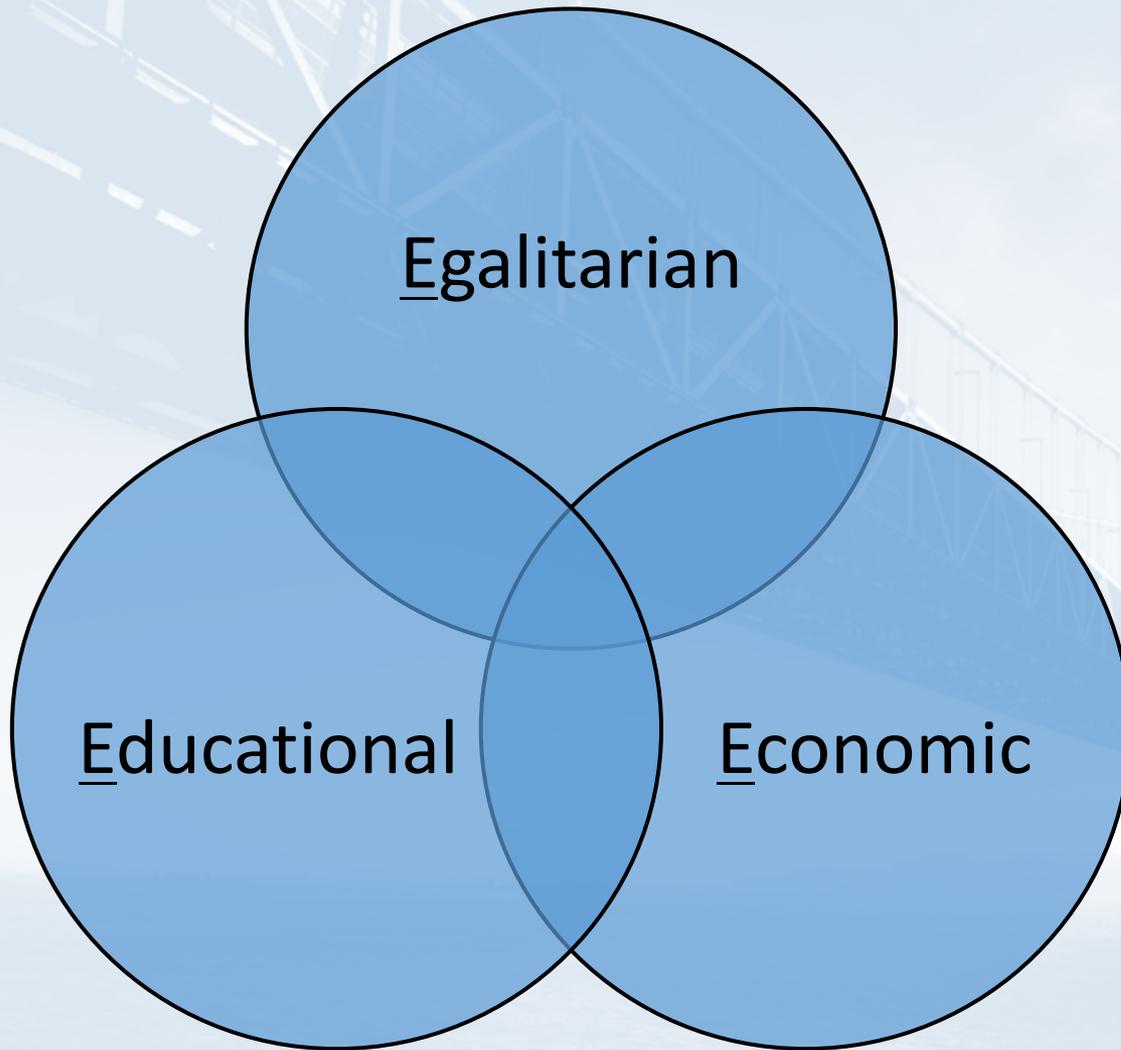


# Inspiring Talent, Securing Futures

Nicholas Miller, Director of the Bridge Group

4 October 2016



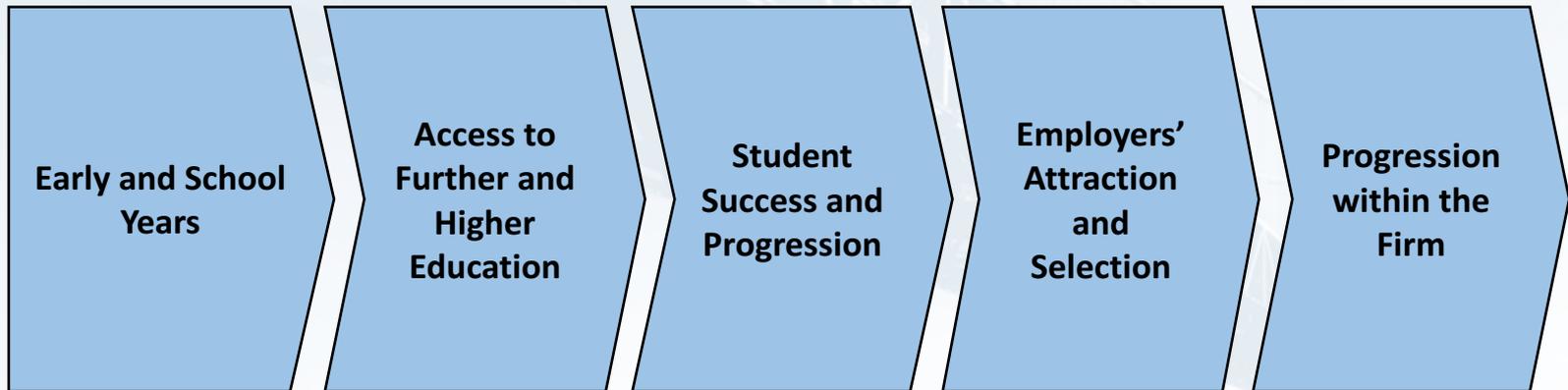


Egalitarian

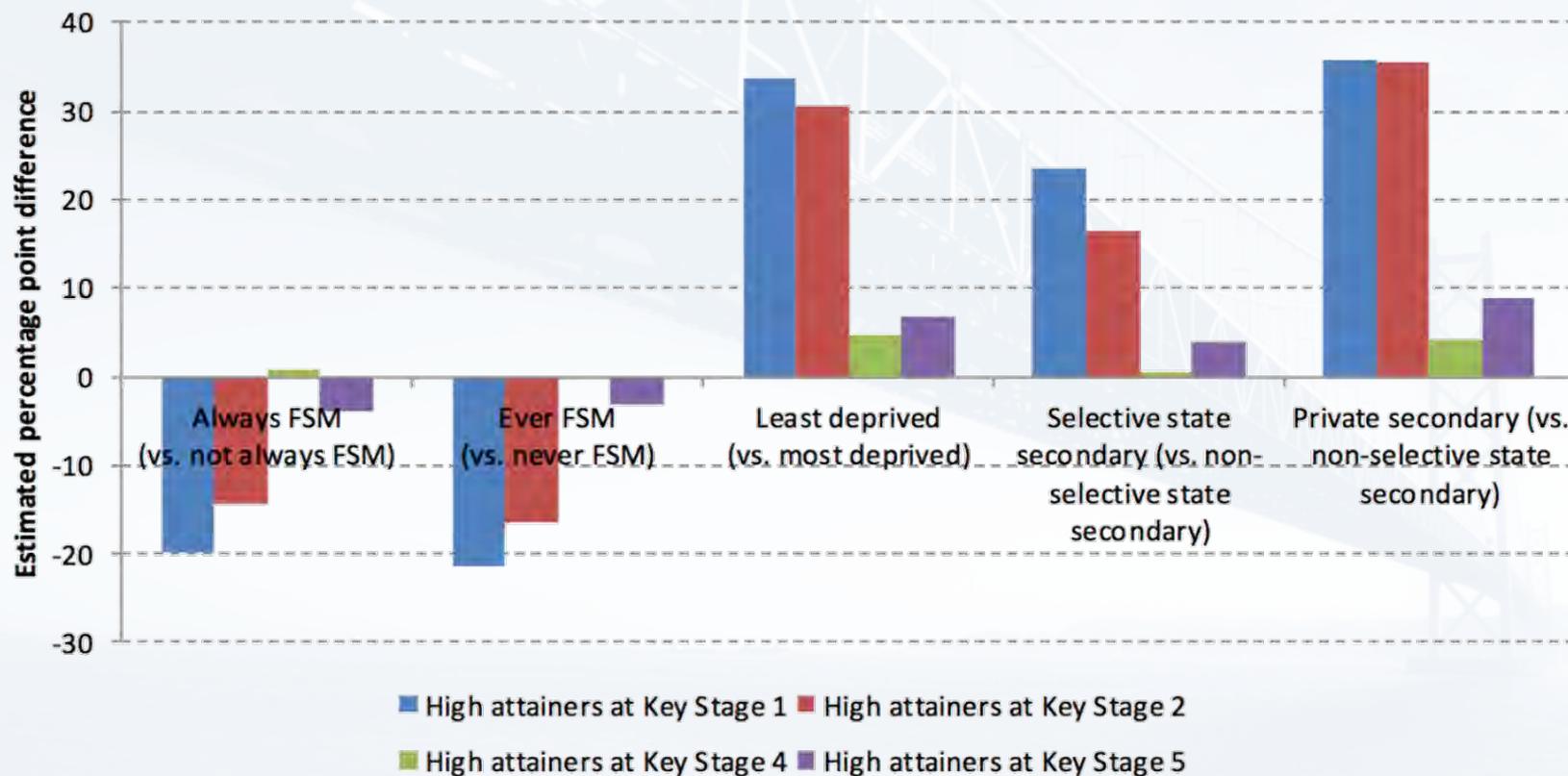
Educational

Economic

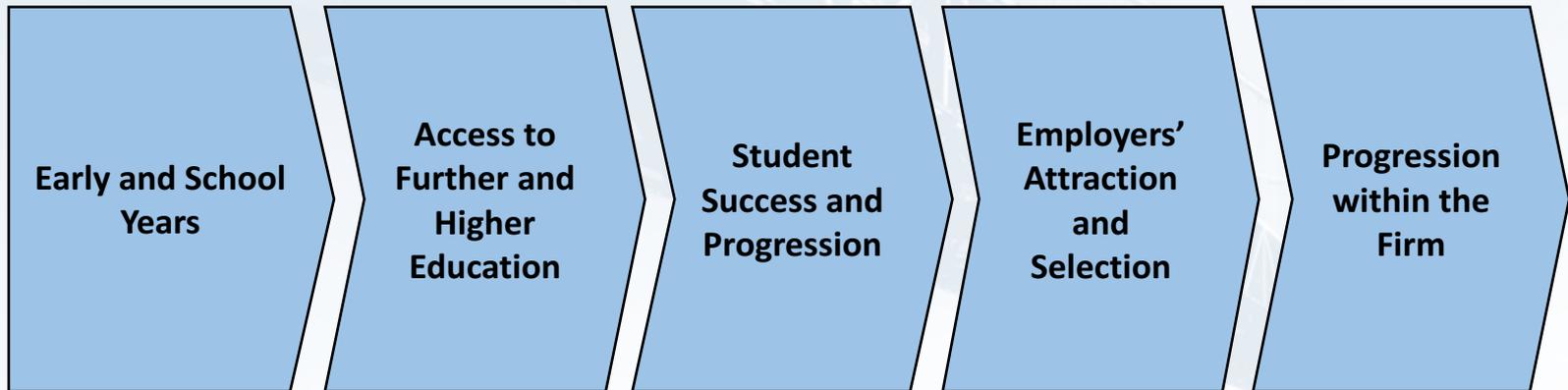
# A Focus on the Whole Student Journey



## Attainment is only one factor predicting university access



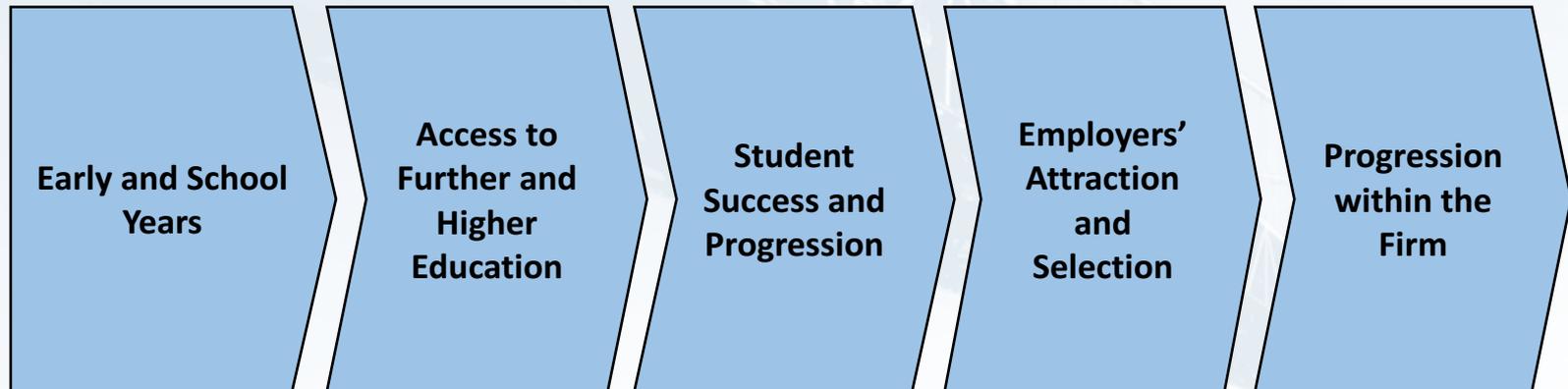
# A Focus on the Whole Student Journey



Institution	Drop-out rate: young entrants from low-participation neighbourhoods (%)	Drop-out rate: young entrants from other neighbourhoods (%)	Ratio of drop-outs: low participation vs others
Durham University	5.4	1.4	3.9
University of Sussex	8.2	2.8	2.9
University of Southampton	6.2	2.2	2.8
University of Oxford	3.6	1.3	2.8
University of Bristol	4.4	1.7	2.6
University of Cambridge	3.3	1.3	2.5
University of Exeter	4.3	1.7	2.5
Leeds College of Art	11.6	4.9	2.4
Newcastle University	4.8	2.2	2.2
Keele University	5.0	2.4	2.1

**Students from higher-income backgrounds earn about 10% more than other students, after taking account of prior attainment, subject and institution of study.**

# A Focus on the Whole Student Journey



# Benefits of Effective CEIAG

- **Retaining young people in the education system (reducing absence and drop out);**
- **Increasing attainment;**
- **Supporting better transitions to further learning and work;**
- **Underpinning lifelong career building.**

# CEIAG Contributing to Increased Social Mobility

*“Something for everyone, more for some”*

- Provide access to information and intelligence about labour and learning markets in ways that transcend social networks
- Demystify labour and learning market systems.
- Engage with individuals' assumptions about themselves and the world around them
- Provide role models and inspiration
- Build the skills that people need to make decisions and transitions and to progress in their career (career management skills).
- Broker access to networks beyond the ones that individuals normally have access to.
- Provide mentoring and support to encourage persistence and resilience.

# Eight benchmarks for good CEIAG

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## **5. Encounters with employers and employees**

*Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*

***Gatsby Foundation***

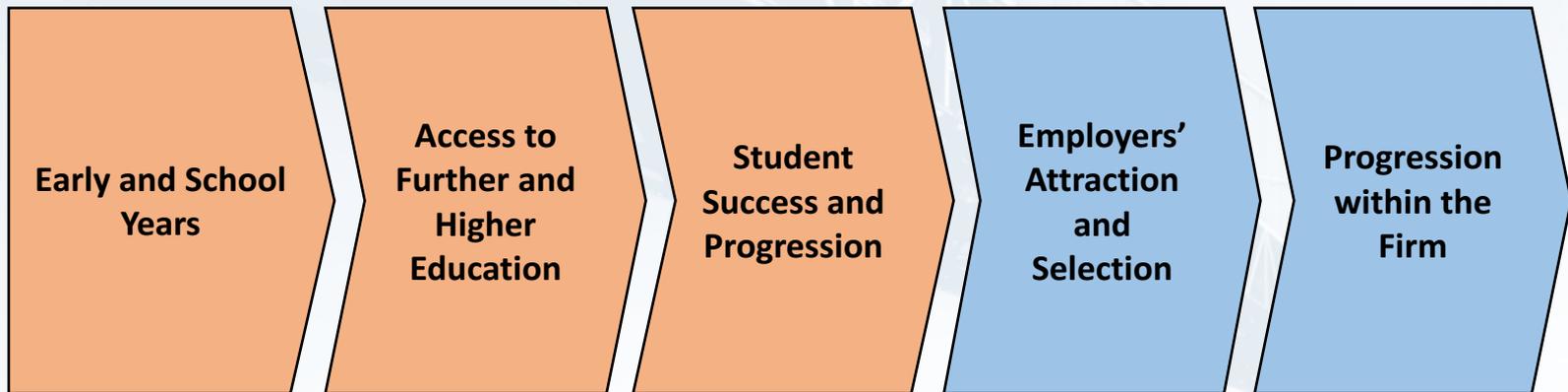
# CEIAG: Effective Engagement from Employers

- A clear understanding about the important role of, and the limitations of, employers' contributions
- Developed and delivered in collaboration with:
  - Schools / colleges
  - Other further / higher learning providers
  - Other employers
- Sustained and embedded relationships
- Engaging school alumni
- Online models to achieve scale
- Engagement of parents

# CEIAG: Effective Engagement from Employers

- Mixed models of engagement, recognising different needs
- Contributions to school management and governing bodies
- Coherence and quality control in the CEIAG market
- Evaluate impact
- Recognise and celebrate the business benefits
  - Supporting and shaping the pipeline of talent
  - Employee engagement and satisfaction
  - Advantages in recruitment
  - Public relations

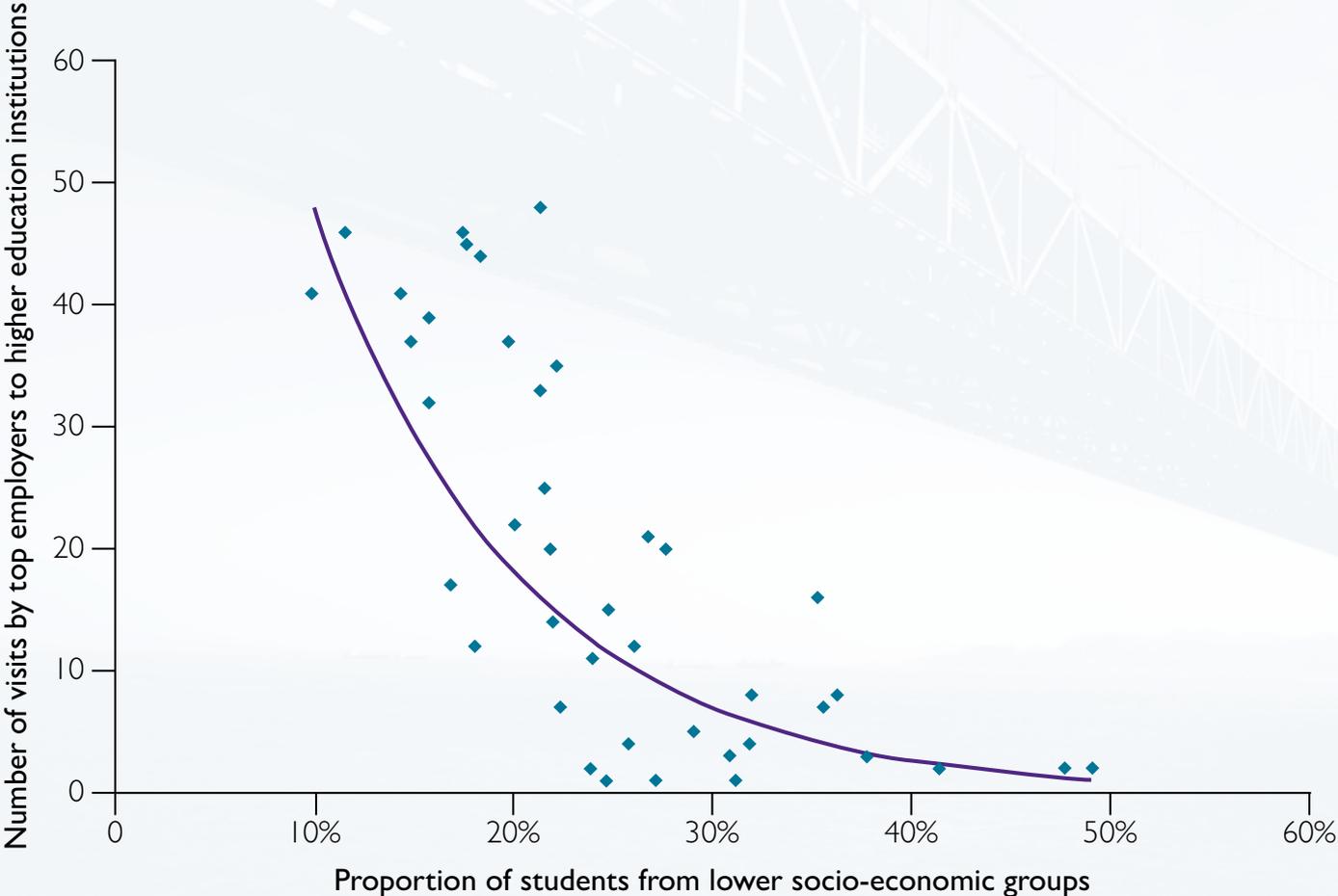
# A Focus on the Whole Student Journey



Supply

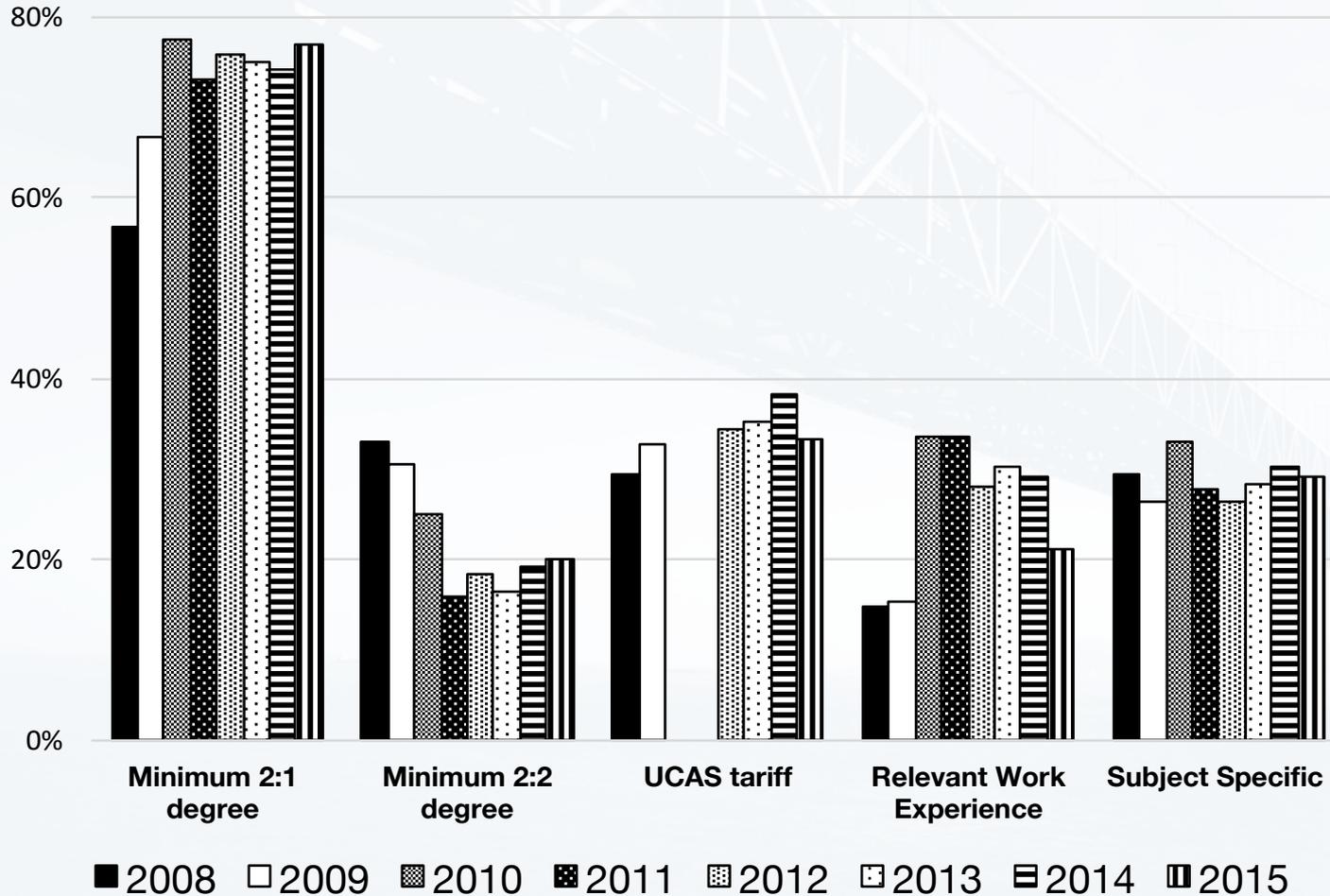
Demand

# Campus Attraction: Targeting and Modes of Engagement



# Use of Screening Criteria

(AGR 2015)



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