		Involved in Year 10 and Year 11 Geography lessons, explaining their role and how the subject is used in day-to-day work for the organisation
Newham Council, CITB and Amazing Apprenticeships		Informing all Year 10, 11, 12 and 13 pupils of opportunities and variety of apprenticeships
Morgan Stanley		Embedding computing and technology sessions for Year 10 – Year 13.
Costain		Funding of additional maths provision

Table 1: Sample of employer organisation activities

#### Costain Volunteering Hours at LDE UTC



The Interviews with Employers identified a range of reasons for the level of engagement at the college. These included the geographical location of the college and were characterised by the following long term objectives:

*'Attracting good, diverse talent at an early age. Offering apprenticeships to attract young people to join us, who then progress through the business to become fully-qualified engineers, designers, senior engineers'*

*'Influencing young people from an early age about career opportunities, in particular STEM, and ambitions that they may previously have felt were out of their reach due to their background'*

*'Taking credible action to demonstrate to our stakeholders a commitment to tackling industry's challenges around diversity and supporting positive changes within our own business'*

Contributing to the creation of a fair society and tackling real skills challenges such as digital skills shortages, is fundamental to our CSR and Social Value strategies.

Activities can be split into employer encounters, learner needs, careers Information and advice and curriculum development. Figure 2 shows the number of learner encounters per activity group for the academic year 2020-2021.

The low number for personal guidance is expected as employers would not normally be involved in giving personal guidance to young people. Their role is to offer careers information and advice, and not individual guidance.

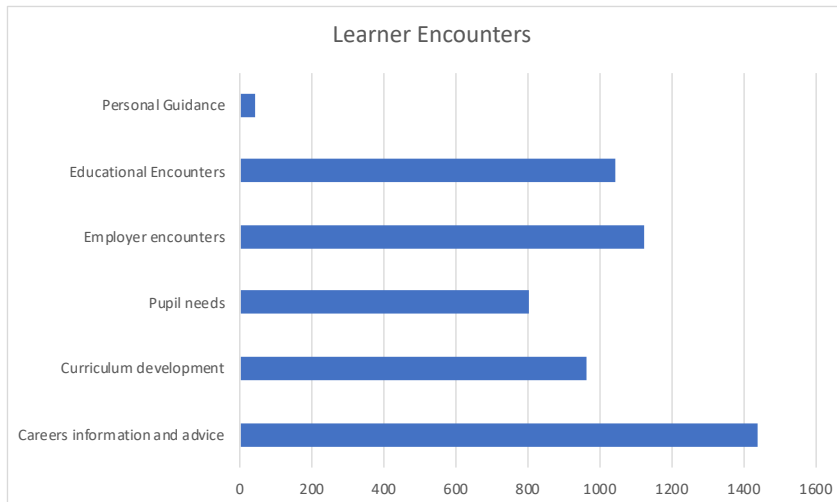


Figure 2: Learner encounters per activity group for the academic year 2020-2021

Data is also captured against specific Gatsby benchmarks and learner encounters. All activities fit into one or more benchmarks depending on whether it is careers and labour market information, links to curriculum, encounters with employers, or a blend within the encounters as shown in Figure 3

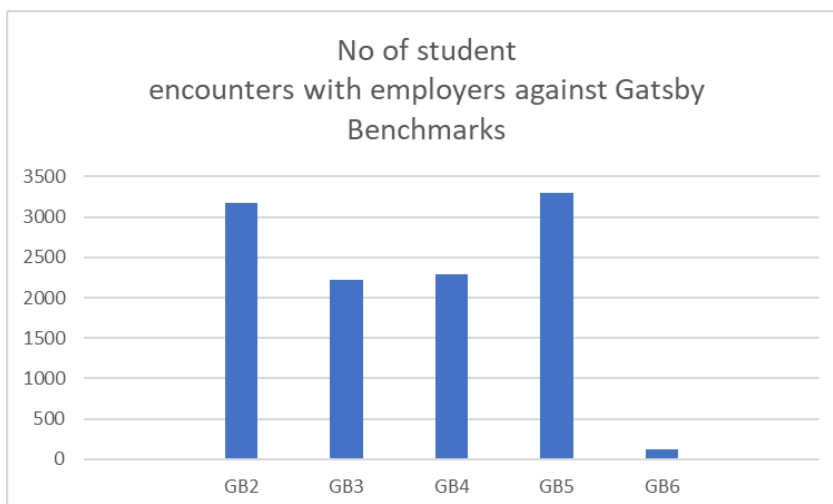


Figure 3: Number of learner encounters with employers against Gatsby benchmarks

For the year 2019-2020 and all year groups, the highest score for **GB5 Encounters with employers**, was 3,294. The college offered 3,177 encounters for pupils on **GB2 Learning from career and labour market information**. The lowest scored was work experience, just 122 encounters for **GB6 Experiences of workplaces**. In this year, work experience places were difficult to arrange due to the COVID-19 pandemic and only some virtual work experience opportunities were on offer, hence the lower number.

There were 569 learners at the college from Years 9-13 in 2020-2021. The Gatsby benchmarks most closely linked with employers are 2, 3, 4, 5 and 6. A total of 11,101 encounters were logged for

these; the 569 learners therefore experienced an average of 19 encounters.

The Gatsby target is one encounter per year, so the college is delivering nearly 20 times the recommended level of employer encounters during this period..

Employer Engagement is rigorously embedded into the curriculum of each subject, and curriculum leads are responsible for reporting to the Careers lead, via the input of data, on the events and activities that have taken place and are planned.

**The college is delivering nearly 20 times the recommended level of Employer learner encounters.**



Compass + then measures the information input against benchmarks across the college by working with SIMS, the data management system. This system also allows reports to be taken and updated, and evaluations to be created. This information is shared with the London Enterprise Advisor Network (LEAN East) and with the Careers and Enterprise Company. Advice, resources, and guidance are given by the LEAN East team to develop the colleges' careers strategy, and to steadily improve and increase Gatsby benchmarks. The college also accesses their Enterprise Advisers (EA) through this network. These EAs are from business and support the Careers lead with their strategy.

## 2.6 Learner Indicators

Overall, alumni experiences were positive and most felt that they were well prepared for the world of work and their next steps. Some of this they attributed to the employer engagement experienced. Experiences from the ex-learners have shown a progression in the level of employer engagement since 2018, with newer leavers feeling more prepared, and having received more opportunities such as work experience, mock interviews, aspirational talks and mock assessment centres.

The multi choice questions that made up part of the interview allowed us to see graphically how the employer engagement was observed by learners. **68% of learners agreed / strongly agreed that they had met a whole range of employers whilst at the college**, within the curriculum, through careers activities and outside the college on site visits and work experience activities (Figure 4).

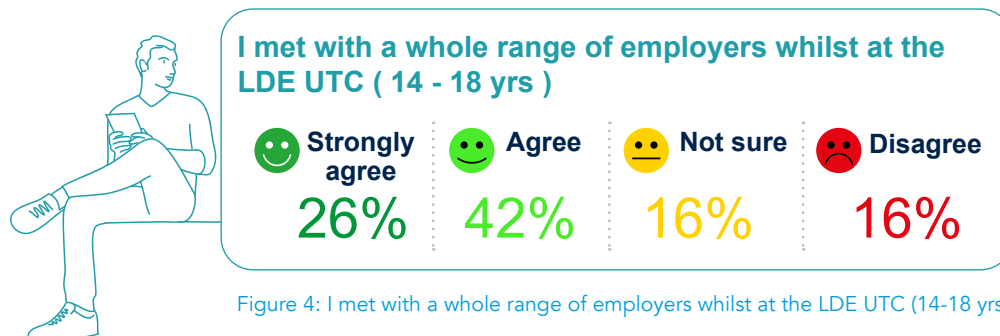


Figure 4: I met with a whole range of employers whilst at the LDE UTC (14-18 yrs)

**83% of the learners agreed or strongly agreed that they were informed of careers activities** so that they could prepare and be available to attend and get involved (Figure 5).

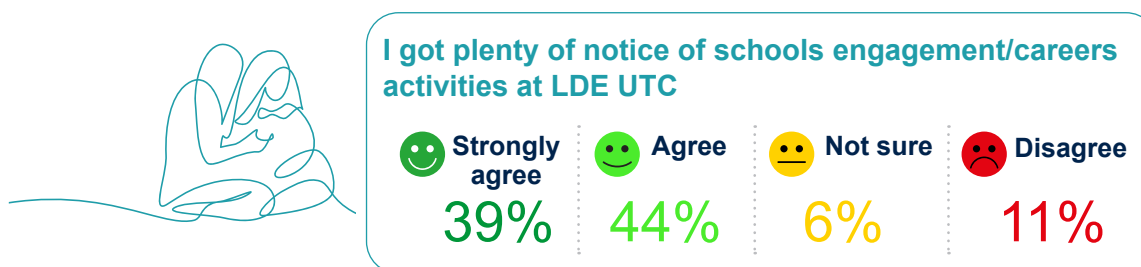


Figure 5: Notice of schools engagement/career activities at the LDE UTC

**94% agreed or strongly agreed** that they were given information on **apprentice vacancies** while at LDE UTC (Figure 6).

**I was given information on apprenticeship vacancies whilst at the college**



Figure 6: Information given whilst on Apprenticeship at the LDE UTC



The college has ensured good access to the apprenticeship service, including through CITB, and a large number of further education colleges and universities as part of the careers programme. **94% of ex-learners interviewed felt that they had been given good advice** on how to apply for apprenticeships and other next step opportunities whilst at the college (Figure 7).

**I had good advice on applying for apprenticeships/ next steps whilst at the college**



Figure 7: Advice given on applying for apprenticeships/ next steps whilst at college



The interviews with alumni showed learners had a good understanding of what employability skills were and how they felt they had experience of employability skills within the college, for example when meeting employers in college and during site visits, work experience, mock interviews, and assessment days. **89% of those interviewed agreed or strongly agreed that they had good employability skills when they left the college** (Figure 8) and **80% strongly agreed / agreed that they were well prepared for the world of work** (Figure 9).



**I felt that I had good employability skills when I left the college**



Figure 8: Employability skills on leaving college

**I felt that the college prepared me well for the world of work**



Figure 9: Preparedness for the world of work

## 2.7 Employer Indicators

Twelve employers that have regular engagement with LDE UTC were interviewed. A series of standard questions were used to obtain quantitative data on the employer engagement. Whilst this is a relatively small sample it is those most engaged and regarded as reasonably representative of wider employer opinion.

**88% of employers agreed or strongly agreed that the learners at the college were well prepared for activities when they visited the college.**

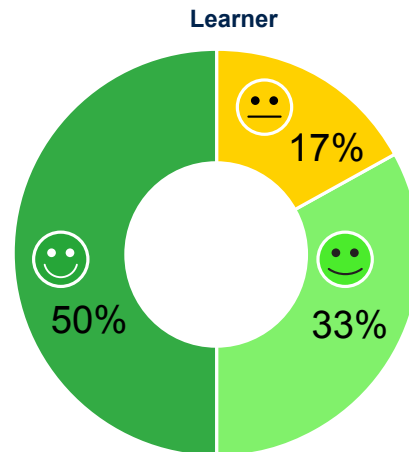


Figure 10: Employer response on learner preparedness

All employers felt that they were given plenty of notice of the college's engagement and careers activities, giving them the opportunity to get the right people involved and to have time for preparation, to ensure the best employer engagement possible. Many employers choose to include recruitment of young people as part of their outcomes for school and college engagement.

**I get plenty of notice of schools engagement / careers activities at LDE UTC**

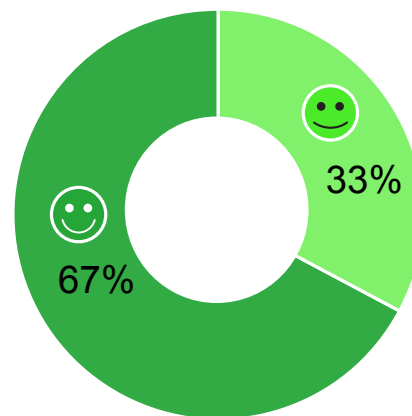


Figure 11: Employer response on notice of activities

**60% of the employers interviewed agreed or strongly agreed that their apprenticeship vacancies were well received at the college** (Figure 12) and they had good uptake of interest in work experience and other activities (Figure 13). The others were not actively recruiting in this way and therefore answered 'unsure'.

**My apprenticeship vacancies are well received at the college**

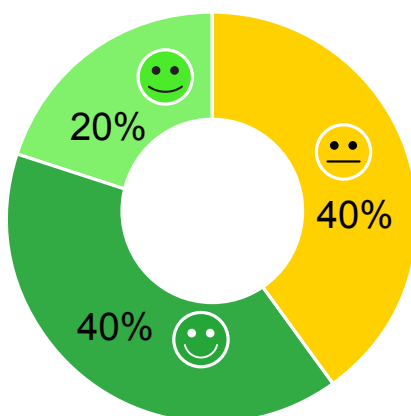


Figure 12: Employer view on vacancy response

**I have good take up of applicants for my vacancies for work experience / activities**

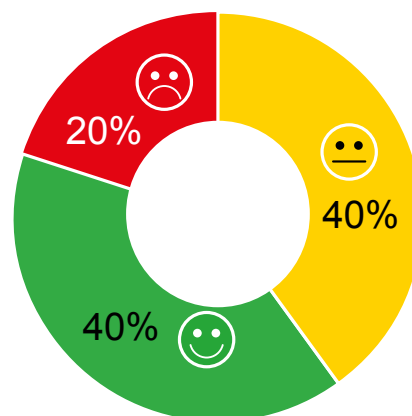


Figure 13: Employer view on vacancy take up

Much of the employer engagement at the college is to **prepare young people for the world of work** and develop employability skills. **83%** of the employers interviewed agreed or strongly agreed that this was their experience (Figure 14). **80%** strongly agreed that learners have **good employability** skills when they leave (Figure 15).e’.

**The college prepares its students for the world of work**

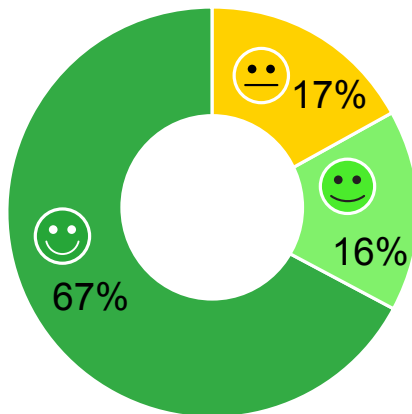


Figure 14: Employer response on learner preparedness for work

**The college prepares its students for the world of work**

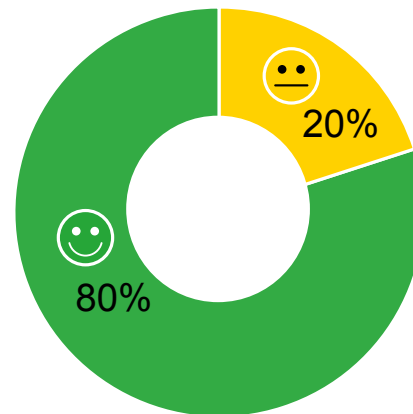


Figure 15: Employer response on employability skills

When asked about how the college accepts ideas from employers with regards to college activities, **83% of them agreed or strongly agreed that their ideas were accepted.** By getting employers to share ideas we ensure a dynamic careers strategy that is current and up to date with employer needs, again ensuring that learners are better prepared for the world of work.

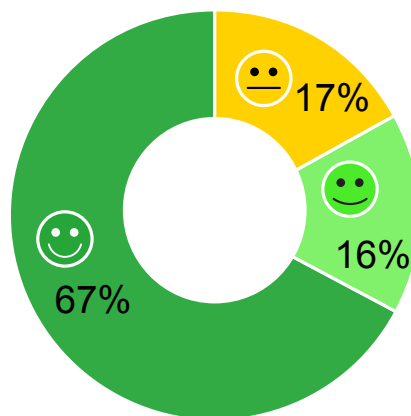


Figure 16: Employer response of receipt of ideas



## 2.8 Destination Data for Year 13 Leavers

The college has been gathering destination data for the Year 13 learners for the past three years (Figure 17). A full presentation of the most up to date can be found on the college website <https://www.ldeutc.co.uk/performance/end-destinations/end-destinations.aspx>

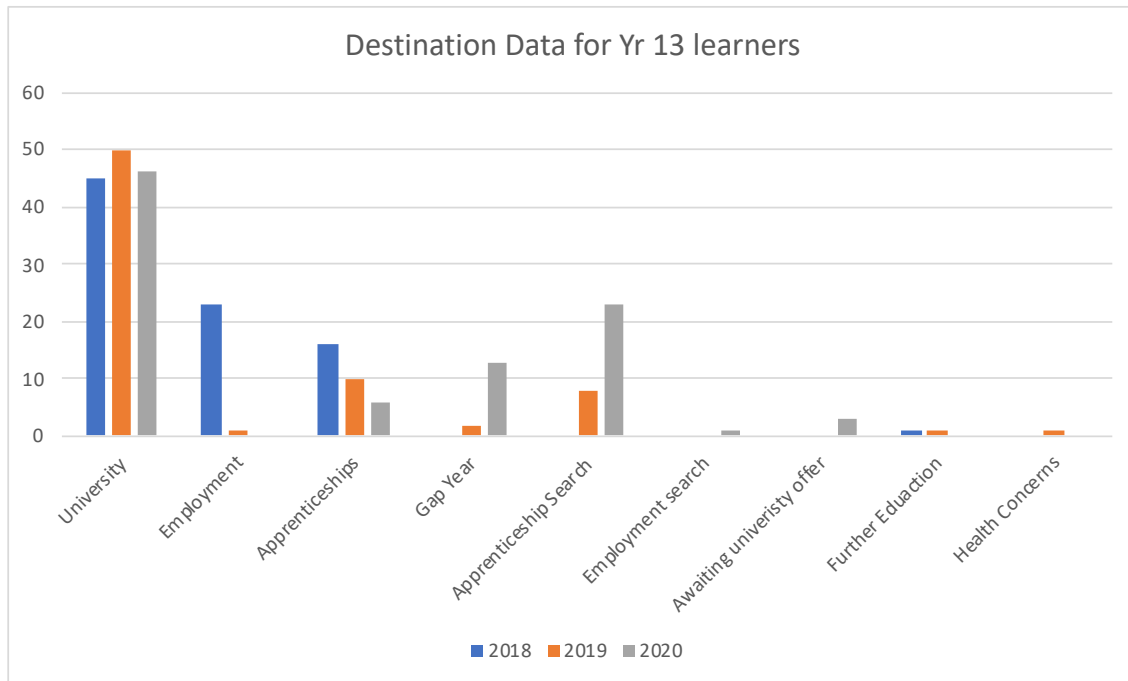


Figure 17: Destination Data for year 13 leavers 2018-2020

In the period 2018 to 2020, at least half the leavers made the decision to go to university after college. Apprenticeship were the most popular destination, however due to the pandemic numbers, had dropped in 2020, with a high number of learners choosing to take a gap year or still searching for apprenticeships. If we count those with apprenticeships and those looking for apprenticeships, the interest in apprenticeship vacancies went up in the year 2020.

Many employers withdrew their usual offer of apprenticeships in summer 2020 as many companies had staff on furlough or were having to make cuts. This did not allow for as many apprenticeships to be offered. Many of the 2020 leavers were still looking for apprenticeships when they left the college. Going forwards, employer engagement is even more vital to ensure learners have a good knowledge and understanding of the type of companies that offer apprenticeships and when / where the vacancies can be found.



In 2020 the learners chose from a range of degrees but there were high numbers in Engineering with Civil and Mechanical Engineering, and other engineering degrees such as Aerospace Engineering, Science & Engineering, Electrical & Electronic Engineering, Robotic Engineering, Chemical Engineering and Manufacturing Engineering listed. Architecture/Design had good numbers with twelve leavers with university places in 2020 (Figure 18).

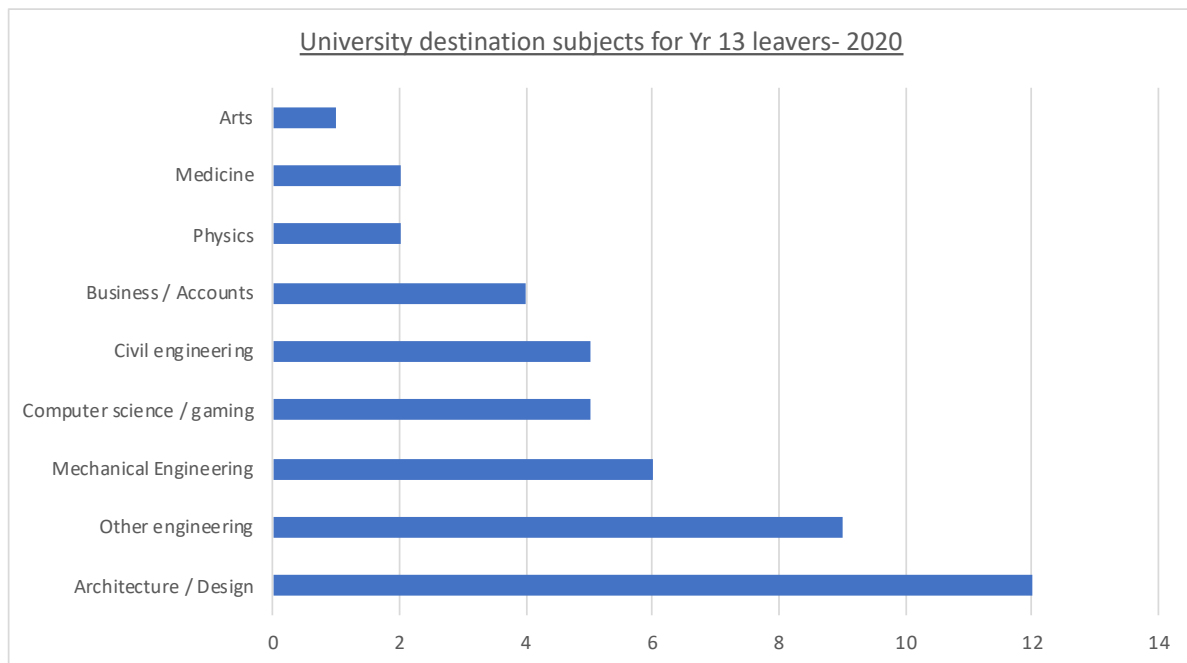
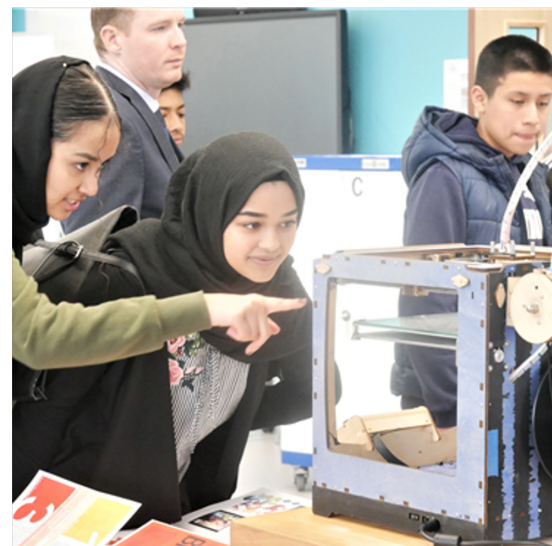


Figure 18: University destination subjects for Year 13



## 3 FINDINGS AND DISCUSSION

### 3.1 Correlation of Indicators with Gatsby benchmarks

The research shows a correlation between the learner indicators, the employer indicators and the Gatsby benchmarks (Table 2) albeit for a relatively small sample of 12 employers.

The learner indicator score of 68% (agree or strongly agree) for 'I met with a whole range of employers whilst at the LDE UTC' correlates with a 100% score on **GB5 Encounters with employers and employees**.

The learner indicator of 'I get plenty of notice of schools engagement / careers activities' scores 83%, this is correlated with the Employer Indicator of 'I get plenty of notice of engagement / career activities at the LDE UTC' and in part supports the 100% score against **GB1 A stable careers programme**.

The learner indicator of 'I was given information on apprenticeship vacancies whilst at the college' scored 82%. A 40% score from employers on the indicator 'My apprentice vacancies are well received at the college' was due to not all employers recruiting for apprentices. Despite these scores being lower, relative to the other metrics, the college still scored 100% against GB2 Learning from career and labour market information. It should be noted that **GB2 measures are wider than just vacancy response rate**.

The learner indicator of 'I had good advice on applying for apprenticeships / next steps whilst at college' scored very highly at 94% and this correlates well with the Employer indicator of 'I see well prepared learners when I visit the LDE UTC to get involved in schools' engagement. These high scores do not correlate with the 50% score for **GB8 Personal guidance**; although Employers are not generally involved with this personal guidance it could be expected it would feed through into the fact the learners are well prepared. Further research would be needed to identify why this figure is lower.

The learner indicator 'I felt I had good employability skills when I left the college' scores very well at 89% and this correlates with the employers' response of 80% on the indicator of 'learners at the college have good employability skills when they leave'. This is in part a consequence of the school scoring 100% on **GB3 Addressing the needs of each pupil** although that indicator is a broader measure than employability.

The learner indicator of 'I felt the college prepared me well for the world of work' scored at 80% correlates well with the Employer indicator 'the college prepares it's learners for the world of work' at 81% and this in turn correlates with the score of 100% on **GB4 Linking curriculum learning to careers**.

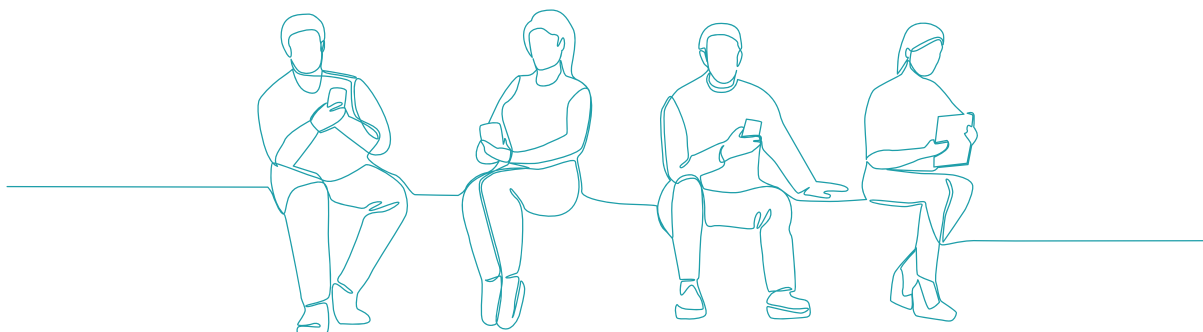
The employer indicator score of 81% on 'the college are keen to accept my ideas for school activities' is an important outcome and enabler of the wider high level of scoring from employers, if employers feel they have influence then it encourages engagement.

The low score of 40% from employers for the indicator 'I have a good take up of applicants for my vacancies for work experience/activities' is correlated with a low score of 50% against **GB6 Experiences of workplaces** and is, at least in part, a consequence of the pandemic.

**GB7 Encounters with further and higher education** scores highly at 79% and the close geographical and sponsor relationship of the University of East London (UEL) to the college is a contributor to this high score.

Learner Indicators and Outcomes	Score	Employer Indicators and Outcomes	Score	Gatsby Benchmark	Score
I got plenty of notice of schools engagement/ careers activities at the college	83%	I get plenty of notice of engagement / careers activities at the college	100%	GB1 A stable careers programme	100%
I was given information on apprenticeship vacancies whilst at the college	82%	My apprentice vacancies are well received at the college	60%	GB2 Learning from career and labour market information	100%
I felt I had good employability skills when I left the college	89%	Learners at the college have good employability skills when they leave	80%	GB3 addressing the needs of each pupil	100%
I felt the college prepared me well for the world of work	80%	The college prepares its learners for the world of work	81%	GB4 Linking curriculum learning to careers	100%
I met with a whole range of employers whilst at the college	68%			GB5 Encounters with employers and employees	100%
		The college are keen to accept my ideas for school activities	81%		
		I have a good take-up of applicants for my vacancies for work experience / activities	40%	GB6 Experiences of workplaces	50%
				GB7 Encounters with further and higher education	79%
I had good advice on applying for apprenticeships/ next steps whilst at the college	94%	I see well prepared learners when I visit the college to get involved in schools/ college engagement	83%	GB8 personal Guidance	50%

Table 2: Correlation of Indicators with the Gatsby benchmarks



## 3.2 LDE UTC Gatsby data in comparison to other schools

The Compass + platform allows the school to draw a report to see their results against the Gatsby benchmarks and against national and regional schools. A report was run on 27 May 2021 and the results are shown in Table 3. This information is based on schools and colleges currently signed up to The Careers Enterprise Company.)

Gatsby Benchmark	Your result	% schools fully achieving this Benchmark nationally	% schools fully achieving this Benchmark in [LEPs] London
1 - A stable careers programme	100%	27%	12%
2 - Learning from careers and labour information	100%	52%	33%
3 - Addressing the needs of each pupil	100%	25%	20%
4 - Linking curriculum learning to careers	100%	45%	34%
5 - Encounters with employers and employees	100%	58%	46%
6 - Experiences of workplaces	In progress	50%	40%
7 - Encounters with further and higher education	In progress	79%	11%
8 - Personal guidance	In progress	50%	61%

Table 3: LDE UTC comparison of Gatsby indicators nationally

We can see that across the benchmarks of GB1 to GB5 the LDE UTC is significantly outperforming schools nationally and in London, with the LDE UTC scoring 100% and the comparator scores ranging from 12% at worst to 58% at best. A very significant differential.

With respect to GB6 'Experiences of workplaces' and GB8 'Personal guidance' the LDE UTC is in line with national and regional benchmarks. On GB7 'Encounters with further and higher education, The LDE UTC scores 79%, more than double the national benchmark of 30% and the London benchmark of 11%, this is helped by the close geographical proximity and relationship as a lead sponsor of the University of East London.

## 3.3 Analysis of interviews for further evidence of impact on outcomes

A further analysis of the interviews has been carried out to extract any evidence of impact of the employer engagement against the outcomes of social mobility, academic attainment, the development of the learner's network, the impact on their confidence levels and whether the employer engagement has had any direct impact on mental health and broader wellbeing.

### 3.3.1 Analysis for evidence of impact on social mobility

What is the impact of employer engagement on social mobility? Does the employer engagement assist in bridging the gap between disadvantaged learners and their peers? If so, why and how can that be made more impactful?

The demographic of the college includes 42% of learners on pupil premium, and 55% who have English as a second language (ESL).

James Culley, Associate Principal, comments:



Many learners join the school with very little employability skills, or soft skills, with little access to adults other than close family and teachers. The policy at the college is to use first names for teachers but also to be part of a professional working environment. Learners slowly develop confidence in the environment and develop these skills on a day-to-day basis. Many of the employer led projects allow for these skills to be developed, including presentation skills, teamwork, sharing ideas and so on; for the employers and teachers this allows them to assess knowledge and skills.



This evidences the impact of employers on all the learners at the college but does not demonstrate whether that impact is even or skewed across the demography of learners. Further research would need to be undertaken to establish that.

### 3.3.2 Analysis for evidence of employer impact on academic attainment

What is the impact of employer engagement on the academic results of learners? Research by the college has indicated a 10% improvement in the results of subjects where the employer projects have been embedded into the curriculum - what is the reason for this differential? How do we account for other variables? And what contributes to these results?



*There is employer influence around the college, in the way the courses are taught, ensuring that learners understand the value of learning something, how it links to the real work and, there are employers involved in some of those lessons, making a big impact on teaching and learning.*

Matthew Herbert, a parent governor at the college

Furnaz Ahmed, Assistant Principal states:

*The main benefit of employer engagement is the impact it has on the learners, not only their confidence but their subject knowledge increases, their passion increases and their drive. Once they have got the drive, then they're going to want to do well, they will push through those exams and assignments because they've seen what they can achieve' and 'When planning lessons, employer engagement comes first, engagement is the hook of the lesson, it's what entices the learners, something that is actually real and relatable, which is hugely important.*

James Culley, Assistant Principal, adds:

*The college believes that they have gone a step further than expected and ensure employer engagement across all subjects, whether it is expected in the curriculum or not. What the Senior Management Team and teachers have seen is that learners have a confidence in their subject, not just gaining qualifications but that they really know it!'*



The statements above provide evidence that the parents/carers and senior teaching staff are clear on the importance and the impact of Employer engagement on the academic performance of Learners at the college. It would be useful for further research to look at the non-technical subjects and identify the employer impact in those more difficult areas.



### 3.3.3 Analysis for evidence of employer impact on the network of learners

What is the impact of employer engagement on the network of learners? Do learners expand their network into potential employers because of the interactions? Or do the constraints and safeguarding concerns prevent this benefit being realised?

The social capital of learners, with respect to the network they can leverage in securing a job, is very important, and is a significant barrier to those who do not have parental support and may be trying to access a career within which they do not have a network. The college has a potentially important role in addressing those disadvantages by helping all learners to access employers.

So what did the learners say in our Alumni interviews?



Midia, Apprentice Engineer:

*I would definitely recommend this college to others, it really helped me get my foot through the door to loads of different employers, with access to their staff and opportunities.*

Rhianna, who is now at university:

*Employment networking was a big part of the course for me, visiting different sites and going to meet employers. This was on site and also when employers visited the college for careers events. I learnt a lot about how to talk to employers, gain information and get what you needed from them.*



These extracts evidence that the employer engagement acts as both a recruitment tool and that for these Alumni it has enabled them to increase their network and secure employment or further education. More detailed research would be needed to establish whether those outcomes have been achieved consistently across the population and whether the Employers been successful in helping bridge the gap for disadvantaged learners.

### 3.3.4 Analysis for evidence of employer impact on the confidence of learners

What is the impact of employer engagement on the confidence of learners? What activities specifically make a difference to the learner's confidence? Does that confidence translate into better outcomes?



Midia

*I'm a bit of a nonstop talker, but learnt to speak clearly and ensured I was heard, especially as a woman in a male dominated sector this has been so important. I also have become a lot more dependable, taking the initiative when I can. I noticed that you were not going to be spoon fed at work and that you need to develop these employability skills.*

Muaaz

*I had experience of a mock assessment day at the college, so I already had some experience of interviews and the group work sessions.*

Shahnawaz, Apprentice Quantity Surveyor

*My skills and knowledge improved because of all the employer engagement, 100%. Being exposed to employers allowed me to understand the process of actually getting a job or an apprenticeship, and even how the working environment works.*



The extracts clearly demonstrate the impact of the college on the confidence of these young people who have all secured good end destinations.

This evidence is reinforced by Ian Wightman, parent governor who stated *'The employer engagement certainly lifts the mood of the college, and they are treated as young adults which they appreciate.'*



James Culley said *'Learners can create a virtual reality project in 12 weeks, present ideas back to employers, add to their CV and talk to employers about interviews. This is a powerful confidence booster early on in the year; and the employer engagement is at the heart of the project, used year on year with new learners'*

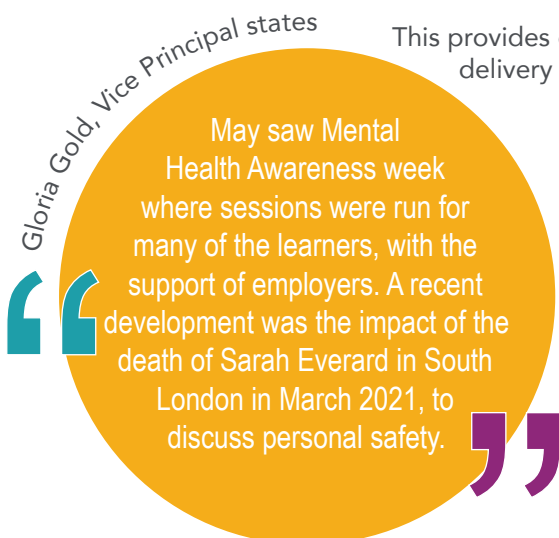


We can conclude, that for these young people, the college has been a significant factor in increasing their confidence.

### 3.3.5 Analysis for evidence of employer impact on the wellbeing of learners

What is the impact of employers on the mental health and wider wellbeing of learners, if any? How does that impact occur, and are there ways that can be further improved?

There was very little direct evidence of wellbeing in the interviews carried out, although we know that securing a job, having increased skills and confidence and a sense of direction to your life and learning are all important factors in wellbeing and outcomes to which employers make a contribution.



This provides evidence that employers are involved in supporting the delivery of these outcomes.



### 3.4 Alumna case study: Kearney, Apprentice site engineer

Kearney is now studying a civil engineering degree via a Higher level apprenticeship, at the University of London, part time, sponsored by her employer Costain.

During her time at the college, she met a range of employers including larger organisations such as Fujitsu, Costain, Skanska, Tideway, Morrisroe and some smaller companies working locally in East London.



*Everything that I learnt at the college has been put into practice as soon as I came into the work environment. At the college I developed my communication skills, public speaking and interview skills. Both BTEC courses concentrated on teamwork, even the site visits and trips had teamwork activities included. I was lucky to go on a ski-trip with LDE, as part of it we had STEM activities to do including programming a robot to ski<sup>5</sup>. I also had experience of negotiation, learning to build an argument or build a case for a subject or idea. All these skills were useful for employer engagement, I did a number of work experience placements, with Tideway at Chambers Wharf, and Morrisroe. Both gave me a different perspective of the type of engineering going on. I had an apprentice mentor from Costain for a while whilst at the college, which was really useful.*

*I pushed myself to say yes to all sorts of opportunities at the college, one particular one I remember is when I was asked to be the face of LDE UTC, I got to meet ministers and to take part in radio and TV interviews.*

*I would definitely recommend the college to others. I was offered some paid work experience because I said yes to doing a site tour of the college with a Morrisroe employee. I really tried to build myself a profile, be more approachable and get an understanding of how employers want to see possible apprentices and people coming into the industry. You've got to want to do things.*

*Towards the end of my time at the college I was able to meet some apprentices and employers, learn from them, find out about career choices, making decisions about my next steps. I had good advice from my mentor and teachers helped me make the right decision for me. I have now worked at Costain for nearly three years at HS2 works based at Euston, London. By the end I will have a degree sponsored by Costain and five years' worth of work experience, which is amazing.*



<sup>5</sup> 'ICE LDE UTC Ski Trip 2017 - YouTube' <<https://www.youtube.com/watch?v=eRpdUNSOEo>> [accessed 31 August 2021]

<sup>6</sup> Tom Cartigny and Wayne Lord, 'Evaluating Social Value in the UK Construction Industry', Proceedings of the Institution of Civil Engineers - Management, Procurement and Law, 172.1 (2019), 8–16 <<https://doi.org/10.1680/jmapl.17.00051>>

### 3.5 Who and what had an impact on Kearney?

This case study provides a specific insight into how the various activities undertaken have had an impact on Kearney. The STEM club activities she experienced in her sending school encouraged her to consider STEM subjects and led to her selection of a technical curriculum including a level 3 BTEC and A level maths.

The LDE careers activity including careers events converted her interest in engineering into an application to join the LDE UTC and study a technical curriculum and the ongoing careers activities introduced her to a range of employers and work opportunities.

Kearney attended the LDE skiing trip which is open to all at the LDE UTC, and is subsidised for those who may not be able to afford it, through the pupil premium. The experience of coming up with ideas and responding to programming challenges gave her technical skills and increased her awareness and knowledge of the emotional intelligence needs of employers. She also participated in the Fujitsu environmental challenge, competing with university and employer teams, which was a real eye opener and confidence boost.

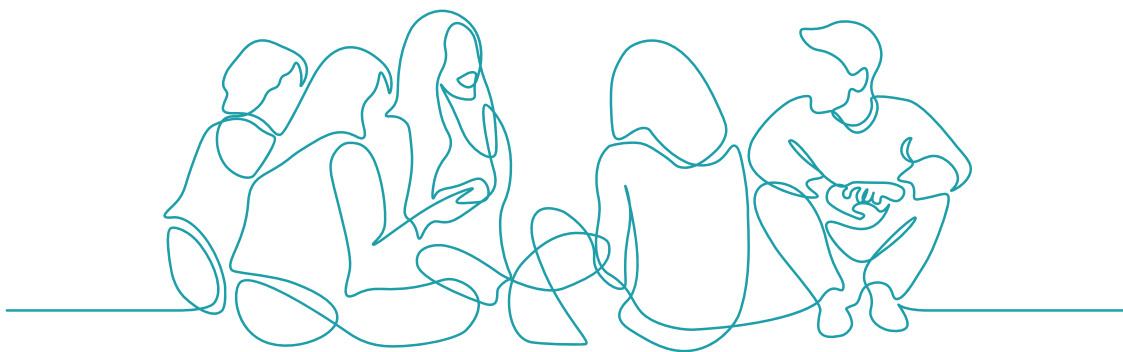
The LDE culture, which includes a business dress code and a 9 to 5 format has helped give Kearney the behaviours that have enabled her to easily transition into the work place. The LDE curriculum, which embeds work related skills and knowledge into every subject area, has given Kearney the skills and knowledge to transfer into the work place.

Kearney was able to secure at least two work experience placements, one with Morrisroe Group and one with the Costain, VINCI Grand Projet and Bachy Soletanche joint venture (CVB JV) on Tideway. These experiences improved her skill level and confidence, enhanced her CV for subsequent job applications and helped her decide between a commercial or engineering route.

The University of East London has a close relationship with the LDE UTC and this relationship and geographical proximity made it an easy choice for Kearney to choose a higher level degree apprenticeship enabling her to earn while she learnt.

Kearney herself was a key factor in her success. She was pro-active, taking on opportunities to appear on TV and taking advantage of the Employer exposure she secured at the LDE UTC. This led to her securing a job and performing very well in that job, including being nominated for several awards.

The analysis of this one case study (Table 4) demonstrates very clearly how all the different inputs have an impact that progressively build and shapes a learner's skills and opportunity and ultimately leads to success in the work place resulting in better life chances and happiness for the learner, as well as a greater contribution to society as a whole.



Who and what	Input	Impact	Outcome
<b>The LDE culture</b>	Work culture 9 to 5, dress code 'work suitable', working to deadlines, setting goals, working with people	Work ready behaviours, confidence, and self-belief	Easy transition to the workplace
<b>The LDE Curriculum</b>	Work related curriculum	Teamwork, public speaking, interview skills	Lots of learning directly transferable
<b>LDE Skiing trip</b>	Ideation, teamwork, programming challenges	Technical ability, awareness, and knowledge of emotional Intelligence	Skills used in working with Employers
<b>LDE careers</b>	Quality of careers events	Converts interest to application.	Successful application to the college
<b>Fujitsu</b>	Fujitsu Environmental Challenge	Eye opener, competing with university and employer team	Increased skills
<b>Costain, VINCI Grands Projets and Bachy Soletanche (CVB)</b>	Work experience and Apprentice mentor	Decision on commercial or engineering route	In a career she really wants to be in
<b>Morrisroe Group</b>	Paid work experience	Increased skills and confidence, improved CV	Job ready
<b>Sending School</b>	STEM club	Informed on STEM subjects and encouraged to consider	STEM BTEC and Maths A level studies
<b>The University of East London (UEL)</b>	LDE College Sponsor, UCAS advice and guidance	Easy geographical access and established relationship	Higher level apprenticeship degree at UEL
<b>Learner</b>	Pro-active	Appeared on TV, gained confidence and self-belief, CV stood out as a consequence of employer Engagement	Secured Employment and performed well being nominated for several awards

In considering this case study it is also worth highlighting the comparison between a traditional fulltime degree and a higher-level apprenticeship (Figure 19). Over a 3-year period there is a potential loss of earnings of around £60,000 combined with an increase debt of a similar amount leading to a differential of over £100,000 in the first 3 years of post-school life, a quite shocking differential.

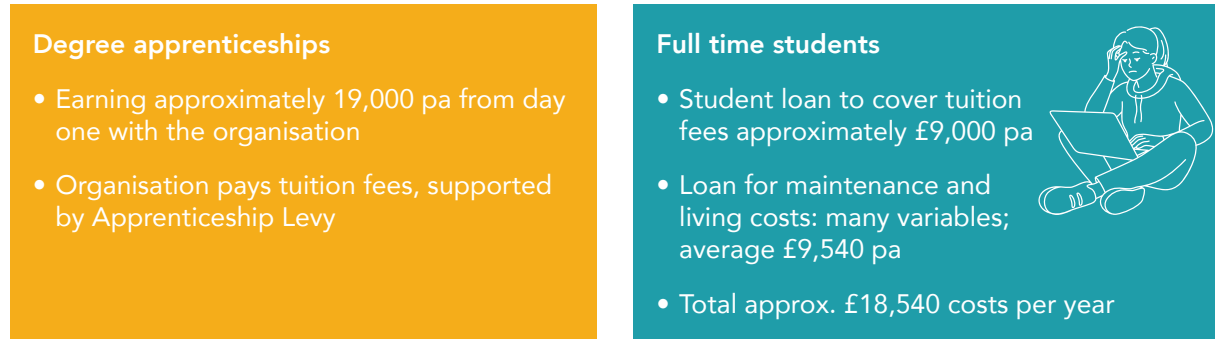


Figure 19: Figures from Save the Student

### 3.6 Analysis of Inputs, Outputs and Outcomes and recommendations for future research

This report has captured data on a range of inputs and outputs. The outcomes the research has focused on with respect to employer impact, include the impact on the Gatsby benchmark results. These reflect outcomes including the variety of end destinations taken up by learners, the amount of work experience and employability skills and a range of other key outcomes for learners including social mobility, confidence and wellbeing.

Whilst the interviews in the report provided some evidence of impact further research on the connection between employer engagement and the impact on learners is recommended in the following areas.

- What is the impact of employer engagement on social mobility? Does the employer engagement assist in bridging the gap between disadvantaged learners and their peers? If so, how and why and how can that be made more impactful?
- What is the impact of employer engagement on the academic results of learners? Research by the college has indicated a 10% improvement in the results of subjects where the employer projects have been embedded into the curriculum, what is the reason for this differential? How does it account for other variables? And what contributes to these results?
- What is the impact of employer engagement on the network of learners? Do learners expand their network into potential employers because of the interactions? Or do the constraints and safeguarding concerns prevent this benefit being realised?
- What is the impact of employer engagement on the confidence of learners? What activities specifically makes a difference to the learner's confidence, and does that confidence translate into better outcomes.
- What is the impact of employers on the mental health and wider wellbeing of learners, if any? How does that impact occur, and are there ways that can be further improved?



## 4 IMPACT RECOMMENDATIONS

### 4.1 Recommendations for Employers

Looking at the outcomes including the Gatsby Benchmarks, Destination data and at the case studies and interviews, we have identified some key recommendations for employers, learners and their parents and schools and colleges.

As the report demonstrates, employers can have a very significant impact on learners through their engagement with schools and colleges. The key recommendations from this research are shown below and can be used as checklist for employers on their approach to school and college engagement.

Many of the employers engaged at the LDE UTC have integrated their schools and college work with their business strategy including their delivery of social value. They have embedded a culture of STEM volunteering into their talent development programmes and created opportunities for all their employees to volunteer. The employers have worked with the LDE, over a sustained period or time, to develop relationships with the college and mutual knowledge of what is helpful. Their volunteering is both tactical, with the delivery of selected project and career interventions, with long term committed roles at governor level.

Table 5: Key recommendation for Employers

How employers can be more effective in their school and college engagement programmes
Talk to your local schools and see what they need from employers
Consider Enterprise Adviser / Governor roles
Consider projects at work that could fit with school curriculum
Consider volunteering on a long-term basis rather than one offs for more impact
Consider developing your Early Careers offer around schools' activity
Work with the school to develop Labour Market Information knowledge and careers opportunities on your business – ensure the next generation knows what you need as a business and find ways of adding these to your school's engagement activities
Look at your internal strategies: How can your schools engagement fit with Comms Strategy / Business diversity strategy / Social and Communications strategy /HR and People strategy /CSR and Social Value Strategies / Skills Strategy – make it count
Develop STEM ambassadors across the business but add to development for apprentices and graduates and other 'young' professionals
Make sure learners get a good understanding of sectors and the roles within those sectors

### 4.2 Recommendations for parents/carers and learners

As the research demonstrates, parents/carers and learners have a significant role to play in taking advantage of the opportunities presented by Employer engagement in schools and colleges. At the LDE UTC, considerable data collection and analysis is done to try and ensure that learners with less confidence, or without the support of parents/carers, are still able to access and benefit from employers' engagement. However, the attitude and behaviours of both learners and their parents/carers is an important factor in learner success.

Parents/carers can help their children by taking the time to understand the Labour market in the sectors their children are interested in, not just relying on their personal experience. Parents/carers can help by encouraging their children to explore a range of employment and employers before narrowing down their career pathway and to secure a range of different types of work experience to help in that decision making. Providing encouragement and a listening ear, as well as being proactive in connecting children with a network are all important.

Learners need to be pro-active in seizing opportunities to develop their employability skills. Learn as much as they can about different sectors and jobs and once decided on a career direction, continue to explore it with different work experiences. The specifics of the careers in that sector, and the qualifications and skills that are needed will come apparent over a series of engagements. Start building a professional profile on LinkedIn and using their CV, adding employers to their network, and asking for references through work experience and project exposure.

How parents/carers and learners can maximise value from school & college engagement	
Make a point of understanding all your 16yrs+ and 18yrs+ opportunities	✓
Take advantage of all development opportunities with employers	✓
Chase work experience opportunities both in person and virtually	✓
Use all employer activities to develop knowledge, terminology, skills and use in employer engagement going forward	✓
Use employer engagement to understand better the choices made – are they based on knowledge and experience?	✓
Use LinkedIn when meeting employers, make links in college, and keeping in touch	✓
Record all engagements and use in CV's and interviews	✓
Write a Skills based CV – look at all employability skills experienced	✓
Internships and placements lead to jobs, seize opportunities	✓
As a parent, keep up to date with these activities and offer relevant advice not just own experiences, be open minded	✓
Understand Labour Market Information when it comes to unknown or unfamiliar sectors when advising your children. Are prospects good for the sector?	✓
Think about the sort of questions for employers, use correct vocabulary	✓
Experience is the key to standing out	✓
Give examples of employability skills, for example - Team work, Becoming independent, Confidence, Presentation skills, Basic manufacturing knowledge, Engineering language and vocabulary etc	✓
Use employer led experiences to develop your confidence, explore new possibilities, sell your capabilities, show adaptability	✓

Table 7: Key recommendations for parents and learners

## 4.3 Recommendations for Schools and Colleges

The role of schools and colleges is highly significant in the level of engagement of employers and the subsequent exposure of learners to employers and their success in finding and performing in the workplace. The Gatsby indicators have provided a structured mechanism to assess the provision in schools which is a great step forward. This research has demonstrated how important it is for schools and colleges to embed Employer engagement strategically into the school and college culture and purpose.

Institutions need to engage long-term with employers, listen to their ideas and be flexible and responsive, whilst always putting the needs of their learners first.

The embedding of employers, work related knowledge, and employability skills, into the curriculum is a significant cultural shift for many Institutions, and more difficult outside of a technical curriculum. However, it is important, in particular for learners who have less parental support and lack existing networks to tap into, or close experience of the world or work. It requires clear leadership and the cascade of accountability through subject matter heads to the teaching staff and embedding into curriculum plans and delivery.

Schools systems need to enable the whole staff body to report on employer engagement and for that data to drive improved performance and accountability. The LDE UTC can show a clear correlation between academic outcomes and the level of employer engagement and this helps drive and incentivise the right behaviours.

How schools and colleges can maximise value from employer engagement
Develop and maintain long term relationships with employers
Use Compass + / Gatsby data, what does it tell you, how can this help with planning forward?
Support employers to match their objectives and expectations to the needs of the school / college
Support employers to develop employer led projects and work that can be reused within the school / college
Understand the strengths of the employers team and use them accordingly
Develop the careers strategy to include Curriculum development in employer led projects as well as Career's information and advice activities
Use Internal and external mentors to allow learners to make the best decisions for their future
Ensure employability skills are developed into the curriculum including employer led projects, careers events and activities
Ensure that you are updated on Labour Market Information and job prospects for your learners
Support, develop and challenge teaching staff and other staff to use employer engagement across their curriculum
Don't underestimate the value of employers drawing in new learners to your school / college
Collect, understand and use data collected to develop future plans for the school's careers strategy
Work with Destination data to develop employer leads / alumni networks
Do you have industry standard software? Make sure your learners appreciate this, know how the software is used in industry and list on CVs
Get learners to understand how to adapt skills learnt at school / college into work of work
Ensure time in the curriculum for tutor time and PHSE lesson time to ensure careers activity is ongoing throughout the year
Consider setting key performance indicators for employer engagement activities within subject areas
Ensure learners have access to information on all opportunities available to them at school / college and constantly promote these opportunities
Use school / college Evaluation systems and Development plans to develop employer engagement across the whole curriculum
Have a joined-up approach across the organisation when it comes to employer engagement to see what is being delivered, how subject leads can work together, what the data is telling you, what can be improved

# 5 CONCLUSION

Through the collection of data from the college and qualitative and quantitative research with the key stakeholders at the LDE UTC this research has demonstrated the correlation between a very significant level of employer engagement, some 20 times greater than the minimum recommended, and how this investment has led to the college significantly outperforming National and London Gatsby benchmarks.

The research has demonstrated how the right culture and engagement, from the careers and senior staff in a college, can drive up employer engagement and participation and further improve outcomes.

The research has found evidence of the Employer impact on the learners social mobility, on academic attainment, on the development of 'social capital' defined as the 'network' to which learners have access, and to impact on the confidence of learners. Whilst all these outcomes can lead to wellbeing benefits for learners the wellbeing impact has been beyond the scope of this research.

The research in the report is based on historical data and the college has made significant further progress since the research was carried out and further information can be found on the college website <https://www.ldeutc.co.uk>.



# ACKNOWLEDGEMENTS

**Many thanks** to all those that have contributed to the story that has led to this report, to Geoffrey Fowler for his inspirational Leadership, to all my fellow Governors for their invaluable contribution, to the Learners' and Staff at the LDE UTC and to Janice Tricks whose contribution is so significant to our Employer engagement that she was cited three times in November 2022 Education Select Committee attended by some of our learners. The committee expressed the view that 'every school requires a Janice!'. Also to the Baker Dearing Educational Trust for their ongoing support. I would like to thank Rhian Lawton for her research that led to this report and finally Tideway and the CVB JV, for their support to the college and the writing of this report.