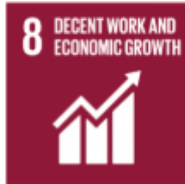




Responsible Business Awards 2020 - Guidance Information Education Partnerships Award



This award recognises exceptional examples of business and/or education partnerships that address educational inequality.

Successful entrants should evidence that their business is having an impact in one or more of the following criteria:

- Working in partnership with schools and/or other partners to ensure that disadvantaged young people build the skills, confidence and networks needed to thrive in future work
- Collaborating with education partners to guarantee that young people have the knowledge they need to succeed, with focus on tackling the attainment gap for children from disadvantaged backgrounds.



Key dates for your calendar

Date	Awards Milestones
27 November 2019	Open for entries
21 February 2020 (17:00 GMT)	Entry deadline
w/c 30 March 2020	Results revealed to all applicants by email
12-14 May 2020	Judging panels for award finalists in London
Summer 2020	Awards celebration event London



Category Details

Our mission is for business to play its part so that every young person, particularly those facing social disadvantage, achieves in education, leading to a successful working life, thriving in business.

Why should a business engage with schools and in the education sector?

This award recognises exceptional examples of business and/or education partnerships which address educational inequality.

4 million children live in poverty in the UK. Only one third of young people from disadvantaged backgrounds receive the 5 good GCSE passes they need to progress, compared to two thirds of their wealthier peers.

Businesses also value essential skills. According to the CBI/Pearson Education and Skills Survey 2018, over half of employers value broader skills, such as listening and problem-solving. The UK has one of the lowest rates of social mobility in the developed world.

Entrants will demonstrate how their business is working in partnership with schools, and/or other education partners, to ensure that disadvantaged young people build the skills, knowledge, confidence and networks needed to thrive in future work.

Background

Businesses need to support schools and education, to ensure young people have the skills they need to be successful in life and future work.

Long-term strategic partnerships between a business and the education sector can come in many different shapes and sizes, from one-to-one relationships to larger nationwide relationships, often conducted in partnership with an education broker. In the case of BITC's Business Class Programme, after involvement in a long-term strategic school-business partnership, 82% of schools believe that staff and students are better equipped for the future, furthermore, 72% of businesses report increased staff engagement, opportunities for skills development and improved internal networks. In addition, 80% of pupils report their confidence or aspirations were boosted.

The business benefits of engaging in education are clear and well evidenced, as indicated in BITC's report, 'Destiny should not be Determined by Demography':

- Engagement and personal development of current workforce
- Creating a pipeline for future talent
- Developing innovation and thinking differently
- Raising profile in the community
- Attracting new business



Educational inequality damages the health, well-being and career options of young people, and leads to wasted potential at a time when businesses are struggling to recruit people with the skills they need. As indicated in BITC's '[If Only report: Transforming Opportunities for Young People](#)', many adults leave school without some of the skills they would have found helpful in their future career. With schools under budget pressure and an inspection regime focussed on knowledge instead of skills, businesses have a vital role to support schools to meet the Gatsby Benchmarks, ensuring that young people have the skills and networks they need to succeed.

Specifically, this year the Education Partnerships Award seeks to recognise programmes that include:

- Supporting young people to develop the skills they need for the future, as set out in the [Skills Builder Framework](#) or equivalent frameworks. These could be through a range of activities inside or outside school hours, or through a broader partnership that seeks to influence at a strategic level.
- Supporting young people within the curriculum to help build knowledge and skills useful for future work. For example, programmes that specifically focus upon improving learning outcomes in curriculum subjects, such as literacy, numeracy, modern foreign languages, technology skills and broader STEM skills. The [BITC Playing Fair Toolkit](#) provides additional examples.
- Engaging and/or supporting the development of school leaders to tackle issues which impact upon the learning of young people such as teacher retention, teaching staff continuous professional development and two-way mentoring between school and business leaders to share knowledge and experience.

Successful entrants will be able to demonstrate that their approach:

- **is mutually beneficial:** partnerships should demonstrate clear benefits for both parties as way of ensuring the relationship is sustainable. If a third-party broker is used to manage relationships, how is the business ensuring the schools needs are being met.
- **is targeted:** evidence that the programme engages disadvantaged or underrepresented groups of children and/or young people.
- **develops knowledge & skills:** supports the development of essential skills and /or relevant curriculum knowledge for future life and work.
- **is impactful:** evidence that the programme has created a positive and lasting change for the target group, the wider school community and the business.
- **is collaborative:** evidence that the programme is the result of dialogue between schools, young people, teachers, education partners and businesses, to ensure that the needs of schools and young people are at the heart of any solution.
- **demonstrates the involvement of the broader school community.** For example, parents, carers, teachers or the governing body to help embed the programme and its impact.

- **is long term:** that relationships have been developed and maintained over a sustained length of time. The award will only recognise partnerships or programmes that have been established for over a year, have evidence beyond outputs and can demonstrate impact.
- **delivers on the ambition of the 4th Sustainable Development Goal 'Education':** working to ensure inclusive and quality education for all. Specifically, around the ambition to increase the number of young people that have relevant skills, including technological and vocational skills for employment, resilience, entrepreneurship or accessing good jobs.

Eligibility

- This category is open to all members of Business in the Community (BITC) and any non-member private sector business.
- The business should be entering for a programme or initiative that goes above and beyond the core purpose of the business.
- The entry should focus on the development, roll out and impact achieved in the UK.
- Businesses of any size can enter, and judges will have the option of awarding a small business winner alongside a large company winner. The scale of a business will be taken into consideration and assessed against the criteria. Businesses that are entering this award are not scored against each other.
- We recognise that, due to the nature of education programmes, impact tends to be long-term and it can be difficult to evidence in early years. Accordingly, we recommend that applicants have at least a one-year record measuring the benefits for the school(s), young people and the business, as well as evidence of processes in place to measure long-term impact.

Assessment Criteria

The successful entrant must demonstrate:

- Clear business case for their work, and how this has been taken forward through effective leadership;
- The practical actions they have taken to address the issues;
- The scale and significance of the impact of their programme/approach both on employees/community/environment and on their business;
- Practical actions that the company takes to achieve this impact replicable, and can they be seen as an example of best practice from whom others can learn;
- Long-term approach with long-term benefits;
- An inspirational and innovative approach.

Deadline

17:00 GMT on Friday 21 February 2020

Entries received after this time will not be processed.

Contact Details

For more details about the category, please contact Cheryl Phillips at cheryl.phillips@bitc.org.uk

For any technical issues and other Awards related queries, please contact awards@bitc.org.uk

Guidance on Completing Section 2

**What is the overall purpose of the programme and the strategy to achieve it?
(500 words max)**

You should cover in your answer:

- Overall purpose and objectives
- What does success look like? What change were you looking to achieve? (please include your KPIs)
- How does the programme align with both the Education Partnerships Awards Assessment Criteria and the required approach outlined within the Category Details?
- What is the business case behind the programme?
- How does this align with your company values?
- What societal problem did you set out to solve (include a clear definition of the target group you planned to help)?
- How did you ensure that you are reaching the most disadvantaged communities?

How is your programme managed and monitored? (400 words max)

Assessors will be looking for evidence under the following four headings:

- **Investment:** How much is invested in the programme, for example, money, staff time and in-kind giving (such as products or resources donated).
- **Management:** Who is ultimately responsible for the programme? What is the management structure, from board level down to day to day management?
- **Meeting targets:** How are the KPIs set and monitored? Are the KPIs being met and what happens if they are not?
- **Monitoring:** Have you set robust input, output and impact measures? How have you

embedded measurement within the programme and how are you adapting it based on the outcomes/impacts and at what frequency?

How do you ensure all stakeholders are engaged with the programme? The term stakeholder refers to any group that could be affected by the programme. (400 words max)

Your answer should cover:

- The methods you use to communicate with stakeholders and how you seek feedback from them. Consider all stakeholder groups including employees, teachers, students, parents and carers, programme partners, etc.
- How do your senior leaders champion the programme?
- Evidence of investing in and influencing external stakeholders such as customers, supply chain, etc.
- How you have used the information you have collected to improve what you do?

What are the societal impacts of the programme? Please explain how it created positive change in society, including outputs, outcomes and impact. (550 words max)

Provide evidence of outputs and impacts: a balance of quantitative (numbers, figures etc.) and qualitative (comments, feedback etc.) information.

- **Outputs: what happened?** The direct and immediate activity resulting from the contributions made (activities delivered numbers reached, funds raised and other related results).
- **Outcomes and Impacts: what changed as a result of your work?** How has this made a difference to society? For example, the changes that happen to individuals and organisations, in the short and/or longer-term, as a result of the activity.

Benefits should align with the society case for your activity. Some examples are given below:

- **Measurable educational impacts in terms of objectives.**
For example, this may be about how through working with schools and education partners, the business has been able to contribute towards improving learning outcomes or developing essential skills among disadvantaged or underrepresented groups, leading to tangible positive outcomes and impacts for the young people. Perhaps this has led to increased numbers of young people from disadvantaged backgrounds or underrepresented groups leaving school and moving into further training, education or employment. However, you must be able to make a reasonable case as to how your programme has contributed to this result, within all the potential environmental factors.

Another example could be how through supporting the leadership and management in schools there has been a direct improvement upon staff retention resulting in improved attainment levels.

- **The assessors will want to see both numerical and anecdotal evidence of the impact that you have highlighted.**

This will ensure that they can see the difference your intervention is having. Have you considered what else may be contributing to the change? How do you know it is your intervention which is making the required change?

It may also be useful to look at progress to date and over time, as well as a brief indication of plans and developments going forward, if your programme has been running for a few years.

- **Direct or indirect impacts on your partner school(s).**

You might want to tell us about how, through your programme, you have leveraged further benefits for your partner school(s). For instance, are a broader cohort of young people benefiting from your initial input due to the training you have given staff, and can you illustrate the tangible impact of that? Has / have the school(s) been able to access other opportunities to further develop their pupils, teachers and the school itself due to links you have enabled?

This could include examples such as other businesses contributing to the employer engagement agenda and supporting the development of the curriculum for instance, your supply chain.

- **Benefits arising from increased funds, resources, awareness and action.**

How has your business's approach to education helped to leverage practical support for your partner school(s)? This could be through promoting the school to parents and carers, developing teachers to be careers champions, or providing the resource and skills to improve the school's procurement practices.

- **Stakeholder (including public) awareness of the programme and the impact of this on schools.**

How have you communicated about your programme and the impact that you are having on the school(s) and how is this having an impact on the perceptions and reputation of your partner school(s)? This could be evidenced by indications of the numbers of positive media pieces about your programme, or it could be statements and quotations from key stakeholders to back up your claims.

- **Raising the capacity of others to create a positive impact on society and/or raising public awareness of and engagement in education issues.**

How do you profile what your programme has achieved? Are you involved in local business networks, trade bodies or sector groups? Is/are your partner school(s) involved in promoting your programme through their networks?

In this section you can include any other benefits that have come about as a result of your business's education programmes.



What are the business benefits of the programme? (550 words max)

This section looks at the benefits your programme brings back into your business. Assessors will be looking for the evidence of the impact you are seeking to have being met. A balance of quantitative (numbers, figures etc.) and qualitative (comments, feedback etc.) information must be provided. Benefits should align with the business case for your activity. Some examples are given below:

- **Impacts on recruitment, retention, motivation and skills of staff, financial impacts (if relevant), etc.**

Through your approach to education, are you more able to attract talented and committed employees into your business? If you have carried out a staff survey, and have information that demonstrates that your staff members are more motivated as a result of your business's education programme, then this is the sort of information that would strengthen your entry. If you can show any financial benefits from this, even better.

- **Increased positive perceptions and reputation of the company among stakeholders and customers.**

Have you communicated your business's approach to education? Is this having an impact on the perceptions and reputation of your business? This could be evidenced by referencing your CR credentials or show indications of the number of positive media pieces and/or public speaking opportunities you are invited to deliver about your business. You could also show an increased number of applications per job, as you become/are an employer of choice for local people, evidenced with statements and quotations from key stakeholders to support your claims.

- **Contributing to mitigating business risk.**

Do you have a strategy which includes why and how your engagement in education will contribute to mitigating business risks, detailing what you expect this to achieve? Are the aims of the activity your award is focused upon aligned with the strategy? This can be evidenced by referencing the relevant strategy, the identified risk and the objectives the school(s) partnership is contributing.

For example, looking at improvements in employee diversity as a specific business risk. Through your education programme, have you been able to increase recruitment/retention of employees across your diversity aims and objectives? The most important thing in this section is being able to demonstrate a direct link to your business's approach to education, so we need to hear from your employees that the improvements in diversity are due to your education approach.

- **New markets, products or clients/customers arising from your approach.**

Has your approach to education led to direct impacts on the business? For example, has your commitment to education led directly to new markets for your products, or led to new clients or customers being interested in your products and services?

Additionally, assessors are interested in finding out whether this has led to the development of new products, as a result of the relationships with new clients/customers or markets.

- **Cross departmental collaboration and communication.**

For instance, have you taken what you have learnt from one part of the business and applied it in another area?

In this section you can include any other business benefits that have come about as a result of your business's education programme.

Uploading supporting files

Total files uploaded must not exceed 30MB. BITC reserves the right to only process content below the maximum file size for assessment.

At the end of the awards questions there is a file upload option. You can upload multiple supporting files if the documents are compressed into a zip. file before uploading.

How to zip multiple files for this Qualtrics process:

1. Select all the files you want to zip together by holding the CTRL key and clicking on each one.
2. Right click and select 'Send to' from the menu that appears.
3. Select 'Compressed (zipped) Folder' from the secondary menu.
4. This will create a new Zipped Folder, which will show up as a new icon.
5. Please name the folder using this structure: COMPANY NAME Awards submission 2020
6. Navigate to the file upload question in the survey and click anywhere in the grey box (see screenshot below). This will open a dialogue box where you can navigate to the relevant zip file, select the file and click open. Your supporting documents and images will then be uploaded

Please note: All logos should be supplied as hi res eps, png, .ai or svg. Images should be hi res, above 2mb