



## **WORKING WITH SCHOOLS AND COLLEGES FSB MEMBERS' GUIDE**

### **1.0 INTRODUCTION**

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

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

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

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

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

Appendix B - identifies the Local Education Authority (LEA) areas in which each scheme operates.

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

### **2.0 WAYS TO GET INVOLVED**

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

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

#### **2.1 Work Experience**

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

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

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

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

## **2.2 Trips to Employers - for Students**

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

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

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

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

## **2.3 Trips to Employers - for Teachers**

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

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

## **2.4 Visiting as a Speaker**

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

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

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

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

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

## **2.5 Volunteering as a Facilitator, Advisor or Judge**

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

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

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

## **2.6 Acting as a Mentor or Business Buddy**

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

## **2.7 Lesson Planning**

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

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

## **2.8 Telephone, Messaging or Video Link-Ups**

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

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

## **2.9 Providing Materials**

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

## **2.10 Websites**

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

### **2.11 Job Search Help**

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

### **2.12 New Diplomas**

There are two possible models for employer engagement with diplomas.

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

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

## **3.0 SCHEMES AND ROLES**

### **3.1 Business Dynamics**

**Operated by:** Organisation name  
**Website:** www.

*Description of the scheme*

#### **Ways to Get Involved**

*List of items from Section 2.*

#### **Commitment**

*What commitment will be required - number, length and timing (day or evening) of sessions to be delivered, length of involvement (weeks or months) etc?*

#### **Payment**

*Whether involvement will be paid or voluntary.*

#### **Statutory Requirements**

*CRB, Health & Safety, Insurance requirements and who carries them out, pays for them etc.*

## **Contacts**

Name, telephone, e-mail etc and which schools/LEAs/areas

### **3.2 Education Business Partnerships**

### **3.3 Governorship**

### **3.4 Growing Ambitions**

### **3.5 Independent Providers**

### **3.6 Make Your Mark**

### **3.7 Small Business Ambassadors® (SBA)**

**Operated by:** Education for Enterprise (E4E)  
**Website:** [www.smallbusinessambassadors.co.uk](http://www.smallbusinessambassadors.co.uk)

E4E was set up by two FSB members in Kent. The programme sends Small Business Ambassadors® into schools to work with young people, aged 14 to 16, to give them an insight into the different roles in business from a small business point of view.

It works with the school to develop a delivery programme to ensure the school meets its obligations . . . . .

Enterprise days are also offered which allow young people to . . . . .

The scheme is operated by licensees covering different LEA areas.

#### **Ways to Get Involved**

- Mentors and Business Buddies
- Visiting Speakers
- Facilitators, Advisors, Judges
- Lesson Planning
- Providing Materials; business games and software
- New Diplomas

#### **Commitment**

Ambassadors can deliver as many or as few interventions as they wish. Sessions are a double school period, half a day or a full day.

There is no required length of commitment.

#### **Payment**

Fees are payable to Ambassadors for session delivery.

**Statutory Requirements**

CRB checks will be organised and paid for by the SBA Licensee.

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

Ambassadors will not need their own public liability insurance.

**Contacts**Berkshire Unitary Authorities

Support Shop Ltd      Colin Willman or Nina Reeve  
01344 485111          supportshop@workcentres.com

Kent

Big Solutions Ltd      Roger House or Debasish Sen  
0845 388 7801          rof@bigsolutions.co.uk; deb@bigsolutions.co.uk

**3.8 Young Biz****3.9 Young Chambers****3.10 Young Enterprise**

**Appendix A - WHAT EACH SCHEME OFFERS**

	Business Dynamics	Education Business	Governorship	Growing Ambitions	Independent Providers	Make Your Mark	Small Business Ambassadors	Young Biz	Young Chambers	Young Enterprise
Providing Work Experience										
Student Trips to Employers										
Teacher Trips to Employers										
Visiting Speakers							●			
Lesson Planning							●			
Browsing Websites										
Job Search Help										
Mentors and Business Buddies							●			
Facilitators, Advisors, Judges							●			
Telephone, Messaging or Video Link-Ups										
Providing Materials							●			
New Diplomas										

**Appendix B - WHERE THE SCHEMES OPERATE**

	Business Dynamics	Education Business	Governorship	Growing Ambitions	Independent Providers	Make Your Mark	Small Business Ambassadors	Young Biz	Young Chambers	Young Enterprise
North East										
North West										
Yorkshire and the Humber										
East Midlands										
West Midlands										
East of England										
Inner London										
Outer London										
South East							○			
South West										

● = whole region covered

○ = part region covered

**Appendix C - THE EDUCATION SYSTEM IN ENGLAND**

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

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

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

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

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

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

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

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

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

**A.4 Key Stage 3 - Ages 11 to 14 - Years 7 to 9**

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

Options Booklet

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

Discussion Evenings

Schools will offer opportunities to discuss the options, often at a special evening.

Parents and children . . . . .

## A.5 Key Stage 4 - Ages 14 to 16 - Years 10 and 11

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

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

### GCSE (General Certificate of Secondary Education)

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

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

### GCSE Short Courses

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

### NVQ (National Vocational Qualification)

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

NVQs are helpful for pupils who want to;

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

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

- level 1 is equivalent to GCSE grades D to G
- level 2 is equivalent to GCSE grades A\* to C.

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

### GNVQ (General National Vocational Qualification)

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

### Entry Level Certificates

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

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

### 14-19 Diplomas

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

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

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

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

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

The Diploma has three components:

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

There will be four levels of Diploma;

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

### Functional Skills

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

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

### Work Experience

Every Diploma will require learners to complete a minimum of 10 days' experience in the workplace. Wherever possible, this work experience should

be directly related to the Diploma being studied but its focus will be on developing employability skills and could be undertaken with any employer.

Progression Routes

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