

The Role of Brokerage within Career Guidance: A Review of the Literature

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June 2015

Executive summary

Brokerage is a relatively new area of work for the National Careers Service. However, the brokerage role, defined as making connections between education institutions (which could include both schools and post-16 institutions), employers and other local partners, is not a new one. Organisations with a remit to promote linkages between education and businesses have existed for many years, providing work-related learning services and products to education institutions and employers. Individual careers services (and, later, Connexions) have long played a part in brokering such relationships.

This paper reports on the findings from a review of the literature relating to the brokerage role of career guidance services. The review initially identified over 15,000 papers for possible inclusion and a systematic process was applied which sifted these down to only the highest quality research papers with direct relevance to the research question: *How is effective brokerage between education and employers organised?*

Whilst the role of the National Careers Service has been extended to work with schools and colleges, and to broker relationships between schools, colleges, local communities and employers, it has no specific delivery role in schools. Moreover, even though schools have been directed to provide contacts with employers who can inspire pupils, through a range of activities such as: *employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors*, they have limited incentive to work specifically with the National Careers Service. Equally, while employers engage in work with schools, their primary focus is on the running of their businesses.

The review found that much of the research in this area is based on organisations with a sole remit for brokering the links between employers and education. Their funding and delivery models were, in most cases, quite different to that of the current National Careers Service. The studies also focused on the perceived impact and benefits of the links between employers and educational institutions, with rather less evidence on the pre-conditions for such links or on the ways in which they could best be engendered and supported. Nonetheless, the research highlighted the wide-ranging benefits these links can have for both parties, with impacts on:

- schools, colleges and pupils such as: improved motivation and attainment; contextualisation of learning; reduction in NEET; greater understanding of industries and educational pathways; clarification of career aspirations; and improved transitions into further and higher education, training or the workplace.

- employers such as: the development of company personnel; the building of a positive reputation for organisations and the contribution to business recruitment strategies.

Based on this evidence, the review provides some summary guidance on the factors that the National Careers Service should consider in the development of a brokerage role between education institutions and employers.

Introduction

Brokerage is a relatively new area of work for the National Careers Service. While careers services have previously had active links with the world of business, the 2013 skills strategy *Rigour and Responsiveness in Skills* explicitly notes the requirement for the National Careers Service to 'play a proactive role in connecting employers, education institutions and local partners' to identify and promote opportunities for young people.

This paper reports on the findings from a review of the literature relating to the role of brokerage within career guidance services. It forms part of a series of papers commissioned by the Skills Funding Agency and produced to inform development of a Best Practice Programme for the National Careers Service in England.

Methodology

The following five themes / questions were identified for the literature review of Best Practice to focus on:

1. What evidence exists which describes the **policies, systems and processes** that underpin the organisation of national careers services?
2. How can careers services maximise **customer satisfaction**?
3. How can careers services maximise their impact on **career management skills**?
4. How can careers services maximise their impact on individual's **progression to positive learning and work destinations**?
5. How is effective **brokerage** between education and employers organised?

This paper reports on the results for the fifth of these questions, relating specifically to brokerage. A set of core and secondary search terms were identified for this theme (Table 1). These were **applied to the indexes, databases and search engines** listed in Annex A.

Table 1: Search terms relating to customer satisfaction

Core search terms	Secondary search terms
<ul style="list-style-type: none">• Career development• Career(s) counsel(l)ing• Career(s) guidance• Careers(s) advice• Guidance• Guidance counsel(l)ing• Information, Advice and Guidance (IAG)• Lifelong guidance• Employer engagement in schools	<ul style="list-style-type: none">• Education• Liaison• Partnership• Employer• Work related learning• Brokerage

The search produced a total of 26,600 results across all five research questions. These were uploaded to EPPI-Reviewer 4, a software package designed to facilitate an iterative approach to reviewing the results of literature searches. The abstracts were then subject to a seven-stage review process aimed at filtering out duplicates, any unsuitable or non-relevant material, as well as studies considered not to be of sufficient quality (perhaps lacking an indication of method) for use in the full text review. An overview of this process is provided in Table 2, as well as the results from each of the stages.

Table 2: Summary of process for review of results

Stage:	Total remaining:
1. Full search results	26,600
2. Duplicates removed	15,300
3. Core search terms applied to Title and Abstract	7,100
4. First sift to remove unsuitable material: <ul style="list-style-type: none"> • Media items – e.g. TV / radio interviews and newspaper articles • Conference notes • Individual biographies • Non-research material • Items not relevant to careers • Non-English language material 	3,100
5. First stage exclusion criteria applied to remove abstracts that were: <ul style="list-style-type: none"> • Pre-2000 • Not focussed on the provision of careers guidance, information or advice • Missing a methodology statement • Not of direct relevance to any of the five research questions 	326
6. First stage coding applied to remaining abstracts covering: <ul style="list-style-type: none"> • Method – qualitative / quantitative / mixed • Country of study • Research question(s) of relevance 	326
7. Second stage coding applied to abstract (where possible): <ul style="list-style-type: none"> • Research design • Target population • Implementation of research design • Quality of interpretation and conclusions <p>Abstracts that, on further investigation, were deemed not to meet the quality criteria, were excluded at this stage.</p>	160

Of the 160 abstracts remaining following completion of this systematic review and coding exercise, eight were identified as appearing relevant to the question on brokerage. The full-text copies of these papers were subject to a more in-depth review aimed at identifying the key emerging themes. At this stage, six of the studies were excluded from the review, as the full text revealed that they provided only weak, insecure or unsubstantiated findings.

Given the limited amount of relevant material identified through the initial searches, the bibliographies of the studies identified as being of particular import to the topic were then reviewed to identify any additional material (including articles published before the year 2000) that would be suitable for inclusion in the review. In addition, we drew on recent publications that had not been picked up during the initial search (either because they were published or uploaded to the relevant databases *after* the search had been conducted or because the keywords they used had not been picked up by the database thesauri); these publications were also scanned for reference to relevant literature. A total of **twenty three**

research papers, and a range of guidance documents (statutory and non-statutory) and other government publications were drawn on in the development of this paper, references for which are provided in Annex B.

What do we mean by brokerage?

The brokerage role defined for the National Careers Service is explicitly to make connections between education institutions (which could include both schools and post-16 institutions), employers and other local partners.

- From an **educational perspective**, these connections could be established for a variety of reasons, whether specifically related to **work-related learning** (through the provision of work experience, or through curriculum links for academic or vocational courses), **awareness raising** (through visits, taster events, talks and careers fairs), **support for individuals** (through mentoring, skills development, help with developing CVs, or interview practice) or **governance support**.
- From a **guidance perspective**, the connections may be framed differently. They might include links that focus specifically on **career learning** (including developing an awareness of opportunities and the local labour market) or on **vocational learning** (with employers playing a role in running sector or industry specific activities, some of which may also revolve around work experience placements). Employers might engage with schools to provide **enrichment activities** within curriculum subjects, or **support** for individuals (particularly in a mentoring relationship with pupils), or teams (including help with senior leadership teams and/or governance).

Each of these perspectives – and their associated activities – relies on different relationships between the employer and the educational institution, varying not only in frequency and intensity of activity, but also in their aims and in the number of employees and students involved. A link to provide work experience, for example, may be the provision of a short-term placement for a Year 10 pupil exploring the world of work, or it may involve a commitment to providing a regular or longer-term industry placement for a post-16 student following a vocational course. Mentoring links may require intensive weekly sessions involving the mentee (the pupil or student) and the mentor (an employer or employee), but may not involve any other member of the company. The mentoring itself may focus on overcoming a young person's barriers to learning, or it may focus on developing specific skills or knowledge that a young person may need in order to progress to further or higher education, training or employment.

The challenges for the National Careers Service, therefore, are to identify what types of partnerships are needed or may be possible (locally, regionally or nationally), for what purpose and to what intensity, as well as to ascertain which employers and educational institutions could be involved and how best to engage them. Insights into how employer engagement works most successfully in schools and colleges are available in the literature (see, for example, Burge *et al.*, 2012; Bimrose *et al.*, 2014; Sims, 2013; Mann and Dawkins, 2014b). What appear to be less well covered are insights into *how* to broker that relationship.

Why is the focus on brokerage important?

Organisations to assist the linkages between education and business have existed for over 30 years (Huddleston and Stanley, 2012). These organisations (often generically known as Education Business Partnerships – EBPs – or Education Business Partnership Organisations – EBPOs) were usually set up to provide work-related-learning services and products directly to schools, as well as brokerage facilities to help schools gain access to employers. The Career Service (and the Connexions Service that followed) were also involved in brokerage activities, though the extent and nature of brokerage activities varied according to local need and historical practice.

The advent of a statutory requirement for work-related learning in 2004, and the publication of the National Standards Education Business Partnership Organisations in 2008, made the expectation of EBPs clear. Public funding, distributed by Local Authorities, was available to those meeting the standards, although a number of EBPs also had other sources of funding. When the Department for Education (DfE) withdrew the £25 million a year that had previously been available for local authority commissioning and funding EBPs in March 2011, those with sufficient external funding continued to run as independent charities (for example Tower Hamlets Education Business Partnership), as private companies (such as Gloucestershire Education Business Partnership), or as a designated part of a local authority (such as Cornwall's Education Business Partnership). Alongside these, a number of national and local organisations existed, often (but not always) set up on a charitable basis to support education employer links. Some of these have emerged subsequent to the policy changes to career education and work-related learning (e.g. Careers Lab), others were set up under the previous government (e.g. Education and Employers Taskforce) while others are more longstanding (e.g. Business in the Community). This means that the landscape of education to employer brokerage is highly complex and variable across the country. However, at present there is no strategy co-ordinating this activity, nor is there any convincing mapping of what is going on in which areas.

The concept of business and education working together nonetheless remains central to government thinking and, in the Inspiration Vision Statement, published by the coalition government in September 2013, it was made clear that such a focus was still a priority.

The best motivation and advice tend to come from people in jobs themselves. I am calling on employers to offer more to schools and colleges, so that we are building the workforce they need for the future. I am also calling on educational institutions to seek more opportunities to help learners enter the world of work.

[Matthew Hancock, the Minister of State for Skills and Enterprise, taken from the Government Inspiration Vision Statement, September 2013]

Schools are required to provide all pupils from Year 8 to Year 13 with independent careers guidance and the document sets out how schools should meet elements of their careers duty through working with employers. The DfE guidance document (March 2015) recommends that schools should provide sustained contacts with employers who can inspire pupils, through a range of activities such as: 'employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors'.

Every school should engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy.

[Careers Guidance and Inspiration in Schools: Statutory guidance for governing bodies, school leaders and school staff document, Department for Education, March 2015]

Whilst some EBPOs still exist in some form (and, in some areas, educational institutions and employers have multiple choices of service provision through a number of organisations), the coverage across the country is no longer universal. The National Careers Service has been given a (limited) brokerage role in enabling links between learning providers (particularly schools) and employers to be forged. The DfE guidance document (2015) makes it clear that the National Careers Service *'has expanded its offer to schools and colleges'* and is available to broker relationships *'with and between schools, colleges, local communities and employers, working with Local Enterprise Partnerships and local Jobcentre Plus where appropriate, to help young people benefit from inspiring first-hand experience of the world of work and opportunities available in the local and national labour market'*.

It is important, therefore, that the National Careers Service is able to draw on the lessons learned from earlier research in this area. This may become even more critical once the new careers and enterprise company, announced by Education Secretary Nicky Morgan in December 2014, is fully operational. The statutory guidance notes that *'core purpose of the company will be to broker relationships between employers on the one hand, and schools and colleges on the other.'* The company will link careers with enterprise learning, particularly building on Lord Young's recent report *Enterprise for All*. At present it is proposed that the new organisation will fulfil strategic, research and development and operational roles in relation to education and employer interactions. However, the new company is at an early stage of development and it is likely that its functions will be further refined as it is developed. How brokerage responsibilities are managed between the new company and the National Careers Service is likely to require some careful negotiation to avoid the duplication of effort and maximise the impact of both.

Limitations of the brokerage concept for the National Careers Service

The National Careers Service, since its foundation, has provided online and telephone support services for young people from the age of 13. However, and up until 2014, this aspect of the National Careers Service was conceptualised as a service to individual young people and did not include a direct relationship with school or colleges as institutions. In 2014, this position changed, with the National Careers Service taking on a brokerage role between educational institutions and employers. However, the organisation still has no delivery role in schools and so has limited leverage. While the National Careers Service is charged to work with schools, schools are under no obligation to reciprocate. Since 2011, schools have had the statutory responsibility for the delivery of career guidance. This means that, while the National Career Service can support schools, it remains ultimately the decision of the school as to whether, if and how they engage.

Given the recent history of the National Careers Service, it is not surprising that, in a study conducted for BIS (Bimrose *et al*, 2014), schools questioned the necessity for the National Careers Service to act as a broker between them and employers. Many schools indicated that

they were already successfully facilitating these brokerage links themselves, whether internally or externally through established business relationships. Although work-related learning may still be an element of the curriculum some schools, it is no longer a statutory requirement¹ and so schools have limited incentive to provide work-related learning or to work with the National Careers Service to broker the relationships that support work-related learning.

Equally, while employers engage in work with schools, their primary focus is on the running of their businesses. In working with schools, employers are expected to take on responsibility on a voluntary basis (Huddleston 2009) and it requires the willingness, time and capacity of the individuals involved to do this. Smaller businesses, who, it might be argued, could have relevant and direct links with local schools, and which could be brokered by the National Careers Service, do not always have the resources to support this activity.

Finally, for the National Careers Service, it should be noted that, as the CDI (2014) pointed out, the brokerage role for the National Careers Service comprises only five per cent of the overall budget, which limits the type and extent of activity that the service might undertake with schools.

Limitations of the current research in informing the brokerage role of the National Careers Service

The research on EBPs and EBPOs primarily reports on a model of brokerage that is not identical to that envisaged for the National Careers Service under the Inspiration vision. The EBPS/EBPOs were funded (or part-funded) by a government department and had a specific (and sole) remit to act as a dedicated agency in facilitating links between employers and educational institutions. Therefore, much of the research and evidence available to highlight the work of brokerage is largely based on organisations that had a different funding and delivery model to that in place in the National Careers Service.

Moreover, much of the research in this area focuses on the perceived impact and benefits of the links between employers and educational institutions, with rather less on the pre-conditions for such links or the ways in which such links can best be engendered and supported. Furthermore, and as Mann (2012b) identifies, there is little documentary evidence or tracking material that records on the lasting impact on those young people who benefit from links between employers and educational institutions.

What is the impact of links between employers and education?

There is a body of evidence suggesting that effective brokerage between employers and education can have a positive impact. This focuses mainly on the impact on students and education institutions, with less research found on the impact of such brokerage on employers. Where research focussed on businesses, evidence was largely based on that with larger organisations, with little evidence available on the impact on small and medium-sized businesses.

¹ The duty for schools to provide work-related learning was removed by statutory instrument in August 2012.

For young people

The evidence on the impacts for students of engagement with employers include a range of perceived advantages in childhood and early adulthood compared to their peers who had no engagement with employers while at school (Mann and Percy, 2013; Percy and Mann, 2014a). These advantages manifest in a variety of ways including:

- improved motivation to engage in education (Mann, 2012a; Mann and Dawkins, 2014a; Mann and Dawkins, 2014b; Smith and Green, 2005);
- improved contextualisation of learning (Mann and Dawkins, 2014a; CBI, 2007);
- improved attainment (Mann, 2012a; KPMG, 2010; Mann and Dawkins, 2014a);
- reduction in the proportion of young people who become NEET (Bimrose *et al*, 2014; Mann and Dawkins, 2014a);
- greater understanding of industries and of educational pathways, providing young people with realistic expectations and insight into industries (Mann and Dawkins, 2014a; McIlveen and Pensiero, 2008);
- clarification of career aspirations (Hillage *et al*, 2001; Mann, 2012a; Mann and Dawkins, 2014a; Smith and Green, 2005) and careers options (Mann and Dawkins, 2014a; Huddleston *et al*, 2012); and
- improved transitions into further and higher education, training or the workplace (Mann and Dawkins, 2014a; Mann, 2012a; Hillage *et al*, 2001; Bimrose *et al*, 2014) from a greater insight of careers obtained through employer engagement. Such engagement could demonstrate enthusiasm and interest, and potentially help students to stand out against other candidates.

For employers

As discussed, the review found limited research evidence around the direct impact of education links on employers. However, the evidence included a range of perceived advantages:

- **influencing the skills supply and recruitment for employers.** Engagement in work-related learning could enable an organisation to promote their industrial sector, break down barriers to recruitment (such as the perception of engineering as a 'blue collar' career – see Hooley, Devins *et al*, 2012) or to showcase jobs and careers available locally. These, in turn could lead to the offer of part-time employment or apprenticeships for school leavers, helping to reduce recruitment and training costs (Mann and Dawkins, 2014a).
- **managing an employer's reputation and corporate social responsibility.** Huddleston (in Huddleston and Stanley *eds*, 2012) and Mann *et al*. (2010) identified **reputational benefits** as one of the key outcomes for businesses engaging with educational institutions. Through relationships with education, Huddleston noted that employers could build a positive reputation for their organisation, which contributed to, supported and built links within local communities. This is something

that Mann *et al.* (2010) agreed was an important consideration for some individuals when deciding on joining a prospective employer and so could, therefore, contribute to companies' wider recruitment strategies (Bimrose *et al.*, 2014).

- **providing development opportunities for staff.** Burge *et al.* (2012) noted that the impact of education links for employers was mainly on **developing personnel within organisations**, with employees gaining motivation and building confidence through the development of the interpersonal skills the links required. This was because engagement with educational institutions often required a staff member to take ownership of partnership engagement within an organisation. This, in turn, could lead to personal development opportunities and the growth of communication, management and self-confidence skills amongst staff, all of which can contribute to overall job satisfaction (Mann *et al.*, 2010).

What needs to be in place for brokerage to be successful?

The research we identified focused largely on the value of education-business links, rather than on how to establish them. Nonetheless, there are lessons from the research that suggest that a number of factors need to be in place to ensure that brokerage activities will be successful in leading to positive education-business activities. These include:

- **Identifying the right personnel to be involved in brokerage work.** For the National Careers Service, having or appointing a member of staff (or members of staff) with an understanding of both the world of education and the world of employers may be important for successful liaison and engagement:
 - Huddleston (in Huddleston and Stanley *eds.*, 2012) suggested that quality and standard procedures need to be established to ensure that those involved in brokerage have the necessary skills to undertake the activities successfully.
 - Compared with a decade ago, fewer schools have a designated member of staff with a work-related learning or guidance role. Our review suggests that such a role, or an individual to provide coordination of resources (Bimrose *et al.*, 2014; Sims, 2013; Burge *et al.*, 2012), is needed for successful links. In their absence, the National Careers Service needs to be able to demonstrate an understanding of how employers could contribute to developing skills, career or vocational learning or individual development, for example.
- **Creating the right mode of operation between schools and businesses.** Successful partnerships are long-lasting and sustainable (KPMG, 2010), not just a one off or *ad hoc* event, and so require infrastructures in place that can survive any changes in personnel. The act of brokerage, therefore needs to work closely with employers and educational institutions to promote those behaviours that lead to sustainable links. These require, for instance:
 - strong leadership, clear communication and commitment from both sides of the partnership (Burge *et al.*, 2012).

- suitable work opportunities, in a variety of careers and roles, and a matching of students' skills and interests with those of the employers (Mann and Dawkins, 2014b; and Sims, 2013).
- **Identifying the appropriate driver for partnership.** Central to good links is a clear view of the aims of the partnership amongst both educational institutions and employers (see AIR UK, 2008). In seeking to engage educational institutions and employers, however, the National Careers Service needs to be aware that there may be different drivers for engagement. The literature suggests that:
 - for schools, partnerships work best when they are aligned to the **needs of the curriculum** (KPMG, 2010); this may include, for example, employer contributions to enrichment and enhancement activities in subject areas and across the wider curriculum.
 - for employers, there may need to be a **business benefit**. The IEBE and BITC survey of private sector businesses (2007), for example, found that one in four employers suggested that there needed to be a clear business benefit for engaging in activity. It should be noted, however, that KPMG (2010) found that most employers wanted to **add value**, particularly providing schools with something they could not provide the students themselves.
- **Clarity about what is required and what the commitments will be.** In brokering partnerships between schools and employers, the National Careers Service may need to spend time providing guidance and support to potential partners. In particular:
 - there may be a need for additional guidance and support for employers on how to make worthwhile links with schools (Bimrose *et al*, 2014; CBI/Pearson, 2012).
 - the time demands and requirement for flexibility should not be understated. According to the CBI (2007), the biggest barrier to successful partnerships was often the time spent on setting them, which could potentially distract employers from their core business.
 - consideration needs to be given as to the activities that can best lead to the desired outcomes. KPMG (2010) found that most employers wanted to **add value** to partnerships, providing schools with something they could not provide the students themselves. Both employers and schools may need help to identify how this value can best be added; would a curriculum enrichment or problem solving activity be more beneficial than a series of employer talks, for example?

Conclusions and Implications

As we have noted, the National Careers Service has no delivery role in schools or colleges and has only limited resources to deliver on its brokerage role. It will be important for the National Careers Service to link with the wide range of other players in the brokerage field, including the new careers and enterprise company, in order to achieve maximum effect.

Given the findings summarised above, and based on the learning from education business partnership models, we have used the information to develop an overview of the key factors careers organisations should and could consider when acting as a broker and establishing engagement between education institutions (Figure 1) and employers (Figure 2).

Figure 1: How can careers organisations ensure successful engagement with education institutions?

Purpose	Whom	Activities	Benefits
<ul style="list-style-type: none"> What is the education institution aiming to achieve for students from the relationship with employers? How do these aims align to the needs of the curriculum/institution/staff? 	<ul style="list-style-type: none"> Who within the education institution is going to be responsible for liaison? What skills do they have/do they need to undertake the role successfully? 	<ul style="list-style-type: none"> What kind of activities with employers is the education institution looking for? When should key activities take place in the school year? What can employers provide that the education institute cannot provide itself? What support might be needed? 	<ul style="list-style-type: none"> How will the impact of the relationship on students be monitored? How will the education institution ensure that the role employers play is meeting the requirements of students?

Source: SQW

- In each case, the first point to establish is **what is the purpose/are the purposes** for which the National Careers Service might be able to act as a broker between the employer and an educational establishment? What might the school/college wish to achieve for its pupils? What might the employer wish to gain from the link? Prime contractors and others in the National Careers Service might wish to consider how such links could also promote career management skills, progression and customer satisfaction amongst young people and other clients in the employer organisations.
- Secondly, and as indicated above, finding the right person in the employer organisation and the educational institution **with whom to make the links** so that partnership can be effective is essential. Should this be a senior leader or senior manager, or someone with a more operational role?
- Thinking about **activities** is crucial. Careers talks in a school may be easy to set up, but they may not provide the young people with the insights into the sector that the employer could offer through a workplace visit or a problem-solving activity, for instance. It may also be worth considering the development of links between school consortia and an employer or employers, in order to provide the opportunity for

activities that can engage larger numbers of pupils and/or teachers in events that would not be cost-effective if run in a single school.

- Finally, it is essential to consider what **benefits** such links might lead to – and how these can be captured and used, both in terms of promoting further link activity and in terms of consolidating the role of the National Careers Service as an effective broker, promoting career management skills, progression and customer satisfaction.

Figure 2: How can careers organisations ensure successful engagement with employers?

Purpose	Whom	Activities	Benefits
<ul style="list-style-type: none"> • What is the employer hoping to gain from working with the school/college/young people in the partnership? 	<ul style="list-style-type: none"> • Who within the employer organisation is going to be responsible for liaison of the partnership? • Who within the employer organisation is going to lead on activities? • What skills do they have/need to have to fulfil the role? 	<ul style="list-style-type: none"> • What types of activities could employers offer? • How will or can the activities best align with the needs of the school/college/business? • How will resources be coordinated? • What support could be made available to employers? 	<ul style="list-style-type: none"> • What are the hoped-for benefits for the employer's business? • How will they know if these occur?

Source: SQW

Annex A: Sources

The search terms were applied to the following **indexes, databases and search engines**:

- Applied Social Sciences Index and Abstracts (ASSIA)
- ASLIB Index to Theses
- Australian Education Index (AEI)
- British Education Index (BEI)
- EBSCO Business Source Premier
- EBSCO Electronic Journals Service
- Emerald
- ERIC
- Expanded Academic ASAP (via InfoTrac)
- Greynet (The Grey Literature Network Service, including the OpenGrey repository, containing over 700,000 bibliographical references to grey literature produced in Europe)Library Plus
- Proquest Database Collection
- PsycArticles
- PsycINFO (EBSCO)
- Social Policy and Practice (<http://www.spandp.net/>)
- Social Sciences Citation Index (SSCI) 1970-
- Social Science Research Network (SSRN)
- Sociological Abstracts
- Taylor and Francis
- Web of Knowledge
- ZETOC (Electronic Table of Contents from the British Library)

Some of the above list were searched at the same time using Library Plus and other multiple search tools.

Following the database searches, added additional references were added from previous literature based studies and from researchers' own bibliographic databases e.g. CiteULike.

Annex B: References

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