

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

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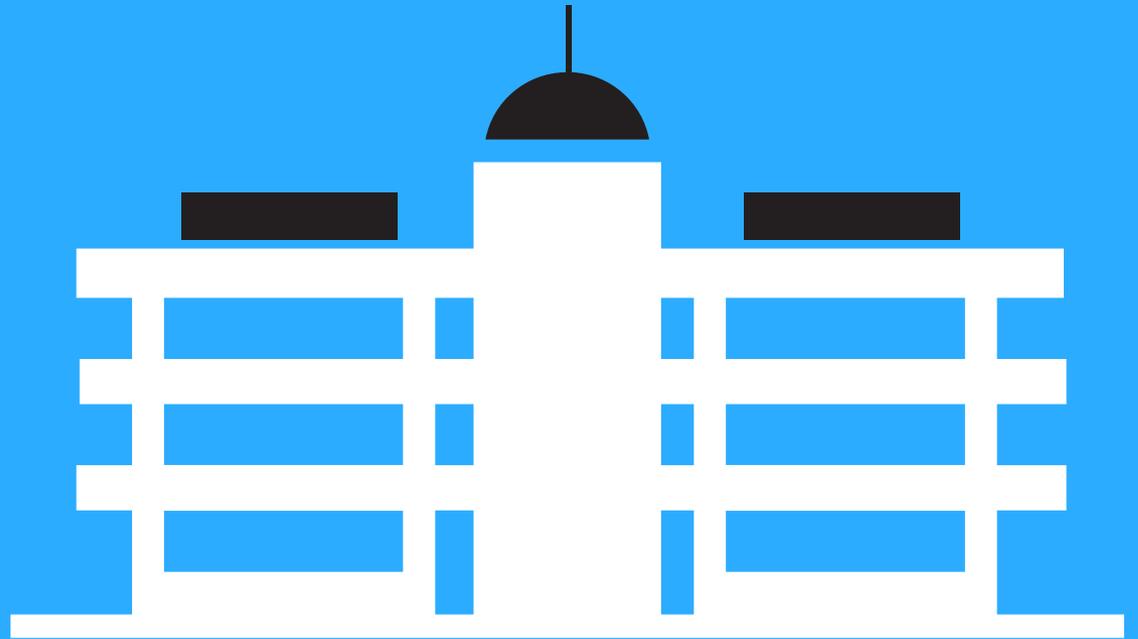


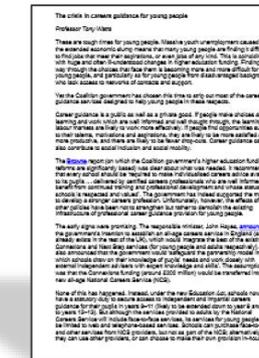
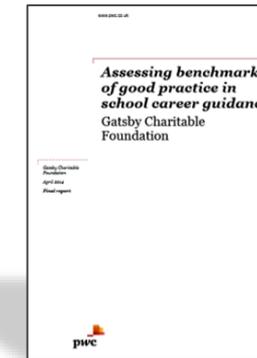
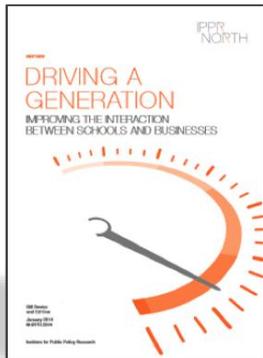
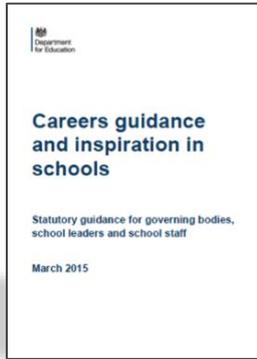
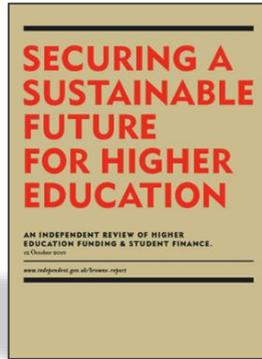
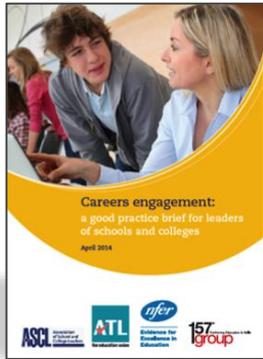
Overview

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



The role of business in CEIAG





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



Key themes from the reports

Careers Advisor role

Professional coordination

Independent

Wide ranging



In-house provision not enough

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

(Statutory Guidance)



External provision not enough

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

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

(From the FAQs in the ‘non-statutory advice’)



Components of CEIAG

Education

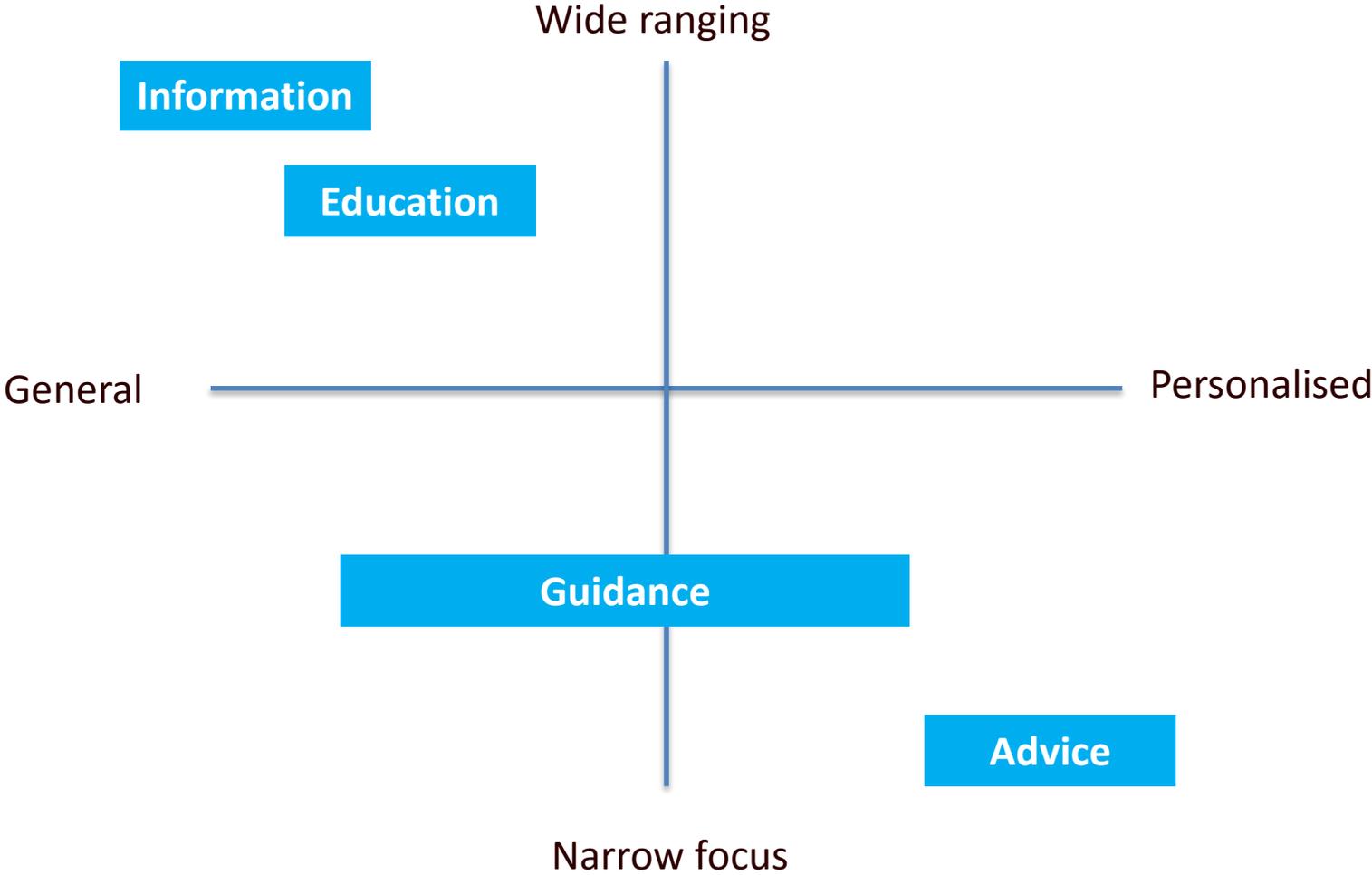
Information

Advice

Guidance



Components of CEIAG



CEIAG

Information and
Education

Careers
Advice



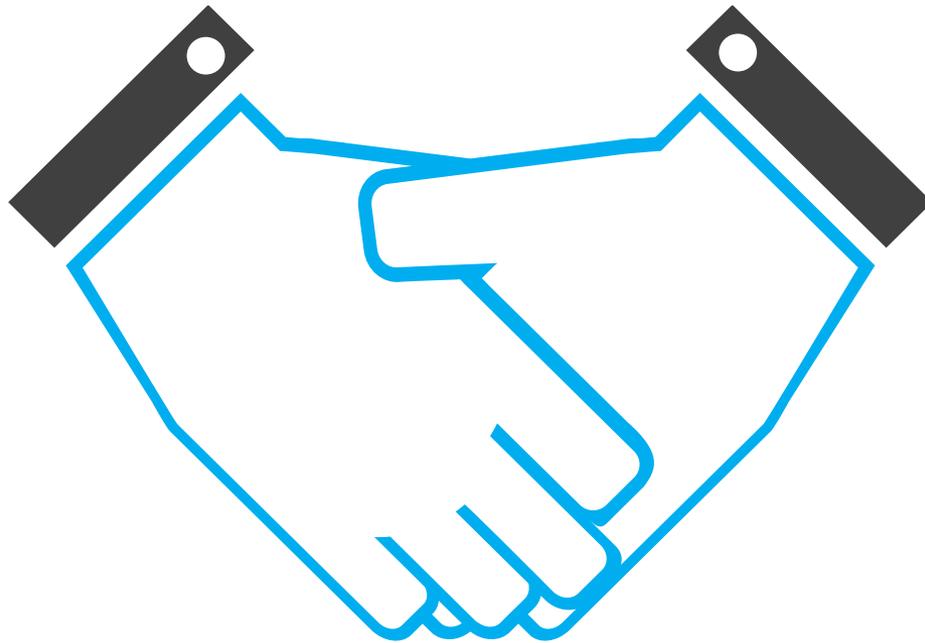
Industry
insight

Employability

**Key things to consider
when engaging
businesses**



How do you select the right people?



What is the selection criteria?

Sectoral?

Functional?

Status?

Role models?

Big company?

Anyone in business?



Quality of advice

Advice outside area of expertise

Discriminatory

Personal opinion



**What do students
actually need?**



What am I best at?

What course?

What Job

How do I get there?



What do employers need?



Better ways of selecting employees

Curriculum Vitae

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

Career objective

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

Achievements



How to get it right



What am I best at?

What course?

What Job

How do I get there?

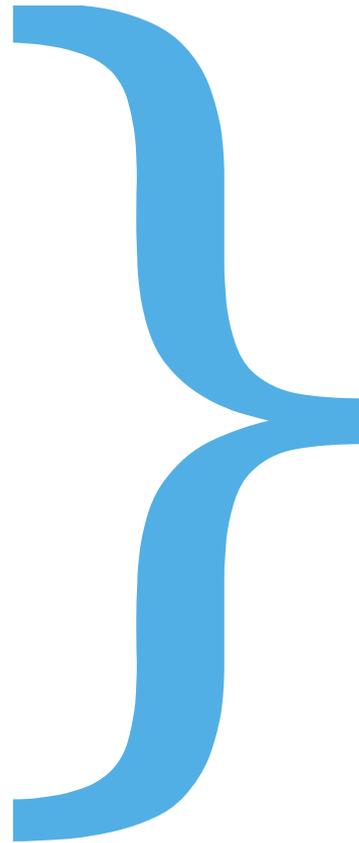


**Information and
Education**

**Industry
insight**

**Careers
Advice**

Employability



**Don't confuse
any of these**

Summary

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



Where are we now?



Questions?



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