Education Toolkit

# PLAYING FAIR
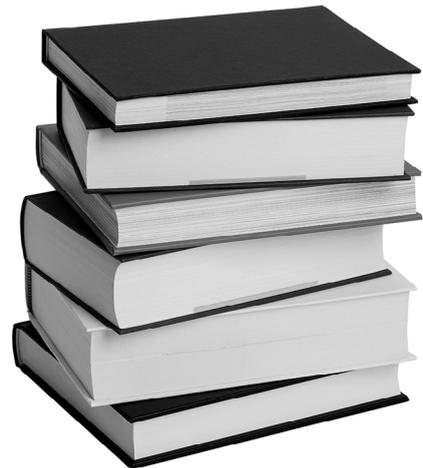
## Guidance for schools and businesses collaborating on curriculum-based projects

# PLAYING FAIR – IF ONLY EVERY YOUNG PERSON HAD BUSINESS SUPPORT FOR LEARNING

Guidance for schools and businesses collaborating on curriculum-based projects

## About Playing Fair

This toolkit is for businesses and schools that are considering a collaborative, curriculum-based project.

Only one in three young people from disadvantaged backgrounds gets the vital five good GCSE passes, compared to two in three of their wealthier peers. This must change.

This is a quick reference document to help teachers and businesses create curriculum projects that support teaching and learning, and attainment.

These projects will support academic attainment and will help young people build their understanding of how curriculum topics are relevant to the world of work. It is also important that we design these projects to enable young people to practise essential employability skills. BITC will continue to share examples of how businesses and schools are working together on curriculum projects, to inspire others.

The information and advice included here is based on Business in the Community's extensive experience of establishing school-business partnerships across the UK. It also includes some specific insights gained from delivering the Passport 2 Employment (P2E) programme as part of a consortia in the Black Country funded by the Careers and Enterprise Company.

## Acknowledgements

Many thanks to UBS for their support of this toolkit and the If Only campaign.

Many thanks to our partner organisations, Head Teacher's Steering Group, Practitioner Group and leadership team members who have commented on and contributed to the development of this content.

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# 1. THE CASE FOR ACTION

## The context for curriculum collaboration

- Four million children live in poverty in the UK. Children that grow up in poverty are less likely to succeed at school and work.

- Children from disadvantaged backgrounds are less likely to reach high levels of academic attainment.

- The UK has one of the lowest rates of social mobility in the developed world.

Young people are in danger of leaving school without the knowledge and skills that they require for future work and that businesses require to meet skills shortages.

*This must change.*

Business engagement in schools has an essential role to play in effecting this change.

Collaborative school and business projects can boost attainment, particularly through improving the motivation of lower achievers[1], creating stretch projects for high achievers and supporting teachers. They can also help work towards the goal of every young person leaving school ready to build a successful and happy working life.

## Benefits to schools

When schools and businesses work together to create curriculum-relevant assignments and lessons, a whole range of positive outcomes can be achieved.

The overarching aims of bringing the world of work into the classroom and involving employers in the curriculum are:

- To raise standards of attainment

- To develop the essential skills of young people

- To provide young people with the opportunity to learn by doing and to learn from experts

- To develop career awareness and the ability to benefit from informed information and advice

- To improve students' understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work.

In addition to the benefits for students, curriculum collaborations with businesses can support teachers through:

- Creating engaging and exciting curriculum content which encourages learning

- Offering CPD opportunities to enhance skills through access to employer knowledge

- Sharing professional knowledge and experience for mutual benefit

- Enabling a better understanding of the local labour market so that relevant learning and support can be provided for students

Delivering projects with businesses provides direct contact with employers, helping schools align with existing guidance for embedding

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[1] https://www.educationandemployers.org/wp-content/uploads/2014/06/profound_employer_engagement_published_version.pdf, p10

careers and employability learning in the curriculum.

Research by the Gatsby Charitable Foundation identifies eight benchmarks for effective careers education in schools that should be used to continually evaluate a school's work in this area.

The benchmarks highlight the importance of connecting with employers to link careers learning to the curriculum. Partnerships with employers are central to meeting benchmarks 2, 4, 5 and 6. Curriculum projects specifically help schools meet Gatsby Benchmark 4.

| | |
|---|---|
| 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 |

## Benefits to businesses

The business benefits of engaging with schools are clear and well evidenced[2]:

- Providing engagement and development opportunities for your staff
- Helping young people develop the attitudes, skills and knowledge that they need for your business and sector
- Inspiring young people to consider a career in your industry creating a talent pipeline
- Applying the perspective and skills of young people to your business challenges to aid innovation
- Raising awareness of your business in the community and potentially creating a more diverse workforce
- Attracting new business

The CBI/Pearson Education and Skills Survey 2018, highlighted that businesses are concerned about finding enough people with the right skills – three quarters (79%) of businesses expect to increase the number of high skilled roles, and two thirds (66%) are not confident there will be enough people available in future with the necessary skills to fill them[3].

It is clear that through supporting schools, businesses can help address this issue and ensure young people have the skills they need to thrive in their future careers.

Choosing to partner on curriculum projects will be of additional value to business, as Business Ambassadors will have the opportunity to see the

[2]
https://www.bitc.org.uk/system/files/bitc_destiny_should_not_be_determined_by_demography_1.pdf
[3] https://www.cbi.org.uk/media-centre/articles/higher-skilled-roles-rise-as-skills-gap-grows-cbipearson-annual-report/

powerful impact they are able to have on children's learning and attainment.

Here's what schools and businesses have told us about the positive impact of working together.

After involvement in a school-business partnership[4]:

# 82% of schools

**believe that staff and students are better equipped for the future**

# 72% of businesses

**report increased staff engagement, opportunities for skills development and improved internal networks**

# 80% of pupils

**report their confidence or aspirations were boosted**

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[4]

https://www.bitc.org.uk/system/files/bitc_destiny_should_not_be_determined_by_demography_1.pdf

# 2. PLANNING YOUR PROJECT

**Preparing for success**

This advice focuses specifically on developing your curriculum project. For broader guidance on business school partnerships, and access to our Business Class framework, please see BITC's Whole School, Whole Child report.[5]

Here are a few key points to focus on throughout to help maximise the positive impact of your project.

- Clarity of purpose
- Clear and realistic expectations of impact
- Sustained commitment from the business and the school
- Knowledge of local need
- One-to-one relationship between a school and business
- Senior level buy-in on both sides
- Flexibility to meet local needs
- Regular communication between all parties
- Mutually beneficial to all parties
- Start early – allow for time to plan.

A SUSTAINED, STRATEGIC PARTNERSHIP, including powerful collaboration within the curriculum, where both the business and the school can evidence how the partnership has made a difference to children's attainment and motivation, will reap greater rewards than more sporadic or light touch engagement.

**Designing the content**

It will be essential to set aside time to talk through ideas for the project, decide on a focus and prepare everyone for carrying out the project.

**Embedding essential skills**

Developing essential skills should be central to each assignment and the curriculum project as a whole.

Business in the Community is part of the Skills Builder Partnership. The Skills Builder Framework is invaluable in helping you to plan how you will embed essential skills in your curriculum project.

Detailed information about the whole framework and lots of useful planning resources can be found on the Skills Builder website at www.skillsbuilder.org.

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[5] https://www.bitc.org.uk/resources-training/resources/research/whole-school-whole-child

The eight essential skills in the Skills Builder framework are:

- Listening
- Presenting
- Problem solving
- Creativity
- Staying positive
- Aiming high
- Leadership
- Teamwork

Keeping these essential skills front and centre throughout the project – from planning to evaluation – will help ensure the project is outcome-focused and enable the business volunteers, teachers and students to understand how essential skills are being developed.

**Some examples of tasks that could help develop these skills include:**

- **Listening:** asking relevant questions to gain business and customer awareness, identifying different perspectives when reviewing customer feedback, analysing how language is adapted for different purposes when completing competitor analysis.

- **Presenting:** using formal language when delivering a presentation and briefing, writing or speaking persuasively, adapting structure to engage an audience when conducting market research, anticipating and planning for different responses in a job interview.

- **Problem solving:** carrying out research when investigating a problem, comparing different solutions to problems using spreadsheets, using pros and cons to evaluate solutions such as in project management.

- **Creativity:** combining different ideas to create new ones when writing a report or content for a marketing flyer, using mind mapping to generate new ideas for designing a website.

- **Staying Positive:** choosing a way to move forward when a project is over budget, explaining the positive side of a new competitor appearing in the market.

- **Aiming High:** breaking down a task effectively such as identifying milestones for a new strategy, prioritising tasks when responding to performance review feedback.

- **Leadership:** self-management and management of others, drafting a plan of action, understanding specific roles and responsibilities, key accountabilities within the assignment and keeping a log of activities

- **Teamwork:** team briefings, working closely with a 'buddy' or sharing tasks, making useful contributions in team discussions.

**Supporting academic attainment**

One of the ways in which a curriculum project can help academic attainment is through motivating and engaging target groups of learners. Equally, a curriculum project should fit into the school's existing plans and can bring learning to life. A lead representative, or representatives, from the business should work with the teacher to create the more detailed content of the lesson plan and map the content against specific areas of the curriculum.

Employers can identify topics and real business problems that will support the learning of curriculum outcomes. It will be important to set impact objectives and measurement in line with the school's objectives for the young people involved.

## Examples of curriculum projects

Here are some subject-specific examples to help stimulate ideas about topics that might be relevant. Employers should think about the unique needs of their business and adapt these to the school they are working with. The complexities of the assignments can be tailored for differing abilities and age groups.

### ENGLISH
**Written or personal presentation skills, specifically writing for business and using business language**

- Produce a 'web paper' on jobs available in the local labour market to use with parents or on the careers library jobs board
- Create the content for a marketing leaflet for a product, service or promotional event
- Write an article for the local newspaper relevant to the business, the labour market or a key point of interest
- Create a flyer explaining what apprenticeships are and produce a promotional flyer advertising a company vacancy
- Create a customer satisfaction survey and test on real customers, producing a report for the business on the strengths and areas for improvement

### MATHEMATICS
**Calculations, analysis, ratios, percentages and creating charts or infographics to illustrate information in a business format**

- Calculate the additional resources needed by a local waste management and recycling company to cope with the increased quantities of waste created at Christmas
- Complete an analysis of data from a local retailer by product lines and make recommendations about which lines are best sellers and identify quantities of these products to be ordered over the next trading period
- Identify the selling price for a new range of online products based on market research, production and transportation costs
- Create a retail store floor plan based on the trading figures for a similar store in a different location, make recommendations about optimal layout based on past performance per square metre

### INFORMATION AND COMMUNICATIONS TECHNOLOGY
**Solving problems linked to infrastructure, hardware and software, programming and app creation**

- Create or review the architecture and functionality of the website for any business
- Design and produce a manual to help new users of an IT product become competent users
- Produce a design specification for the IT function for a local charity/ small business
- Design a new app related to the business

### SCIENCE
**Core science biology, chemistry and physics and how these relate in a business context**

- Explore the business' use of energy and identify alternative sources or cost-saving measures and more sustainable energy sources
- Review how the business' product packaging impacts the environment and make recommendations for alternatives
- Evaluate the effectiveness of infection control or contamination through visitors in a local hospital

## ART
**Visual imagery and graphics particularly linked to advertising and product promotion**

- Design publicity materials for a marketing project or launch for a local business as part of a community project
- Design/upgrade the graphics for a new local business website
- Produce a concept and story board for television or a webpage to promote a new product

## CITIZENSHIP
**Social and community activity or challenges**

- Undertake a research project looking at the views of local people on the issues of sustainable development and recycling
- Research topics such as rights and responsibilities at work, equality and diversity, health and safety at work and work-life balance.
- Develop a fundraising campaign for a local charity, create a blog or write an article for the local newspaper

## DESIGN AND TECHNOLOGY
**Designing and building new products**

- Themed approaches such as health and safety; each department would also cover manufacturing and quality assurance processes with link business
- Design a range of healthy snacks in Food Technology
- Design 'be seen' garments for Year 6 students when travelling to and from school in Textiles
- Design and make a range of toys in Resistant Materials looking at health and safety standards

- Create a health and safety induction film or e-learning module that the business can use to train new recruits (this could be done in conjunction with IT or media studies)
- Design and produce a manual to help new users of an IT product become competent users
- Produce a design specification for the IT function for a local charity/ small business
- Design a new app related to the business

## GEOGRAPHY
**Local infrastructure, population, transport and services and labour market**

- Create a feasibility study for a company (logistics and distribution company) relocating to their area. Investigate and evaluate transport, the environment and competition and present their findings to a business
- Investigate the local labour market, collect job adverts from a range of sources and categorise the jobs by sector of employment – primary, secondary or tertiary. Present their results to the business to identify competition for roles and make recommendations for changes

## MODERN FOREIGN LANGUAGES
**Writing or speaking in a foreign language for business purposes**

- Translate instruction leaflets, marketing flyers or online content for the promotion of the business' products to new markets
- Create a guide about the local area for foreign nationals relocating to work in this country for the business

## Getting the pupils on board

Before the partnership project is carried out, it is helpful to prepare students for what may be a new experience for them and ensure they understand all the ways they can benefit from working with employers.

- Insight into up-to-date information about local career opportunities, current trends and what the future workforce will look like. This will include increasing their understanding of the qualifications they will need, expertise in specific subjects and essential skills.

- Opportunities to use subject knowledge to work on real life problems and use their Maths and English skills, for example, in a practical way to achieve solutions.

- Knowledge of how the subjects they are studying shape the world we live in. For example, in History or Computer Science how advances in technology have changed the manufacturing sector or in Geography or Citizenship how the transport of goods affects the logistics sector financially and environmentally.

- Experience of how valuable their skills and knowledge are in the workplace, giving context to the decisions they will make about their next steps into Higher and Further Education and work.

- Active, first-hand learning about life beyond school from positive role models.

- Chance to ask questions about routes into careers, the realities of working life and where to look for more information.

## Feedback and evaluation

Planning well, keeping a record of insights as you go along and reflecting afterwards to identify what went well and what to do differently next time are essential in delivering successful learning outcomes. Students and employers should be involved in the testing and evaluation of assignments.

Build in time for students to reflect on what has taken place, linking back to the key employability skills during and after completing the assignment or project. Agree a way for incorporating feedback from employers on the learning achieved. Students' findings can be used in the final presentation as well as providing coursework for their subjects. The quality of the outcomes for students will help teachers decide on the effectiveness of the assignment and check how it contributes to the school's departmental targets and annual development plans.

Testing and evaluating is equally as important for employers as it will provide information about the content and practicality of the assignment, what works well and what could be improved and whether the time and people commitment required is appropriate and sustainable. The outcomes will form an important part of planning future assignments.

## Celebrate, share and follow up

Don't forget to maximise the positivity and momentum created by your project by celebrating the achievements of everyone involved, sharing best practice and following up any opportunities that have arisen for the students, teachers or businesses.

# 3. INSPIRATION FOR YOUR PROJECT

## Alumni in the Curriculum
## Future First

Future First's mission is to see every state school and college in the UK supported by a thriving and engaged alumni community where former students help to boost young people's confidence, motivation and life chances.

The Alumni in the Curriculum project differs from similar projects by going beyond extra-curricular or careers-based activities to enable alumni with relevant work experience to get involved directly in curriculum subjects.

An experience of the project from a mixed comprehensive school in Southern England serves as a great example of what the project can achieve.

The class teacher at the school was able to choose the alumna from several offered by Future First in order to meet his curricular needs. He chose a former pupil with an unusual career history – the alumna had achieved a degree in fashion design and had taken a 'stop-gap' job with a prestigious car manufacturer sewing upholstery. She had successfully progressed within the company and was now head of customised interior design which meant that she was not only responsible for designing interiors to bespoke specifications, she was also responsible for making sure that interiors were fit for purpose, would satisfy health and safety requirements and would not wear out. She had made the transition from fashion designer to materials technologist.

Her personal story emerged during the lesson and appeared to demonstrate to pupils that it is possible to combine scientific interest with creativity.

The class teacher designed the Science lesson plan based around the properties of leather with Future First and emailed it to the alumna. The lesson was introduced by the class teacher, with lesson objectives and an introductory task and was developed through small group tasks and discussion in which the alumna contributed by talking to pupils in small groups and providing explanations and additional content.

The lesson was a success thanks to the engaging details the alumna used from her workplace, how she brought in samples of materials to give pupils a real 'hands-on' experience and how her interaction responded directly to the pupils and their questions.

Reactions from the teacher involved and wider school staff suggest being involved in the Alumni in the Curriculum project has been a catalyst to start thinking strategically and ambitiously about how to embed further employer contributions in the curriculum.

Across the project as a whole, positive impacts for the pupils were observed including:

• Active engagement in the subject

• Making connections between classroom learning and the wider world including workplaces

• Increased motivation for future lessons (which was more discernible the more sessions alumni were involved in)

## Big Data Challenge
## Goldman Sachs

Now in its third year, the Big Data Challenge project sees Goldman Sachs volunteers challenging Year 7-9 students to put their maths knowledge to the test in the real world of investment banking, as part of a Business Class partnership.

The project is designed to help schools follow existing guidance for embedding careers and employability learning in the curriculum. It focuses on three of the eight SkillsBuilder essential skills – Presenting, Problem Solving and Teamwork – and aligns with Gatsby Benchmark 4 – Linking curriculum learning to careers.

Using a hypothetical scenario, students are given a fictitious dataset showing costs and revenues across a number of different desks. Embedded in this data is an under-performing desk and various datapoints contributing to its performance. The students are tasked with calculating ROI to identify the lowest performing desk and determine which of the datapoints correlates most strongly (e.g. client complaints, reconciliation breaks). A couple of red herring datapoints are added to ramp up the challenge.

The students are then tasked with thinking outside the box to suggest solutions for how this desk can improve performance, e.g. focusing on client experience. Students are given two weeks to analyse the data and propose solutions. Goldman Sachs volunteer partners provide a helping hand, offering guidance and the occasional nudge in the right direction where required.

As part of the project, Goldman Sachs volunteers visit the school to run interactive sessions with the students – explaining what they do at Goldman Sachs and running through the task at hand. To wrap up, the students attend a final session at Goldman Sachs' offices where they present their analysis and solution to a panel of judges.

To date, 22 students have taken on the Big Data Challenge supported by 10 Goldman Sachs volunteers.

> THE BIG DATA CHALLENGE IS INVALUABLE TO OUR MATHS TEACHING AT SCHOOL. It enables young people to see the relevance of their learning to the world of work, boosting aspirations and attainment.
>
> Francesca Hall, Careers Lead, Evelyn Grace Academy, Brixton.

**Discovery Day**
**Ikano Bank and Nottingham Academy**

Supported by BITC, mentors at Ikano Bank challenged Year 10 Nottingham Academy students to complete a real-world presentation and writing challenge during a Discovery Day held at the bank in June 2018.

After meeting their Ikano Bank mentors and hearing about their career paths, the students were taken on a tour of the bank and briefed on their challenge for the day. Ikano Bank are a Swedish bank, offering store credit to high street shops such as New Look. The students were tasked with helping New Look store card customers fully understand the product and get the best from it.

In groups, they worked on persuasive writing techniques across all platforms, from emails and websites to mobiles and social media. They were also asked to consider how the product fits into the financial sector as a whole and how the different job roles at the bank would be involved. The bank provided information on the business' values, characteristics of typical audiences and the pros and cons of different ways of communicating with customers. Mentors provided guidance and constructive feedback throughout the day.

The Discovery Day rounded up with each group pitching their ideas in a five-minute presentation to a panel of judges made up of Ikano Bank and Nottingham Academy senior staff. After much deliberation, feedback was given to all the groups and the winners were announced.  The project is being repeated this year.

**Language Buddies at The City Academy, Hackney**
**KPMG**

Concerns about dwindling language skills in schools have been growing for some time. Research by the Sixth Form Colleges Association has revealed that half of sixth forms in schools and colleges have been forced to drop A-levels in modern languages as a result of "totally inadequate" funding for post-16 education. In this uncertain climate, KPMG decided to take action.

Students studying French and Spanish A-levels at The City Academy, Hackney have been paired with their own fluent language buddy volunteers from KPMG, with the aim of developing the students' speaking skills, fluency and written style ahead of their upcoming exams.

At present, the programme is supporting six Year 12 Spanish students, one Year 13 Spanish student and one Year 12 French student. The KPMG volunteers meet up with students for 1-hour sessions once a week/fortnight. The sessions are very flexible and carried out in an informal setting. The school provides volunteers with all the materials they need during their sessions including resources such as short news articles in French/Spanish to be read and discussed with students.

## Penguin Talks
## Penguin Random House UK

The UK arm of the world's largest trade publisher has launched Penguin Talks – a new programme of free creative talks for young people across the UK.

The aim of the talks is to give young people the opportunity to both hear from and directly question a world-renowned thinker, writer or influential figure from the publisher's family of authors. It is hoped this will help equip young people for the future by introducing a new generation of readers to new ideas and perspectives, and broadening their understanding of issues which speakers feel to be particularly relevant for this generation.

Each Penguin Talk is hosted by a secondary school where hundreds of pupils get to experience the discussion live. The talks are then published in full online, together with free curriculum-based resources for teachers so that young people in classrooms across the UK can engage with the themes and issues discussed.

Most recently, over 250 girls from Elizabeth Garrett Anderson School and Mulberry School in Islington heard directly from Michelle Obama in her only visit to a UK school to mark the publication of her memoir, *Becoming*. The former First Lady of the United States talked to the pupils about empowerment through education and the important role of self-belief in achieving your goals.

Since then, the video of the talk has been viewed over 65,000 times online. The associated free teaching resources, designed with Key Stage 5 students in mind, can be used to form one hour-long lesson plus extension tasks, or individually

for shorter tutor time or PSHE/Citizenship sessions. Learning outcomes of the activities are mapped to the Government's Careers Guidance for FE Colleges and 6th Form Colleges, and the CDI Framework for Careers.

> "CONNECTING READERS WITH GREAT WRITING AND IDEAS IS PART OF PENGUIN RANDOM HOUSE'S DNA, rooted in our founder Allen Lane's mission to make good books available to all. Building on this heritage, the ambition behind Penguin Talks is to ensure that young people from across the country are given access to these writers and feel inspired and empowered to engage in their debates."
>
> Tom Weldon, CEO, Penguin Random House UK

## University Technical College Cyber Security Group
## Fujitsu

Organisations of all sizes are facing a security resource and skills gap when it comes to protecting their IT systems – and wider society – from cyber threats. Fujitsu is working with UK schools, colleges and universities to help educate and develop the next generation of cyber security employees to help bridge that gap.

Fujitsu has formed a collaborative network of University Technical Colleges – the UTC Cyber Security Group – to help facilitate a sustainable skills pipeline of young cyber security professionals. The plan is for students to spend two to four years studying at Cyber UTCs before graduating at age 18. They will then be equipped with the skills to secure apprenticeships or degree apprenticeships, or continue into Higher Education on relevant study programmes at universities or Institutes of Technology.

Students will all be provided with a clear learning pathway that includes Immersive Labs and Cyber Discovery (DCMS), and promotes other activities such as Cyber Security Challenge and Cyber First. In this way, the students' skills development can be accelerated, reducing the amount of time and training normally needed to get them up to full productivity in the world of work.

Fujitsu's support for the UTC Cyber Security Group will enable economies of scale in marketing and engaging with industry partners, so that more students with an interest in this field can successfully be recruited and trained up. The goal is to achieve 25 students per year graduating from each UTC by 2022. There's also a target of increasing the number of Cyber UTCs actively engaged in the Cyber Security Group, from the launch commitment of 15, to 25 by 2020.

Fujitsu is helping to address the recognised challenges faced by members of the UTC Cyber Security Group by:

- Providing a set of marketing assets so the UTCs can promote their membership of and active involvement in the group.

- Securing proactive industry partners on behalf of UTCs who will deliver a minimum of five technical workshops per year to each Cyber UTC.

- Undertaking social media promotion of each Cyber UTC on their behalf.

"FUJITSU ARE PROUD TO BE LEADING THE WORK TO DEVELOP A UK CYBER SECURITY COUNCIL, collaborating with UK UTCs and many of our competitors and partners to make a real difference to society. The aim of the council is to equip 14-19 year olds with up-to-date cyber security skills that will help secure UK PLC, from SMB to enterprise customers, whilst improving employability."

Duncan Tait, Fujitsu

## UBS and Support for the Curriculum at the Bridge Academy

UBS has partnered The Bridge Academy, Hackney since before it opened in 2007, and has focused its community investment programme on Hackney for 30 years.

The UBS-Bridge partnership aimed to close the destinations and attainment gaps, and help the Academy achieve its mission: *to ensure that all students can succeed at university or equivalent, thrive in their chosen field and live a great life* - 67% of Bridge students are eligible for Pupil Premium and 70% of students in the Sixth Form would be first in their families to go to university.

In terms of the curriculum, the UBS-Bridge partnership activities also aimed to:
- Enrich the curriculum by providing real-life' insights from professionals and specialists, that broaden horizons.
- Provide valuable, varied and multiple volunteering opportunities for UBS employees, that improve students' attainment, knowledge and confidence in individual subjects, help students to understand how they are applied in the workplace, and prepare them for the world of work
- Highlight how STEM subjects open up a wide, and ever-growing, range of careers, and challenge stereotypes

As a global employer, UBS can make a significant and special contribution to students' educational experience. All students should encounter a UBS volunteer in a meaningful way during the academic year.

Volunteering activities are developed in response to requests from Bridge staff with support from UBS Community Affairs which is experienced in developing these requests into useful and relevant activities.  In 2018:
- 1,225 unique UBS volunteers contributed 5,526 hours via 83 different volunteer projects.
- 50% of hours were focused on careers and progression - mostly on work

placements, Sixth Form Mentoring and interview practice.
- 11% of hours oncurriculum support, the majority being  for Maths.
- 10% for essential skills.

A core programme involving UBS volunteers has evolved helping The Bridge Academy to offer an engaging, varied and exciting curriculum.

- **Maths** UBS volunteers help to bring Mathematics to life and stretch top set Maths students through activities such as Virtual Trading and Risky Business (with a focus on probability) at Key Stage 3.
- A level Mathematics students benefit from workshops under the banner *When will I ever use it?* e.g. how differentiation is used on the trading floor and statistics in the workplace.
- **Maths and Science** A level Mentoring support from Biology, Chemistry, Mathematics and Physics graduates.
- **ICT, Cisco and Computer Science** IT experts connect classroom learning to the workplace e.g. through workshops on databases, social media, designing web interfaces, and provide specialist work placements.
- There are also women in IT assemblies for Years 7-11, and a Year 7 women in IT workshop for selected Year 7s.
- **Modern Foreign Languages** Students practice their language skills with fluent speakers from UBS before they go on their GCSE language trips. During the Virtual Paris and Seville sessions, students pass through passport control, buy a train ticket, some food and souvenirs, and visit a post office, a museum and a bureau de change.
- Multi-lingual volunteers talked about the value of languages at assemblies for Years 7-11 to celebrate European Language Day.
- **Geography** A level Geographers attend a biennial workshop on tackling climate change by UBS sustainability experts. The workshop uses experts in London and other offices, through skype link, to look at

how businesses mitigate their impact on the environment and address environmental risk.
- Geography graduates also accompany students on some of their GCSE field trips.
- **Economics** Insights from UBS economists in lesson-time workshops on the UK and global economies, the Budget, environmental market failure and government intervention, and how to read the FT.
- In 2018 a biennial A level Economics conference was created covering the impact of Brexit on the UK and European economies, emerging economies, and the impact of climate change, during the conference students had the opportunity to network with Economics graduates
- **Music** In 2018/19, UBS Music Society members began accompanying students to the Half Six Fix LSO concerts giving students the opportunity to talk about music.
- **Politics** In 2018/19, a UBS employee who successfully stood in the local elections gave a lesson-time talk about his experience to A level politics students.
- **Essential skills** Each year students from Years 7–8 improve their literacy and numeracy skills at the weekly Breakfast Clubs supported by UBS volunteers
- **PSHE** UBS volunteers also provide support for the PSHE curriculum including a specially created anti-bullying workshop to tackle homophobia, biphobia and transphobia designed by UBS's Pride Network and Stonewall with teachers from The Bridge Academy.

**Measuring impact**
UBS's contribution is only one of many inputs into students' lives, which makes it difficult to evaluate some partnership initiatives.  However, given the focus of most activity, there are several indicators that are used to measure the effectiveness of the partnership including:

Destinations measures: 2018 Year 13 leavers

- ✓ The KS5 destinations measures show that the Bridge is successfully closing the destinations gap and ensuring that Year 13 leavers go on to positive destinations.
- ✓ 81% cohort went to university in autumn 2018 (national average went to university = 50%).
- ✓ 84% accepted university places.
- ✓ 19% went to Russell Group universities (national average = 12%).
- ✓ 39% went to top third selective universities (national average = 17%).
- ✓ 9% secured apprenticeships including two at UBS Wealth Management, others have chosen IT and digital marketing apprenticeships.

- ✓ **Closing the destinations gap**
- ✓ 81% of disadvantaged Bridge students went to university (national average = 46% disadvantaged).
- ✓ 17% to Russell Group universities (national average = 7%).
- ✓ 40% at top third universities (national average = 10% disadvantaged).
- ✓ 10% to apprenticeships (national average = 6%).

Academic attainment: data for 2018 Year 11 and Year 13 leavers

- ✓ It is difficult to assess UBS's specific contribution to academic attainment, however through financial support and employee volunteering including specific curriculum support especially in the Sixth Form, UBS undoubtedly makes a valuable contribution. The Bridge's results are impressive given the high percentage of disadvantaged students.

- ✓ 2018 data shows at **KS4**, by every standard measure the Bridge is performing well above the national average.

- ✓ **Disadvantaged (PPI) students** at Bridge have an above national average Progress 8 score.
- ✓ Disadvantaged students at Bridge attain on average 1 grade higher than their peers nationally.
- ✓ Progress of disadvantaged students at Bridge is once again in the top 10% of schools nationally.

**At KS5**
- ✓ A*-B - 54% (national = 53%). 52% of Bridge students eligible for FSM achieved A*-B.
- ✓ A*-C- 80% (national = 77%). 77% of students eligible for FSM.
- ✓ Top 20% of schools or colleges for student A level progress (value added) for second year.
- ✓ The A level progress score for disadvantaged students at Bridge is once again significantly above national.
- ✓ ALPS place Bridge in the top 10% of schools nationally for A level progress.
- ✓ Twice in top 1% for student progress in A level Mathematics in the last three years.

- ✓ On average students' reading age improves by 12 months each term with just 5 hours of volunteer support

Student, teacher and volunteer feedback

- ✓ Student, teacher and volunteer feedback contribute to the evaluation of initiatives.
- ✓ A core programme of volunteering activity has evolved, with many activities repeatedly requested by teachers.

Gatsby Benchmarks

- ✓ In 2018, the Bridge's programme fully achieved five benchmarks and partially achieved three – putting it in the 11% of schools who are achieving more than half / at least five benchmarks.
- ✓ UBS employee volunteers made a significant contribution to the Bridge achieving 100% for three of the Gatsby Benchmarks: 4. Linking curriculum learning to careers, GB 5.

Encounters with employers and employees and GB 6. Experiences of workplaces.

"Throughout my seven years spent at The Bridge Academy, there hasn't been a time where UBS wasn't there to support and aid me with me future endeavours. I wish only that our partnership with UBS continues to strengthen and grow, for the students yet to come."

Adedolapo Prince, Head Girl and 2018 leaver, now at Sewanee University, USA with a full academic scholarship

"The best thing about the Bridge-UBS partnership is the way it not only helps my academic attainment, but develops my career opportunities too. From providing a personal mentor, to individual maths tutoring, to countless networking events (including with an astronaut!) UBS are always ready to help"

Edmund Ross, Head Boy and 2018 leaver, now at University of Cambridge

# 4. FURTHER INFORMATION

Business in the Community's mission in education is for business to play its part so that every child, particularly those facing social disadvantage, is able to achieve in education, leading to a successful working life, thriving in the workplace.

We can work with a business and a school to run curriculum collaboration projects, as part of a Business Class partnership, or as a stand alone – speak to your relationship manager.

The Skills Builder Partnership website has materials and advice for embedding essential skills – www.skillsbuilder.org

Future First helps state schools and colleges to build alumni communities - https://futurefirst.org.uk/

The Careers and Enterprise Company inspires and prepares young people for the fast changing world of work - https://www.careersandenterprise.co.uk/

If you are getting more involved in STEM subjects - The Enterprising Science research and development project, led by BP, has developed the concept of 'science capital' as a way of understanding and increasing a young person's engagement with STEM. At the heart of this is the science capital teaching approach, which focuses on personalizing and localizing that STEM engagement by eliciting from students what they

know from their out-of-school experiences, valuing that knowledge, and then linking it to the curriculum. You can find out more about BP's role in the project at www.bp.com/sciencecapital