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Review of teacher-employer encounters/placements

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Glossary

Acronym	Definition
CEC	Careers and Enterprise Company
CEDEFOP	European Centre for the Development of Vocational Training
CfW	Curriculum for Wales
CPD	Continuing Professional Development
CWRE	Careers and Work-Related Experiences
EAS	Education Achievement Service
EBP	Education Business Partnership
INSET	In-service Education and Training
LA	Local Authority
LMI	Labour Market Information
PSHE	Personal, Social and Health Education
RSP	Regional Skills Partnership
STEM	Science, Technology, Engineering and Maths

1. Introduction

1.1 The Welsh Government commissioned York Consulting LLP to undertake a review of teacher-employer encounters and placements at secondary schools in Wales.

The aim of this research was to:

- Understand current practice of teacher-employer encounters/placements across Wales.
- Understand whether teacher-employer encounters/placements would be beneficial to teachers and employers across Wales, and if so, what models of delivery should be offered.
- Develop guidance to support meaningful teacher-employer encounters/placements and make recommendations for a future pilot.

1.2 This report details the key findings from the review. The researchers would like to thank all those who contributed to the review, particularly the stakeholders, employers and school staff who were interviewed.

Background

1.3 In September 2022, Wales introduced a new, statutory curriculum for all maintained schools in Wales.¹ The reformed curriculum consists of a national element, which is defined by the Welsh Government, and a school-level curriculum, which is developed by teachers at an individual school level. This allows educational institutions to play a direct role in the management and creation of their own curriculum.

1.4 The new curriculum is built around four key principles, which are designed to develop:

- Ambitious and capable learners.
- Healthy and confident individuals.
- Enterprising and creative contributors.
- Ethical and informed citizens.

¹ Welsh Government (2021). [Introduction to Curriculum for Wales Guidance](#).

- 1.5 To support these aims, Careers and Work-Related Experience (CWRE) has been included as a cross-cutting element of the new curriculum, applicable to learners aged 3 to 16. It is designed to be embedded within the curriculum, as opposed to being taught as a standalone subject, and schools have been encouraged to consider how they can best work with stakeholders, including employers and parents, to develop CWRE provision.
- 1.6 An independent consultation was commissioned by the Welsh Government in 2021 to develop additional guidance for CWRE in schools.² Following that consultation, the guidance on CWRE was embedded into the Curriculum for Wales Statutory Guidance, and articulates to schools how they must have due regard to it when carrying out their duties, including designing their curriculum.
- 1.7 In July 2023, The Minister for Education and Welsh Language in the Welsh Government also made a continued commitment to improving equity and access to professional learning for school staff, to support implementation of the Curriculum for Wales and other reforms. This was made alongside the announcement of measures to reduce teacher workload and bureaucracy.³
- 1.8 The Welsh Government commissioned the Career Development Institute (in partnership with Arad Research) to work with Careers Wales and wider stakeholders to develop a CWRE toolkit⁴ and toolbox⁵ to support CWRE in primary, secondary and special schools. This is a digital resource providing information and practical resources to support schools to plan, deliver and evaluate CWRE across their curriculum.
- 1.9 In addition to the new Curriculum for Wales, there has also been an increased focus on business involvement in schools as a result of the Welsh Bacallaureate

² Miller Research (2022). [Consultation – summary of responses to Careers and Work-Related Experience \(CWRE\) Guidance](#).

³ Welsh Government (2023). [Written Statement: Reducing workload and bureaucracy for school staff](#).

⁴ Welsh Government (2022). [Careers and work-related experiences \(CWRE\) – A toolkit for supporting the development of CWRE in schools and settings](#).

⁵ Welsh Government (2022). [Careers and work-related experiences toolbox](#).

qualification, which was introduced in 2015, and which requires learners to engage in enterprise and employability challenges.⁶

- 1.10 In England, the Careers and Enterprise Company (CEC) was commissioned by the UK Business Council to deliver teacher encounters⁷ with employers. The CEC is funding Careers Hubs to deliver local, tailored encounters specific to local needs and skill strategies.
- 1.11 These teacher-employer encounters offer opportunities for teachers to engage directly with employers, observe the practical implementation of subjects, learn about routes to employment, and identify the skills that are required for different roles. These insights can then be used to develop and enrich the curriculum, ensuring it includes real-world applications and prepares young people for entry into the labour market.
- 1.12 Careers Wales has recognised the importance of linking teachers with employers to enhance schools' CWRE programmes. It operates the Education Business Partnership (EBP), which provides opportunities for pupils, teachers, and parents to meet and interact with employers. Currently, Careers Wales does not currently facilitate teacher-employer encounters/placements, nor is there any nationally facilitated teacher-employer encounter offer in Wales.
- 1.13 Knowledge of the types of teacher-employer encounters that are taking place in Welsh secondary schools is limited. As such, there is a need to not only establish a comprehensive understanding of the types of encounters and placements that may be occurring in Wales, but also develop recommendations and guidance on effective practice and models of delivery to inform future pilots and implementation.

⁶ Blake, H. (2020). [Businesses in the classroom: how corporate social responsibilities are being undertaken in schools in South Wales](#). Cardiff University.

⁷ CEC (n.d). [Teacher Encounter Resources](#).

Report structure

1.14 The rest of the report is structured as follows:

- Methodology: literature review, school survey, interviews with stakeholders, school staff and employers, respondent characteristics, analysis and limitations of the methodology.
- Literature and evidence review: defining teacher-employer encounters, models of delivery, benefits and impact, challenges and barriers, and effective practice.
- Current practice in Wales: school engagement with employers, employer engagement with schools, and brokerage.
- Views on benefits and potential outcomes: school staff, employers, and measurement of outcomes.
- Barriers and enablers.
- Summary of findings and recommendations for a future pilot.

2. Methodology

2.1 The review of teacher-employer encounters was conducted between April and June 2023. The review methodology comprised:

- A literature and evidence review
- A school survey
- Interviews with:
 - stakeholders
 - school staff
 - employers.

2.2 The research design intended to gather feedback on teacher-employer encounters from a wide range of schools, whilst also ensuring that detailed perspectives are captured from a selection of respondents via interviews.

Literature and evidence review

2.3 Researchers completed an in-depth literature and evidence review to explore what types of teacher-employer encounters are currently taking place at secondary schools in Wales, as well as what types of delivery models exist in Wales, the UK and internationally. A range of databases were used to search for relevant literature and evidence. These included Google and Google scholar, the Directory of Open Access Journals, the Education Resources Information Centre, the Education and Employers Research Library, and the Organisation for Economic Co-operation and Development (OECD) Education Research Library, as well as publications from the European Centre for the Development of Vocational Training (CEDEFOP) and the International Labor Organisation.

2.4 Only published literature was included in the review due to the need to attribute sources in the final report.

2.5 Each source was logged in Excel and given a three-scale rating based on its relevance to the review. A total of 21 sources were reviewed, with 17 included in the final literature and evidence review. Four sources were excluded as they were

deemed to be of low relevance. The findings from the review informed the design of research tools.

School survey

2.6 A short, online questionnaire was designed to gather the views of school staff.

Questions included:

- How the school currently engages with employers, including whether they engaged with employers for the purpose of teacher Continuing Professional Development (CPD) and/or curriculum design.
- How likely they would be to engage with teacher-employer encounters in the future.
- What the barriers and enablers for delivering teacher-employer encounters would be.
- Whether they would be willing to take part in a 30-minute, follow-up interview.

2.7 The survey was hosted on Snap, an online survey platform⁸ and was made available in both Welsh and English. The full survey questionnaire is included in Annex A of this report. Due to the short timescale for conducting the review, piloting of the survey was not possible.

2.8 The survey was shared with schools via Dysg⁹ and through the Careers Wales network of Business Engagement Advisers. Some other stakeholders interviewed for the review also shared the survey with schools in their network.

Survey respondents

2.9 The target sample size for the survey was 25 schools. In total, 28 responses were received to the school survey, comprising of 27 school staff and one response from a Local Authority (LA) education department. Of the 27 school staff who responded, 25 schools were represented.¹⁰ The roles of the 27 school staff were as follows:

- Senior leader (15)¹¹

⁸ [Snap Surveys](#).

⁹ Dysg is the official education e-newsletter from Welsh Government.

¹⁰ At two schools, two staff members responded to the survey.

¹¹ Three specified that they had responsibility for careers.

- Middle leader with a curriculum role (4)
- Teacher with a careers role (8).

2.10 There were 21 secondary schools, two all-through schools, one special school and one pupil referral unit represented in the 25 school responses. Of these, four were Welsh medium schools, seven bilingual and 14 English medium. A breakdown of these 25 schools by region is shown in Table 2.1.

Table 2.1: School survey respondents by region

Region	Number of schools
North Wales	5
Mid Wales	4
South east Wales	9
South west Wales	7

Source: YCL school survey June 2023. Base: 25 schools.

Interviews with stakeholders, school staff and employers¹²

2.11 Table 2.2 shows the breakdown of individuals and organisations interviewed as part of the review. When speaking with stakeholders and employers, some interviews involved more than one individual, or sometimes multiple interviews were completed with individuals from the same organisation. All interviews were completed online. The number of organisations represented is highlighted in brackets in Table 2.2.

Table 2.2: Individuals interviewed by group

Group	Number of individuals (number of organisations represented)
Stakeholders ¹³	18 (13)
Schools	10 (10)
Employers	15 (12)

Source: YCL fieldwork data June 2023. Base: 43 individuals (35 organisations).

¹² See annexes B – D for the interview topic guides used.

¹³ Those interviewed during the scoping phase of the review, including groups listed in paragraph 2.12.

Stakeholders

2.12 Scoping interviews were completed with stakeholders during the initial phase of the review. Those interviewed were mostly selected by Welsh Government because their organisation is involved with or may have an interest in teacher-employer encounters. The research team also identified and contacted academics with subject interests relevant to teacher-employer encounters. Groups interviewed comprised:

- Regional Skills Partnerships (RSPs)
- Regional Education Consortia
- Careers Wales
- Others, such as the Careers and Enterprise Company and relevant academics.

2.13 These interviews aimed to develop understanding of the project rationale and context and inform the design of research tools.

Employers

2.14 To recruit employers to participate in the review, a snowball sampling approach¹⁴ was used during the scoping phase. This sampling approach involved asking the stakeholders during scoping interviews, including Careers Wales, RSPs and some Regional Education Consortia, to invite relevant employers in their networks to contribute to the review.

2.15 From these introductions, a total of 15 employees at 12 employers were interviewed. These were mostly large employers and from the private sector, although four public sector employers were interviewed. The breakdown of the 12 employers by sector was as follows:

- Manufacturing (3)
- Construction (3)
- Health and social care (2)
- Science and technology (2)
- Media (1)

¹⁴ [Snowball Sampling: Definition, Method, Pros & Cons.](#)

- Food (1).

2.16 Table 2.3 shows the regions in which the 12 employers were based.

Table 2.3: Employers interviewed by region

Region	Number of employers
North Wales	2
Mid Wales	1
South east Wales	6
South west Wales	3

Source: YCL fieldwork data June 2023. Base: 12 employers.

School staff

2.17 Interviews were undertaken with school staff who indicated in the survey that they would be willing to take part in a follow-up interview. Just over half (16) agreed to be contacted and were approached to participate in a follow-up interview. A total of 10 school staff were interviewed, comprising staff from seven secondary schools, one special school, one pupil referral unit and one all through school. The breakdown of the 10 school staff members interviewed by region is shown in Table 2.4.

Table 2.4: School staff interviewed by region

Region	Number of school staff
North Wales	2
Mid Wales	1
South east Wales	4
South west Wales	3

Source: YCL fieldwork data June 2023. Base: 10 school staff.

2.18 The roles of the 10 school staff interviewed were as follows:

- Senior leader with curriculum role (3)
- Middle leader with curriculum role (3)
- Teacher with careers role (4).

2.19 Three of the 10 interviews with school staff were conducted in the medium of Welsh.

Analysis

2.20 All data, both qualitative and quantitative, were analysed using Excel.

- 2.21 Each interview note was added to Excel and given a unique ID to anonymise the data. Demographic data such as region or school type was retained to support analysis of the data by these factors. The interview notes were then coded, that is, sections of text were grouped together based on the themes they covered.
- 2.22 Descriptive tables and cross tabulations were also created in Excel to analyse the quantitative school survey data.

Limitations of the methodology

- 2.23 There are various limitations to the methodology used for the primary research aspect of the review. These include:
- The small sample sizes for both the survey and qualitative fieldwork elements.
 - That non-probability sampling methods were used to select schools and employers to take part. (School survey respondents were self-selected and employers were recruited using a snowball sampling approach.)
- 2.24 Due to these limitations, it is likely that those who participated in the review skew towards those who are already interested in and/or engaged with teacher-employer encounters. As such, the findings are intended as an indication of viewpoints on teacher-employer encounters rather than as representative of the views of schools and employers across Wales.

3. Literature and evidence review

- 3.1 This literature review explores the current evidence base for teacher-employer encounters in Wales and compares different types of delivery models, both in the UK and internationally. It draws on journal articles, as well as publicly available grey and tertiary literature, including websites.
- 3.2 Teacher-employer encounters/placements have found limited mention in academic literature to date, which is partly a reflection of the practice still being uncommon. As such, reference is made to employer engagement in schools more generally throughout this review, on the understanding that certain themes are, or could be, applicable to teacher-employer interactions. It is also worth noting that, whilst the sources that address interactions between teachers and employers mainly relate to secondary schools and colleges, they do not necessarily focus on the Welsh context.
- 3.3 The most comprehensive review of the current evidence base on teacher-employer encounters was carried out by the Careers and Enterprise Company in 2017.¹⁵ The review concluded that empirical evidence on the value and impact of teacher-employer encounters was lacking, although there are some small-scale qualitative studies that point towards these interactions being effective.
- 3.4 This literature review draws on the existing evidence base developed by the Careers and Enterprise Company (CEC) and explores additional research and insights published in more recent years.

Defining teacher-employer encounters

- 3.5 According to the CEC, a teacher encounter can be described as “an opportunity for teachers to engage directly with employers to see and learn about the different career pathways relevant to their subjects, and to observe how their subject is applied practically in business.”¹⁶

¹⁵ The Careers & Enterprise Company (2017). [Teacher CPD delivered by employers. What works?](#) London: The Careers & Enterprise Company.

¹⁶ CEC (2023). [Teacher Encounters - Enterprise Advisers](#).

- 3.6 These encounters can take various forms, ranging from two-hour sessions to multiple days of engagement which can be face-to-face, virtual or a blend of both. The CEC has identified different types of teacher-employer interactions – from teacher placements in industry and teacher-employer mentoring, through to employer contributions to teacher CPD programmes (e.g., via the delivery of lectures and modules).¹⁷
- 3.7 Examples of teacher-employer encounters include:
- Site visits and tours of employer premises to observe current industry practices.
 - Observation of company recruitment processes (e.g., interviews and assessment centres).
 - Working with employers to develop classroom-based activities.
 - Work experience or placements for teachers.
 - Meeting graduates or apprentices to understand career pathways and progression opportunities.
 - Shadowing employees to gain an understanding of different roles and tasks.
- 3.8 In England, the implementation of teacher-employer encounters is primarily being driven by the CEC, which operates 26 careers hubs delivering bespoke provision based on regional skills needs.

Teacher placements

- 3.9 Teacher placements, also referred to as teacher externships, are a type of CPD where teachers are placed in industry environments to learn more about the sector in question. These placements can last anywhere from a few days to a whole year, but typically teachers spend around two weeks with an employer.¹⁷
- 3.10 Evidence suggests that teacher placements can improve teachers' knowledge and awareness, enhance their capacity to deliver learning and improve their practice.¹⁷ According to the literature review carried out by the CEC, high-quality teacher placements should:

¹⁷ CEC (2017). [Teacher CPD delivered by employers. What works?](#) London: The Careers & Enterprise Company.

- Apply broad principles of effective CPD.
- Establish whether the placement is an effective environment for learning.
- Have clearly established roles for teachers.
- Encourage a clear and shared purpose among stakeholders.
- Ensure effective support and communication routes.
- Have buy-in at senior leadership level.

3.11 In England, the CEC has been facilitating teacher placements via their Enterprise Adviser and Careers Hub networks and is aiming to place 1,000 teachers in industry settings with a range of different employers, including BMW, British Airways, the NHS, Oxford Biomedica, Thames Water, Three, Vodafone and Westcoast.¹⁸

3.12 Other examples of teacher placements in the UK include:

- A STEM¹⁹ Learning programme called ENTHUSE Partnerships (formerly STEM Insight), which offers one or two-week placements to STEM teachers in an industry or university setting.²⁰
- The Edge Foundation's Give Yourself the Edge programme, which provides opportunities for one-day teacher placements – so called 'externships'.²¹

3.13 Additionally, there is some evidence of industry placements delivered in Northern Ireland geared towards student teachers, the rationale being that many student teachers have followed a traditional route into teaching and therefore lack industry experience.²²

Other types of teacher-employer encounters

3.14 Other types of teacher-employer encounters are not commonly referred to in the literature. However, based on pilot initiatives run by the CEC, these have been known to include mentoring of teachers by employers, provision of CPD and other

¹⁸ The Careers & Enterprise Company (2023). [Insight Briefing: The Potential of Teacher Encounters](#).

¹⁹ STEM stands for Science, Technology, Engineering and Maths.

²⁰ STEM Learning (n.d). [ENTHUSE Subsidy](#).

²¹ Dodd, V. & Hanson, J. (2018). [Give Yourself the Edge Evaluation Report](#). Derby: International Centre for Guidance Studies, University of Derby.

²² Gibson, K. (2017). [Student Teachers of Technology and Design: Can short periods of STEM-related industrial placement change student perceptions of engineering and technology?](#) *Design and Technology Education: an International Journal*, v. 17.

training, as well as the co-creation of labour market information (LMI) and curriculum materials.²³

- 3.15 Whilst there are few examples of Welsh teacher-employer encounters in the literature, the following case study suggests there has been some collaborative activity between schools and employers in recent years that has involved training opportunities for teachers.

Welsh Valleys Engineering Project

The Welsh Valleys Engineering Project (WVEP)²⁴ is a partnership between schools, colleges, government, and industry to promote engineering in education and the workplace. It was launched in 2018 by the Royal Academy of Engineering with funding from The Panasonic Trust. The WVEP delivered STEM-based educational support and career guidance to eight secondary schools, two colleges and five primary schools in Merthyr Tydfil and Blaenau Gwent, south Wales.

The five-year programme provided funding and support for schools and colleges to engage with hands-on engineering-related learning opportunities, designed to broaden the curriculum and stimulate interest in STEM.

In January 2021, the project launched the Employer Engagement Strand, which sought to connect local, national, and global engineering industries to the schools that were part of the WVEP. The aim was to deliver co-produced curriculum-embedded careers-based engineering challenges that could be used by every school within the WVEP.

It is estimated that the programme has delivered 500 hours of CPD for teachers and 1,000 interactions between STEM ambassadors, local employers and teachers.

Models of delivery

- 3.16 As previously mentioned, there are different types of delivery models for teacher-employer encounters. In the main, these involve teacher placements, but they can also include other employer engagement activities, such as mentoring, observation visits, workshops, and the co-creation of lesson plans or curriculum material. These activities can range from two-hour sessions to multiple days of engagement, which can be face-to-face, virtual or a blend of both.

²³ The Careers & Enterprise Company (2023). [Insight Briefing: The Potential of Teacher Encounters](#).

²⁴ Royal Academy of Engineering (2022). [Welsh Valleys Engineering Project Evaluation Report 2018 – 2022](#).

3.17 In England, the CEC has been engaging in the placement of teachers in industry and has been trialling different models of delivery to explore which types of placements work best.

“We want to bring careers into the mainstream of education. So, we are placing a thousand teachers out in industry, and we are using our network and our careers hubs to test out different models of delivery.” Kerry Senatore – Teacher Encounters Lead, CEC²⁵

3.18 In the 2021-22 academic year, two CEC careers hubs in Oxfordshire and Berkshire piloted two different models of teacher-employer partnerships, with the aim of addressing regional skills shortages thought to result from a lack of awareness of local labour market needs. Both models targeted teachers but adopted different approaches to building relationships with employers.

Model 1: ‘Inspiration Beyond the Classroom’

The careers hub in Berkshire partnered with a career and training organisation, Pathway CTM, to match 15 science and maths teachers with nine local STEM businesses. Teachers spent four days on placement with the businesses to learn about the application of science and maths in industry, the range of roles and career pathways, commercial practices and the skills valued by employers.

Output: Teachers and employers co-created lesson plans for Year 10.

Costs: Backfill and project management costs (funded from the project budget).

Time commitment: Six days (four days for placement, one day for meetings/events, one day to prepare lesson plans).

²⁵ CEC (2023). [Teacher Encounter – Oxford Biomedica](#) (video).

Model 2: 'Find Their Future'

The careers hub in Oxfordshire identified 16 Year 8 teachers from 10 schools and matched them with 21 local employers to collaborate on three key phases of activity:

- Creating careers-related curriculum resources and LMI.
- Co-creation of employer-enriched activities and virtual events.
- Delivery of activities to classes of pupils, with support from employers.

Costs: Project coordinator costs and materials/resources. In addition, £750 per teacher was provided to schools to fund backfill costs.

Time commitment: 3-4 days (excluding classroom delivery time).

3.19 In addition to the programmes run by the CEC, the Edge Foundation's Give Yourself the Edge programme was rolled out in Nottingham, Derby and Newcastle in 2017.²⁶ It aimed to target Year 8 pupils in secondary schools. There were three main components to the programme:

1. Teachers complete a one-day externship in a business setting.
2. Pupils participate in a six-week project to learn more about the business.
3. Pupils present their findings to their peers or to the business.

3.20 The externships were managed by the respective employers and schools typically incorporated the programme into their existing timetables. Pupil activities were either delivered during tutor time (shorter programmes) or as part of personal, health, social and economic (PSHE) education (full programmes).

3.21 The Edge Foundation's teacher externship programme was developed based on the Academies of Nashville model in Tennessee – an education model focused on linking the curriculum with the region's industries and employment opportunities.²⁷

²⁶ Dodd, V. & Hanson, J. (2018). [Give Yourself the Edge Evaluation Report](#). Derby: International Centre for Guidance Studies, University of Derby.

²⁷ Newton, O. (2017). [Our Plan for Schools and 14-19 Education: Coherent, Unified, Holistic](#). London: Edge Foundation.

Nashville model

In 2005, the city of Nashville had a high school graduation rate of only 57%. As a result, Metro Nashville Public Schools began working intensively with their business community and Chambers of Commerce to redesign their education system.

Each high school is broken up into several semi-autonomous schools called academies. Students entering their freshman year spend time developing their employability skills and exploring the range of industries and jobs in Nashville.

This helps them select a Career Academy for their final three years in high school. Focused on one of the growth industries in Nashville, the Career Academy tailors the curriculum's lesson content to the industry in question.

Combined with a range of employer engagement and teacher externships, this enhances the curriculum by emphasising its applicability in real world scenarios. Teachers are given time to plan lessons during the school day – both individually and as a group to identify cross-curricular opportunities. During the summer break, they spend 3-5 days on an externship with an employer and develop a project for pupils to work on over the coming year.

Since the launch of the Nashville model, graduation rates have risen from below 60% to above 80%.

3.22 Teacher externships appear to be a more common practice in the USA. Other relevant examples alongside the Nashville model include:

- Iowa STEM Teacher Externships programme: Run by the Governor's STEM Advisory Council, this programme consists of a full-time, six-week summer placement for secondary school teachers of mathematics, science and/or technology. Teachers are matched with a local business based on their interests and business demand. They are paid a stipend of up to \$5,000 and receive two days of paid professional development.²⁸
- Ignited Summer Fellowship Programme: This programme places eligible teachers of all subjects on full-time summer placements with local businesses for eight weeks. Teachers are paid \$25/hour for 280 hours of project-based work

²⁸ Iowa Governor's STEM Advisory Council (n.d). [FAQ – What types of opportunities are available?](#)

and receive the remaining \$2,800 in grants for creating and implementing curriculum material, with the support of a coach.²⁹

3.23 In addition, a guide on teacher externship delivery was published in 2018 by FHI 360 – a non-profit organisation involved in developing, implementing and evaluating locally driven solutions in health, education and economic development in North Dakota. The guide, which is part of a work-based learning manual, defines teacher externships and offers guidance on their implementation and design.³⁰

Benefits and impact

3.24 To date, there has been just one statistically representative study on the impact of teacher placements, which was carried out as part of a national UK survey in 1993.³¹ This revealed three main outcomes:

- Improved knowledge and awareness of business, industry, and career pathways.
- Improved confidence and capacity to deliver learning, including new networks.
- Changes in practice, including improved subject teaching, pastoral support, and careers-related teaching.

3.25 Both the CEC and the Edge Foundation have since conducted research into the impact and benefits of employer interactions with teachers. However, much of this evidence is based on small sample sizes from individual pilot programmes or initiatives. For instance, an evaluation of the Give Yourself the Edge programme was undertaken by the University of Derby in 2018, which involved a survey of 24 teachers, as well as interviews with 10 teachers and nine employers.³²

3.26 There is some preliminary evidence to suggest that professional learning and development activity delivered by employers, specifically in relation to teacher placement activity, is a “potentially effective” intervention, with some small-scale

²⁹ Ignited (n.d). [Apply for unique paid summer professional development](#).

³⁰ FHI360 (2018). Work-Base Learning Manual – A how-to guide for work-based learning. [Chapter 9 – Teacher Externships](#).

³¹ Abbott, I., Campbell, R., Merson, M., and Neil, S. (1996). Bridging the historical divide? An analysis of teacher placements in industry. *British Journal of Education and Work*, 9(1), 31–41.

³² Dodd, V. & Hanson, J. (2018). [Give Yourself the Edge Evaluation Report](#). Derby: International Centre for Guidance Studies, University of Derby.

evaluations suggesting positive outcomes for teacher-employer encounters across an array of delivery models.³³

- 3.27 However, due to the small-scale nature of these evaluations, it is difficult to draw robust conclusions on the impact and benefits of teacher-employer encounters more generally.

Benefits for teachers

- 3.28 A summary of findings from the evaluation of the CEC's teacher-employer encounter pilot projects in Oxfordshire and Berkshire reported benefits for teachers, including:³⁴

- Increased knowledge of local businesses, career opportunities and pathways.
- Increased commitment to employer engagement.
- Increased capacity to link curriculum to careers.

- 3.29 The evidence review carried out by the CEC also identified several benefits for teachers who engage with employers:³⁵

- Improved ability to identify the relevance of subjects for future careers and to establish links to careers from the curriculum.
- Increased confidence and knowledge to advise or signpost students and to consider all available pathways (including technical and vocational routes).
- Broadened subject knowledge and experience of their subject's practical application.
- Opportunity for experiential, practical and hands-on learning.
- Opportunity to develop and sustain meaningful relationships with employers.

- 3.30 As stated by the founder of Zenopa Recruitment, one of the businesses involved in teacher-employer encounters facilitated by the CEC:

³³ Dodd, V. (2017). [Teacher CPD delivered by employers. What works?](#) London: The Careers & Enterprise Company.

³⁴ CEC (2023). [Insight Briefing: The Potential of Teacher Encounters](#).

³⁵ CEC (n.d). [Teacher Encounters – Education Leaders](#).

“We wanted to show teachers the variety of roles available... and also to provide resources for teachers to take back into the classroom.”³⁶

Benefits for employers

3.31 Employers also appear to welcome the opportunity to partner with schools as a means of demonstrating their commitment to social value and helping to develop and shape their region’s future talent pool.³⁷

3.32 In addition, the following benefits were identified for employers:³⁸

- Increased understanding of young people’s needs and barriers to employment.
- Ability to inform changes to the curriculum to meet future skills needs.
- Raising of company profile and brand awareness.
- Improved recruitment practices to attract new talent.

“Teacher encounters will help us deliver the talent we require by allowing us to explain what we do. Teachers are then teaching students based on a real-life context.” Simon Simkins – Head of Operational Strategy, Oxford Biomedica³⁹

Benefits for learners

3.33 In addition to the benefits outlined for teachers and employers, a number of benefits for learners have also been attributed to teacher-employer encounters. In the main, these include an improved awareness of available career opportunities and pathways in a given subject area, which in turn has led to an increase in motivation and/or interest in particular subjects.³⁷

3.34 For example, a report by STEM Learning indicated that awareness of STEM career opportunities among pupils at a school that had participated in the STEM Insight programme increased by between 38 and 63 percentage points for Years 10-13.⁴⁰ In addition, feedback from Year 10 pupils who participated in the Berkshire pilot project delivered by the CEC revealed that it has impacted positively on their

³⁶ CEC (2023). [Bringing teachers closer to business – a partnership with purpose](#).

³⁷ CEC (2023). [Insight Briefing: The Potential of Teacher Encounters](#). London: The Careers & Enterprise Company.

³⁸ CEC (2022). [Teacher Encounters – Making it Meaningful](#). London: The Careers & Enterprise Company.

³⁹ CEC (2023). [Teacher Encounter – Oxford Biomedica](#) (video).

⁴⁰ STEM Learning (n.d). [STEM Insight – Teacher Overview](#).

understanding of jobs and careers (82%) and their thoughts about future career opportunities (77%). In the Oxfordshire project, Year 8 pupils reported increased motivation for subjects covered by the programme compared to other subjects.⁴¹

Challenges and barriers

Facilitation of encounters/placements

- 3.35 Responses to the Welsh Government consultation on CWRE guidance in schools revealed that whilst employers are eager to deliver CWRE sessions at schools, there is the need for a third party to broker relationships between employers and schools, as schools often lack the time, resources and awareness of local employers to approach them.⁴²

Resourcing and funding

- 3.36 Employer engagement activities in schools can also be impeded by resourcing or funding constraints. A survey of schools in Wales was conducted by Arad Research on behalf of the Welsh Government as part of a review of enterprise and employer engagement activities in Welsh schools. This revealed a 'lack of staff time' as the most common barrier faced by schools delivering these types of activities, reported by 27 out of 47 schools (57%). This was followed by the 'cost of accessing support/programmes', which was reported by 21 out of 47 schools (45%).⁴³

Effective practice and critical success factors

Facilitation of encounters/placements

- 3.37 The Welsh Government consultation on CWRE guidance in schools revealed a potential need for clearer guidance on how schools in Wales can access employers and who is responsible for brokering the partnerships, i.e., whether this rests with individual schools, LAs or Careers Wales. Suggestions and recommendations

⁴¹ CEC (2023). [Insight Briefing: The Potential of Teacher Encounters](#). London: The Careers & Enterprise Company.

⁴² Miller Research (2022). [Consultation – summary of responses to Careers and Work-Related Experience \(CWRE\) Guidance](#).

⁴³ Arad Research (2021). [Mapping and review of enterprise and employer engagement activity across schools in Wales](#). Cardiff: Arad Research.

included the development of a dedicated portal, as well as a comprehensive “list of approved suppliers” which schools could draw on.⁴⁴

3.38 This was echoed in the enterprise and employer engagement research conducted by Arad Research, which suggests that employer engagement activities in schools in Wales could be more systematic and streamlined in nature to avoid lack of coordination or duplication in provision.⁴⁵ Whilst these findings are not referring to teacher-employer encounters specifically, the success factors that underpin effective employer engagement in schools are likely to apply to teacher-employer encounters as well.

3.39 In addition, research conducted by FreshMinds on behalf of the National Education Business Partnership Network and Business in the Community revealed that “high-quality intermediaries” play a key role in the creation of successful relationships between employers and schools. Moreover, employers who had experience of working with EBPs were nearly eight times more likely to host work placements for teachers.⁴⁶

Long-term relationships

3.40 The Welsh Government consultation also highlighted the importance of engagement between schools and employers through “long-term, sustainable, mutually beneficial relationships” where employers are able to recognise the importance of CWRE and schools have a clear idea of what they want to get out of the relationship with the employer.⁴⁷

3.41 It should be taken into account that schools in rural or economically disadvantaged areas may face additional barriers or challenges when it comes to engaging and building relationships with employers⁴⁷.

⁴⁴ Miller Research (2022). [Consultation – summary of responses to Careers and Work-Related Experience \(CWRE\) Guidance](#).

⁴⁵ Arad Research (2021). [Mapping and review of enterprise and employer engagement activity across schools in Wales](#). Cardiff: Arad Research.

⁴⁶ FreshMinds (2007). [Raising the bar and removing the barriers: What employers can offer education](#). Education and Employers.

⁴⁷ Arad Research (2021). [Mapping and review of enterprise and employer engagement activity across schools in Wales](#). Cardiff: Arad Research.

Resourcing and funding support

- 3.42 Funding and resourcing constraints have been identified as some of the key barriers that prevent schools from engaging in meaningful encounters with businesses. As such, the provision of subsidies or funding could help to facilitate teacher-employer encounters and enable teachers to attend placements.

ENTHUSE Project⁴⁸

STEM Learning offers subsidies to all UK state-maintained schools and colleges via the ENTHUSE project – a partnership of government, charities and employers who aim to promote STEM teaching through the professional development of teachers across the UK. Subsidies of £170-£470 are available per day to enable teachers to attend face-to-face CPD training provided by the National STEM Learning Centre in York, with the aim of embedding what they have learnt into the curriculum.

Formalising roles and responsibilities

- 3.43 There is some evidence to suggest that establishing clear roles for teachers at the outset of a placement is an important component for guaranteeing their involvement and building an effective learning environment.⁴⁹
- 3.44 In addition, research suggests that schools without a dedicated staff member responsible for enterprise/employer engagement are more likely to have limited opportunities around these types of activities and interactions.⁵⁰ Employers also prefer to have a single point of contact when dealing with a school.⁵¹
- 3.45 As such, it appears that formalising roles and responsibilities – both for teachers undertaking placements and for the staff members responsible for careers guidance and employer engagement – could contribute to more effective and regular delivery.

⁴⁸ STEM Learning (n.d). [ENTHUSE Subsidy](#).

⁴⁹ Rowlands, M., Gibson, F., Heywood, D. and Parker, J. (1996). A case study of student teachers' science placements. *Assessment and Evaluation in Higher Education*, 21(1), 91–98.

⁵⁰ Arad Research (2021). [Mapping and review of enterprise and employer engagement activity across schools in Wales](#). Cardiff: Arad Research.

⁵¹ FreshMinds (2007). [Raising the bar and removing the barriers: What employers can offer education](#). Education and Employers.

Conclusion

- 3.46 This review has sought to establish an overview of the literature and evidence base for teacher-employer encounters/placements in Wales. Much of the existing evidence on current practice and models of delivery is based on activities that took place, or are taking place, in England or the USA. However, the Welsh context has been taken into account wherever possible, and recommendations and examples of effective practice around business engagement activities in Welsh schools have been identified.
- 3.47 The delivery models identified in this literature and evidence review suggest that teacher-employer encounters can take various forms, ranging from brief interactions to more in-depth engagement activities spanning several days. However, in most cases, the delivery model appears to involve project-based placements of teachers in industry, with employers and teachers co-creating lessons plans or curriculum activities.
- 3.48 As with employer engagement activities more generally, successful delivery of teacher-employer encounters/placements rests on a school's ability to provide adequate resourcing for CWRE activities, including, where possible, a designated member of staff to coordinate the encounters and liaise with employers. In addition, the development of sustainable, long-term relationships between schools and employers appears to be a key criterion for ensuring meaningful engagement. Thus, formalising and streamlining teacher-employer encounters, for instance by introducing a dedicated brokerage service, could ensure schools are made aware of what is available to them and support them to access these opportunities.
- 3.49 Despite a need for the evidence base on teacher-employer encounters/placements to be developed further – particularly from a Welsh perspective – there are indications that interactions between employers and teachers bring an array of benefits, not least for the teachers themselves, but also for the businesses they are engaging with and the learners they are supporting.

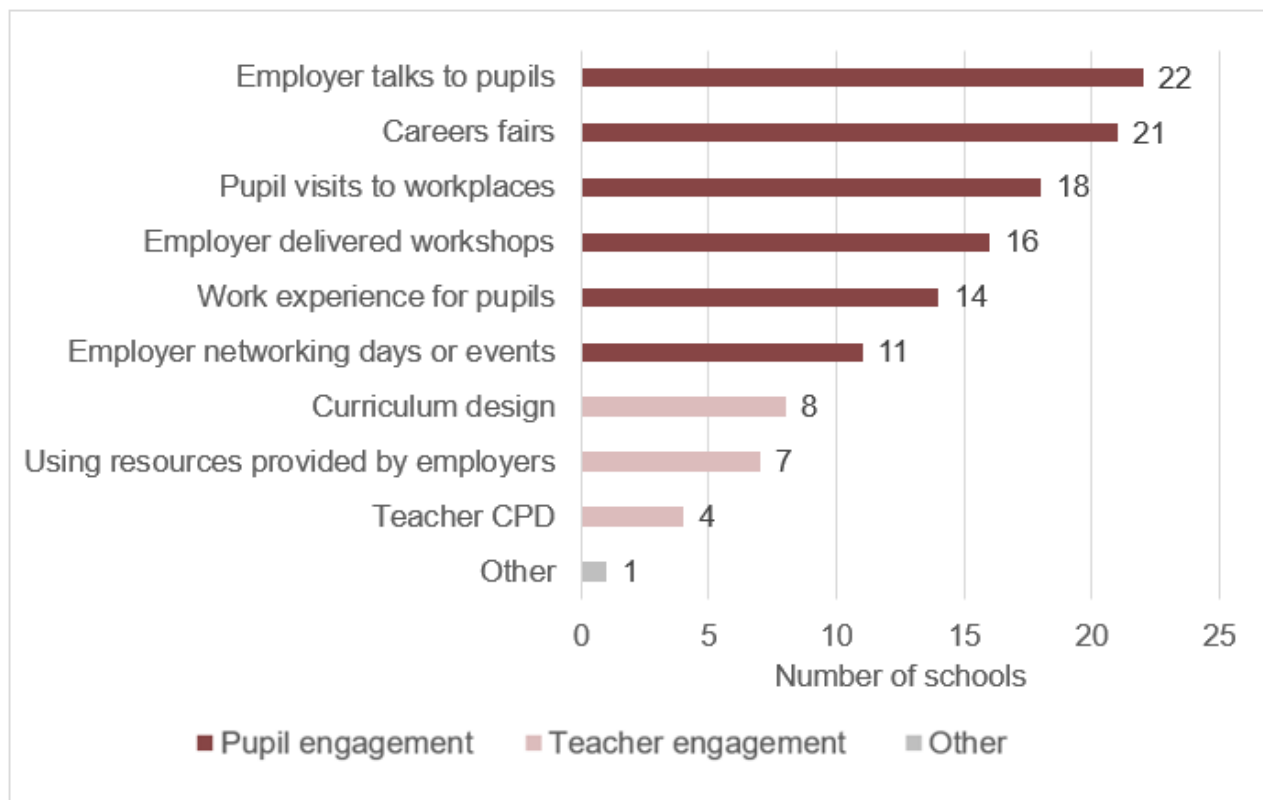
4. Current practice in Wales

- 4.1 This chapter details findings from the research on the extent and nature of teacher-employer encounters that are currently taking place in secondary schools across Wales.
- 4.2 Overall, the view from stakeholders, school staff and employers was that teacher-employer encounters are not common practice in secondary schools in Wales. Some participants noted that the practice of education staff engaging with employers was more common in Further Education and Higher Education than in secondary schools. Where teacher encounters are happening, they tend to be ad hoc and the result of varied, individual arrangements, with no consistent model for delivery or brokerage between schools and employers. There was a consensus amongst stakeholders that, for teacher-employer encounters to become common practice, additional resourcing and coordination would be required.

School engagement with employers

- 4.3 Whilst most of the schools participating in the research reported engaging with employers for the purpose of organising pupil encounters, arranging teacher-employer encounters was much less common. As shown in Figure 4.1, almost all the 25 schools surveyed engaged with employers to arrange talks for pupils (22) and through careers fairs (21). However, employer engagement activities which primarily involve teachers were the least common type of employer engagement activity reported. Around a third of school staff reported engaging with employers for the purpose of curriculum design (8) or using resources provided by employers (7). The least common employer engagement activity reported was teacher CPD, with staff at four schools selecting this option.

Figure 4.1: How does your school engage with employers?



Source: YCL school survey May 2023. Base: 25 schools. Note: respondents could select multiple options.

4.4 When asked in a follow-up survey question and in interviews to describe the school’s employer engagement activities linked to teacher CPD, respondents gave varied answers. Activities included:

- Employers visiting the school to meet with teachers, particularly in STEM areas, to develop their understanding of sector skills needs.
- Cardiff University attending the school’s In-service Education and Training (INSET) day to talk to STEM teachers about scientific techniques used in industry.
- Participating in a pilot project that will include teacher ‘externships’ with employers in addition to pupil encounters.
- Working with Careers Wales to arrange for several employers to visit the school to discuss how CWRE can be integrated into different areas.
- Employers meeting with school staff to share organisational approaches to supporting mental health and wellbeing.

- Teachers attending pupil encounters and benefiting from the learning they provide about employers.

4.5 In giving further detail on how their school engaged with employers around curriculum design, most described pupil-employer encounters and how these were integrated with or complimented the curriculum. A few gave examples of pupil enquiry projects linked to local employers, including the example below with Bouygues construction company.

Case study: Bouygues construction

A large construction company in southwest Wales is delivering a pupil and teacher engagement project based around the Pentre Awel development, a medical research and health care delivery centre currently under construction.

Bouygues are delivering a 10-week enquiry project for pupils at five schools, comprising a mix of workplace visits and teacher-led work on the project in school. These pupil engagement activities provide an initial structure through which relationships between teachers and staff can develop. The enquiry project will then be followed by a series of teacher 'externships' where teachers will have the chance to speak with Bouygues staff about embedding learning from the project into their curriculum. The aim of this teacher engagement is to ensure a wider cohort of pupils benefit from the project in addition to those who participated directly.

As part of the project, teachers also visited School 21 – a free school in London – to learn about its Real World Learning pupil-employer enquiry project, which is informed by the Nashville model referenced in the literature and evidence review in chapter 3.

The project's teacher-focussed activities are targeted at Areas of Learning and Experience (AoLE) leads. The project is managed by a Social Value Adviser at Bouygues and supported by a 14-19 adviser from Carmarthenshire LA and the southwest RSP. The project has received £85,000 from the Swansea Bay City deal, with this funding mainly covering project coordination costs and costs associated with professional development opportunities, such as the teacher trip to London.

4.6 Examples of resources provided by employers that school staff reported using included:

- Resources linked to pupil enquiry projects that employers have delivered or supported.
- Sector specific resources available online, such as Tasty Careers.⁵²

⁵² A [website](#) for children and young people about careers in the food and drink industry.

- Resources shared by employers through the Careers Wales valued partner initiative.
- Financial education resources developed by high street banks.

Employer engagement with schools

4.7 Where employers described engaging with teachers or school staff, activities were similarly varied, with many primarily reporting engaging with teachers through the delivery of pupil encounters. Some gave examples of teacher-focussed activities, including:

- Holding dedicated sessions for teachers as a part of pupil engagement projects.
- Meetings with Careers Advisers attended by a range of employers.
- A semi-conductor innovation centre hosting a meeting of local STEM curriculum lead teachers, giving them a tour of the facilities and a talk about the company. The same company also works with the Institute of Physics to give newly qualified teachers an insight into the semiconductor industry.
- A construction company working with schools to integrate environmental knowledge into the curriculum.

4.8 A few employers also described developing resources for use in schools, such as those available on websites like Go Construct and WeCare Wales for the construction and social care sectors respectively.

Case study: Education Achievement Service

To support the implementation of the new Curriculum for Wales (CfW) and help teachers deliver CWRE, the regional education consortia in southeast Wales – the Education Achievement Service (EAS) – has been developing links with employers with the aim of organising teacher-employer encounters.

The EAS has arranged for the termly meetings of STEM curriculum leads – normally held at the EAS offices or a host school – to take place at different local employers. Two meetings have been held so far, at the Catapult semiconductor innovation centre and the GE Aviation factory.

At Catapult, the meeting took place over a morning and included a tour of the facility and a talk from company directors. Teachers were also given the chance to try out a toolkit of electronic components that Catapult are developing for use in schools. Teachers had a go at using the toolkit and gave feedback on how well they would be able to use the toolkit with pupils and any areas for improvement. The meeting at GE Aviation followed a similar format, with a tour and talk from the directors about career opportunities and skills need.

The EAS are in the process of developing relationships with additional employers for future STEM curriculum lead meetings. This is done through a mixture of cold calling relevant employers and utilising personal connections.

Brokerage

- 4.9 In terms of how relationships are brokered between schools and employers to deliver teacher-employer encounters, the case studies provided in this chapter show that encounters are currently facilitated by various organisations. These include:
- An LA working with an RSP.
 - An education consortium member.
 - An employer consortium, in the case of Menai Science Park.
- 4.10 Stakeholder, employer and school staff views on future brokerage models to deliver teacher-employer encounters are discussed in chapter 7: Summary of findings and recommendations for a future pilot.

Case study: Menai Science Park (M-SParc)

M-SParc is a science park in north Wales linked to Bangor University that currently houses around 50 science and technology companies. M-SParc employs a dedicated outreach and community manager to engage with schools and colleges. They are currently running a pilot project called 'Skill-SParc' designed to address the new curriculum for Wales through providing links to the digital, energy, creative-digital, and entrepreneurial sectors.

The project has different strands linked to areas such as energy, digital, enterprise and low carbon. Each project strand involves real-life science and technology challenges, which students work on over 10 sessions in collaboration with employers housed at the science park.

At the start and end of each project strand, sessions are held with teachers to discuss the materials used and how they can use them in the classroom. The aim of these sessions is for teachers to replicate the project in subsequent years and retain the relationship they have developed with the M-SParc employers independently.

The pilot is proving to be very popular, with 10 schools engaged so far. The project was funded through the Community Renewal Fund, and M-SParc are looking to apply for further funding from the Shared Prosperity Fund to continue the project.

In addition to this pilot project, M-SParc are also looking to offer two-to-three day long work experience placements for teachers and school leaders. Plans for this are in their infancy, with M-SParc looking for appropriate employer partners to support the placements.

5. Views on benefits and potential outcomes

- 5.1 A key finding from the research is that there is interest and enthusiasm for teacher-employer encounters amongst stakeholders, schools and employers. A common view was that teachers tend to lack industry experience, with most having gone straight from university into teacher training and working in schools. It was felt that teacher-employer encounters could help to address this gap in experience, by providing teachers with up-to-date knowledge of sectors relevant to their area.
- 5.2 Stakeholders and school staff also highlighted how teacher-employer encounters could support teachers to meet the aims of the new CfW, particularly regarding authentic learning experiences.

“To achieve the CfW four purposes, we need to help students see the link between school and the outside world.” (Stakeholder)

School staff

- 5.3 When asked in the survey about the likelihood of engaging with teacher-employer encounters in the future, over half of school staff answered ‘definitely’ (16 out of 28) whilst the remaining 12 answered ‘somewhat’. No respondents selected ‘definitely not’. It is worth noting the survey sample was self-selected, meaning that those who responded are likely to be those already interested in employer engagement and therefore more likely to consider engaging with teacher-employer encounters in the future.
- 5.4 During interviews, school staff cited various benefits that they could envisage teacher-employer encounters having for teachers. Most commonly, these included:
- Improved understanding of sectors linked to their subject, including the jobs available and skills needed locally.
 - Supporting teachers to creating authentic learning experiences linked to the world of work, therefore aligning well with the new CfW.
 - Improved teaching and pupil engagement, through teachers being better able to demonstrate the relevance of what pupils are learning.

5.5 A few school staff also felt that teacher-employer encounters could provide useful insight into different work environments, management and leadership styles and potentially improve staff motivation and enthusiasm.

“Teachers are maybe too fixated on exams results and achieving academic perfection, when there are other avenues out there that require a broader skill set. Yes, teachers get this to a degree, but meeting with employers would strengthen that and keep them up to date with a rapidly changing workplace.”
(School staff)

“If pupils can better understand the purpose of what they are being taught and can see how it can help them find a future job, then they are more likely to engage and take an interest.” (School staff)

Employers

5.6 Employers were mostly positive about the idea of teacher-employer encounters, with some concerns about expected level of commitment. Some were keen to continue pupil encounters but less sure about what accommodating teachers would look like and how these encounters would be resourced. These concerns are covered in the chapter 6: Barriers and enablers.

5.7 Employers typically viewed the benefits of teacher-employer encounters in one or more of the following ways:

- **Careers:** As a chance to promote the job opportunities they offer, to increase and diversify their talent pipeline. Some viewed teacher-employer encounters as a more efficient way of reaching many pupils than delivering pupil encounters alone, as it was a chance to influence individuals who can often be key influencers in pupils career decision making (“influencing the influencer”).
- **Skills:** To shape the curriculum to ensure pupils are developing what employers view as the right skills. This perception was often articulated by employers who were either already delivering teacher-employer encounters or very interested in doing so.
- **Culture:** Seeing teacher-employer encounters as a part of the company’s corporate social responsibility (CSR) or part of a general culture within the

organisation of giving back to the local community. This included construction companies highlighting that school engagement work forms part of demonstrating they are meeting requirements to provide social value and community benefit.

- 5.8 These different views on potential outcomes seemed to be linked to employers' preferred types of teacher-employer encounters. Those who viewed teacher encounters as primarily focussed on communicating information about career opportunities tended to favour lighter touch models such as talks, with those interested in shaping skills development suggesting the most engaged encounters such as placements. This issue will be discussed further in the chapter 7: Summary of findings and recommendations for a future pilot.

“Teachers aren't informed enough to know what's actually out there in terms of construction opportunities and non-traditional career paths for young people.”
(Employer)

“This is about the next generation of engineers.” (Employer)

“People often focus on their own 'bubble', especially teachers, but the main purpose of schools is to develop individuals to progress into work, so it's important that employers engage with teachers.” (Employer)

Measurement of outcomes

- 5.9 There was a general view amongst stakeholders and schools that measuring outcomes of teacher-employer encounters would be challenging. Measuring outcomes for pupils was thought to be particularly difficult. Whilst there were a few suggestions to use indicators such as destinations data to understand changes in pupil decision making, it was felt that attributing any observed changes to teacher-employer encounters would likely not be possible.
- 5.10 Understanding changes in teachers' knowledge, understanding and practice as a result of teacher-employer encounters was typically viewed as a more pragmatic approach to outcome measurement. Suggestions included teacher feedback forms, which could be completed immediately after an activity and/or a few months later. The latter option was suggested as a possible method for evidencing the extent to which teachers have integrated learning from an encounter into the curriculum. This

is something that the CEC are doing in England to measure outputs from the teacher-employer encounters they are delivering.

- 5.11 There were also suggestions to use case studies and qualitative feedback to demonstrate benefits and outcomes resulting from teacher-employer encounters.

6. Barriers and enablers

- 6.1 This section covers barriers and enablers to delivering teacher-employer encounters that were highlighted by stakeholders, school staff and employers. This includes responses to the school survey and comments made during interviews.

Barriers

- 6.2 The most common anticipated barrier to delivering teacher-employer encounters cited by school staff was having insufficient time to engage. Many commented that teachers' high workload would impact their capacity to take time away from school to engage with employers.

“Finding time is the main barrier here – school life is just so busy.” (School staff)

- 6.3 Linked to these comments made by school staff about a lack of time, the most common anticipated barrier mentioned by employers was difficulties developing and sustaining relationships with schools. Employers recognised that teachers are often time-poor, commenting that in the past this has made it challenging to engage with some schools.

“Teachers seem to have the motivation and recognise the value, but they are time poor and focused on exams. It's hard to know how to reach them without feeling like you're burdening them.” (Employer)

- 6.4 Cost was also cited as a key barrier by most respondents to the school survey. Some did not offer further detail as to what costs they were referring to, whilst others specified lack of funding for cover staff as a barrier. The availability of cover staff was also viewed by some as a barrier, with school staff describing a shortage of supply teachers.

- 6.5 Other anticipated barriers highlighted by fewer school staff included the potential impact on classroom time if teachers miss lessons and the availability of employers who are motivated and willing to engage with teachers.

- 6.6 The barriers described by school staff echo those cited by stakeholders during scoping interviews. Some stakeholders also felt that there could be regional and sector variation in the availability of employers willing to support teacher-employer

encounters. For example, one stakeholder described how, in their area, the construction sector tends to be more engaged with pupil encounters than other sectors such as hospitality or tourism. Similarly, it was suggested that schools in areas with a high proportion of small businesses may struggle to engage employers more so than those in areas with a high number of large employers, as the latter tend to have more capacity to engage with schools.

“There needs to be consistency across the region to ensure the same opportunities are offered to everyone.” (Stakeholder)

6.7 In addition to difficulties engaging with schools, other anticipated barriers highlighted by some employers included:

- Capacity and time constraints.
- Cost, including transport for teachers and catering.
- Challenges around hosting teachers in the workplace, including health and safety and security issues.
- Employees lacking the skills to educate or train teachers.

Enablers

6.8 When asked about key enablers that would support them to deliver teacher-employer encounters, suggestions from school staff and employers were typically linked to the common barriers highlighted above.

6.9 For school staff, funding for supply cover and time were suggested as key enablers. Some survey respondents did not elaborate further when suggesting ‘time’ as an enabler. Others stated that time would need to be made available for staff to engage with employers and to complete any follow up activities, such as integrating learning from the encounter(s) into the curriculum.

6.10 Linked to the challenges mentioned above around employers developing and sustaining relationships with schools, the most common enabler suggested by employers was a third party to support them in brokering relationships with schools. Most stakeholders and some school staff also highlighted this as a key enabler.

6.11 Other enablers highlighted by school staff and employers are shown in Table 6.1.

Table 6.1: Other enablers suggested by school staff and employers

Schools	Employers
<ul style="list-style-type: none"> • Timing, including staff stressing the importance of not organising for activities to take place during exam periods. Some suggested that after summer exams would be an ideal time. • Senior leadership and teacher buy in, supported by: <ul style="list-style-type: none"> ○ Clear evidence of the benefits. ○ Clear messaging about how teacher-employer encounters can support the new curriculum. • Examples of best practice and delivery models. • Using existing staff meetings and/or training days to deliver teacher-employer encounters, to minimise the impact on teaching time. 	<ul style="list-style-type: none"> • A key contact at the school who has responsibility for employer engagement. It was suggested that this does not need to be the staff member’s full-time role, but a dedicated part of it. • Sufficient planning and lead in time. • Combining teacher-employer encounters with pupil encounters. • Expectations from government that employers should engage with teachers.

7. Summary of findings and recommendations for a future pilot

- 7.1 There is interest and enthusiasm for teacher-employer encounters in Wales, despite such activity not currently being common practice. As highlighted in this review, teacher-employer encounters have the potential to support teachers in providing authentic, meaningful learning experiences through connecting the curriculum to the world of work. In turn, this has the potential to increase pupils' interest in the curriculum and their awareness of different career paths. For employers, engaging with teachers offers a chance to promote their work and opportunities to a wider audience and play a role in shaping the skills that pupils develop.
- 7.2 These findings suggest there are two, broad ways of thinking about the purpose and aims of teacher-employer encounters:
- **Supporting teachers' delivery of the curriculum:** Developing teachers' skills, knowledge and awareness to support them to embed CWRE within the curriculum and deliver relevant, authentic learning experiences.
 - **Supporting teachers to broaden pupils' aspirations:** Teachers are key influencers in pupils' decisions about future pathways and careers. Raising teachers' awareness of relevant sectors, opportunities and pathways through teacher-employer encounters will help them to broaden pupils' aspirations.
- 7.3 It is not possible, from the limited literature and evidence available, to draw conclusions about the different outcomes resulting from different types of teacher-employer encounters. However, findings from the review indicate that certain delivery models may be more or less appropriate depending on what the intended aims are. For example, supporting teachers' delivery of the curriculum would likely require dedicated curriculum development time either during or after a teacher-employer encounter. It will therefore be important to help schools, employers and other stakeholders consider what the intended aims of their teacher-employer encounters are when planning activities.
- 7.4 Despite the recognised potential of teacher-employer encounters, anticipated barriers related to resourcing and capacity, particularly in schools, may limit the extent to which the above benefits can be realised. It is therefore likely that delivery

of teacher-employer encounters will require trade-offs between navigating and recognising known barriers for schools and employers with the desire to achieve the above outcomes. Evidence based enablers, such as third-party brokerage, have the potential to mitigate some of these barriers, alongside a flexible approach to delivery. Varied options should be offered to give schools and employers maximum flexibility in choosing the delivery model that best suits their context and capacity.

- 7.5 Considering these points, this section draws on the findings from the primary research and literature review to recommend a range of potential teacher-employer encounter delivery models to be piloted. These encounters fall on a spectrum of the amount of time they would require, with the estimated time specified in each suggested delivery model. Cross-cutting issues that span all potential delivery models are also highlighted as areas to consider for a future pilot.

Delivery models

Online employer information event

An online event where several employer representatives speak to teachers from multiple schools about what they do, the job opportunities available and the skills required. Each employer would deliver a short presentation or talk, with some time allocated for questions and discussion. The event could be recorded so that teachers who were not able to attend could view it at a more convenient time.

A possible addition to this format could be the use of break out rooms, with teachers and employers allocated into groups based on their sector and AoLE. This would facilitate more focussed discussion by giving teachers a chance to speak directly with employers from sectors relevant to their AoLE. Adding this option may also motivate school staff to attend the virtual event rather than simply watching the recording afterwards.

Time commitment: 1 – 2 hours

To maximise engagement from teachers, this type of event would likely need to take place after timetabled lessons have finished.

In-person employer presentation

An employer representative (or several) visiting a school to deliver a presentation to teachers about what the employer does, the job opportunities available and the skills required. The presentation could be delivered to all teachers or those from the AoLEs most relevant to the employer's sector.

This type of encounter would be similar in format to the talks that some employers already deliver to pupils. However, to maximise the value that teachers get from the encounter, it will be important that employers do not simply replicate the information they provide via pupil talks. For example, the talk could have a greater focus on the employers' skills needs to highlight links with curriculum learning. It could also be used to showcase any relevant careers or curriculum resources that the employer has produced or is aware of.

Time commitment: 1 – 2 hours

Presentations could be arranged as part of an INSET day or integrated within an established departmental meeting schedule.

Teacher workplace visits

A teacher, or several teachers, visiting a workplace to see first-hand what the employer does. Delivered over a half or full day, a workplace visit could include any or all of the following activities:

- A tour of the workplace.
- Talks from staff at different levels, such as apprentices, graduates, or directors.
- Technical demonstrations of equipment or software.
- Meetings focused on curriculum design.

The added value of a workplace visit compared to an employer visiting a school may depend on the sector. For example, workplace visits may be more beneficial for employers within STEM sectors, where there is specific technology to view, compared to predominantly office-based employers and those where home working is common.

Time commitment: 0.5 – 1 day

Organising workplace visits on INSET days could help to minimise disruption to curriculum time.

Teacher externships (placements)

An externship would involve a teacher being placed with an employer for multiple days. It could involve similar activities to those outlined for the workplace visit model, alongside additional activities such as:

- Working on real-life briefs and projects for the employer.
- Job shadowing and observation.
- Co-creation of curriculum resources, e.g., the challenges for pupils developed through the Skills-SParc project.
- Working with the employer to deliver activities for pupils, e.g., the activities developed through the Oxfordshire Careers Hub's 'Find Their Future' project.

Time commitment: 2 – 5 days (or more)

To minimise disruption to curriculum time, it would be worth considering placements taking place towards the end of the summer term or during the holidays.

Cross-cutting issues

7.6 The primary research and literature review also highlighted various issues that cut across the different delivery models suggested above. We recommend considering these issues when developing a pilot teacher-employer encounters programme.

Teacher CPD

7.7 Some stakeholders, employers and school staff felt that teacher-employer encounters should be viewed and promoted as part of teachers' CPD. It was felt they should be recognised as a part of teacher development rather than a distinct careers activity as they would be supporting teachers to meet the requirements of the new curriculum, in terms of providing authentic learning experiences and embedding CWRE into the curriculum. In addition, several of the examples provided in the literature review, including the pilot teacher-employer encounters delivered by the CEC, were viewed as teacher CPD activities.

7.8 This would support delivery of teacher-employer encounters in a practical sense. For example, by providing a rationale for combining encounters with INSET days or existing teacher meetings and therefore minimising the impact on teaching time. Recognising teacher-employer encounters as part of teacher CPD could also

support senior leadership buy in, as headteachers are required to provide CPD opportunities for teachers.

Funding

- 7.9 Alongside time constraints, cost was a key barrier identified by most school staff and some employers. This included the cost of cover staff where teachers took part in employer encounters during timetabled lessons and the cost of transport for workplace visits.
- 7.10 The delivery models outlined above have suggested ways in which some teacher-employer encounters can be delivered outside of curriculum time, thus minimising the need for schools to pay for cover staff. Where this is not possible (for example, with teacher placements), or where other costs are incurred (such as transport for workplace visits), schools should be given guidance on where to source funding from. Recognising teacher-employer encounters as part of teacher CPD could help in this regard, as activities could be funded through existing CPD budgets.

Curriculum development

- 7.11 Some stakeholders, school staff and employers stressed the importance of embedding learning from teacher-employer encounters into the curriculum, suggesting that curriculum development time should be built into encounters. This was also highlighted as a key success factor in the CEC's literature review of teacher-employer encounters.
- 7.12 What this would look like depends on the capacity of school and employer staff. It could involve ensuring teachers have dedicated time after an encounter to integrate learning into their lesson plans. Alternatively, there could be time built into an encounter (or encounters) for teachers and employers to co-design elements of the curriculum.
- 7.13 Guidance on embedding learning from teacher-employer encounters may help to facilitate this. In addition, teachers and employers may require additional support when co-designing elements of the curriculum or curriculum resources. For example, the collaborative lesson planning as part of the 'Inspiration Beyond the

Classroom' project delivered by Berkshire Careers Hub involved a careers and training organisation (Pathway CMT) facilitating the collaboration.

Combine with pupil encounters

7.14 Another suggestion made was to combine teacher-employer encounters with existing pupil encounters delivered by employers. For example, the curriculum design meetings between employers and teachers that were integrated within the 10-week pupil enquiry project delivered by Bouygues construction company. On a smaller scale, some employers suggested that meetings with teachers could be organised alongside the visits they already make to schools to speak with pupils.

7.15 This was viewed as an efficient delivery model that utilised the time and resourcing already committed by schools and employers to deliver pupil encounters.

One-off or ongoing

7.16 A critical success factor identified through the literature review was the development of long-term, sustainable relationships between schools and employers. Some interviewees also felt that ongoing engagement between teachers and employers would be more meaningful and lead to better outcomes. For example, one employer spoke about the risk that one-off encounters would become a 'tick-box' type activity for other employers. However, there was also recognition that one-off encounters, particularly things like talks and presentations, would be more feasible for some employers than ongoing engagement.

7.17 Any piloting of teacher-employer encounters should aim to foster ongoing, long-term relationships between teachers and employers, whilst recognising the time and resource constraints identified in this review.

Brokerage

7.18 It was clear from the primary research and literature review that there is a need for external brokerage of relationships between schools and employers to deliver teacher-employer encounters. Views on possible brokerage models to deliver teacher-employer encounters varied and clarity will be needed going forward around the roles and responsibilities of different stakeholders.

- 7.19 Whilst Chapter 2 gives examples of RSPs and education consortia facilitating teacher-employer encounters, these examples appear to be exceptions. Typically, these stakeholders envisaged playing a supporting, rather than leading, role in brokering relationships between schools and employers for the purpose of delivering teacher-employer encounters. Some education consortia commented that they would expect Careers Wales to play a key role in brokerage and could see the potential for partnership working in this area.
- 7.20 Overall, there was a message from stakeholders about the importance of ensuring a consistent national offer for teacher-employer encounters, to make sure teachers have equal access to opportunities. However, some stakeholders also stressed the importance of flexibility and consideration of local context and labour markets.

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Annex A: School survey

Teacher engagement and opportunities with employers/businesses

York Consulting (YCL) has been commissioned by the Welsh Government to carry out research into teacher engagement and opportunities with employers.

We are interested in the extent to which schools already support teacher engagement and opportunities with employers/businesses, or would be likely to in the future, as well as potential enablers and barriers to such activities.

The findings from this research will inform a framework/guidance on teacher – employer opportunities that will ultimately support teacher development and the delivery of Careers and Work-Related Experiences across the curriculum.

It's really important we hear from teachers and senior leaders, so we can ensure we build a framework that's right for you, right for your development and right for your curriculum delivery. To help, please complete the short survey below.

All responses will be treated completely confidentially, unless explicit permission is given otherwise. The privacy policy for this research can be viewed here:

[https://www.yorkconsulting.co.uk/uploads/pdfs/PN000TBC%20-%20OSFI%20\(Eng\).pdf](https://www.yorkconsulting.co.uk/uploads/pdfs/PN000TBC%20-%20OSFI%20(Eng).pdf)

For accessibility queries or comments related to this survey, please email martha.julings@yorkconsulting.co.uk

Employer engagement at your school

How does your school engage with employers? *Please select all that apply.*

Employer talks to pupils (virtually or in-person)	
Pupil visits to workplaces	
Employer networking days or events	
Employer delivered workshops (e.g., interview skills, CV writing)	
Work experience for pupils	
Careers fairs	
Teacher CPD (e.g., visits to workplaces, training or events, meeting with employers, placements or job shadowing)	
Curriculum design	
Using materials and resources provided by employers	
Other	
None of the above	

Other (please specify):

You selected Teacher CPD. Please could you tell us a bit more, including a brief description of the activity, the industry sector(s) engaged, who was involved, how it impacted curriculum delivery (Areas of Learning and Experience) and any other key information.

You selected Curriculum design. Please could you tell us a bit more, including a brief description of the activity, the industry sector(s) engaged, who was involved, how it impacted curriculum delivery (Areas of Learning and Experience) and any other key information.

You selected Using materials and resources provided by employers. Please could you tell us a bit more, including the types of materials and resources used, which employer(s) provided them and how they were used to support curriculum delivery.

Teacher employer encounters/placements

Welsh Government is undertaking a review of teacher-employer encounters/placements in secondary schools in Wales.

Teacher-employer encounters/placements provide an opportunity for teachers to directly engage with employers to develop their understanding of current industry practice and share up to date knowledge and skills with their learners. These encounters are distinct from activities where pupils engage with employers and can include teachers engaging in activities such as workplace visits, in-person/virtual training, meetings or events, job shadowing, or working with employers to co-design elements of the curriculum.

To what extent would your school be likely to engage with these types of opportunities for teachers in the future?

Definitely	
Somewhat	
Definitely not	

What are/would be the enablers to your school delivering teacher-employer encounters/placements?

What are/would be the barriers to your school delivering teacher-employer encounters/placements?

About you

We are asking the following questions so that we can analyse survey responses by characteristics such as school type, location and the respondent's role. **This information will remain confidential to York Consulting and will not be shared with Welsh Government.** All survey responses will be fully anonymised prior to reporting.

What is the name of your school?

What is your school's postcode or town?

Please describe your role at the school, including any additional responsibilities you may have.

Further research

Would you be happy to be contacted by one of our researchers to discuss teacher-employer encounters at your school in more detail? *This would involve a Teams or phone call lasting no more than 30-minutes, at a time convenient to you.*

Yes	
No	

Please provide your name:	
Please provide your email address:	

Annex B: School topic guide

York Consulting (YCL) has been commissioned by the Welsh Government to carry out research into teacher-employer encounters/placements at secondary schools in Wales.

Teacher-employer encounters/placements provide opportunities for teachers to directly engage with employers to develop their understanding of current industry practice and share up to date knowledge and skills with their learners.

These encounters are distinct from activities where pupils engage with employers, and can include teachers engaging in activities such as workplace visits, in-person/virtual training, meetings or events, job shadowing, or working with employers to co-design elements of the curriculum.

The aim of the review is to:

- Understand current practice of teacher-employer encounters/placements across Wales.
- Understand whether teacher-employer encounters/placements would be beneficial to teachers and employers across Wales and if so, what models of delivery should be offered.
- Develop guidance to support meaningful teacher-employer encounters/placements and make recommendations for a future pilot.

As part of this research, we are consulting with schools to learn about the types of teacher-employer encounters already happening as well as gather views on potential barriers, enablers and preferred delivery models.

All responses will be treated completely confidentially, unless explicit permission is given otherwise.

BACKGROUND

- What types of relationships does your school have with employers? PROMPTS: long-term supporting a range of activities; short term delivering one-off activities?

TEACHER-EMPLOYER ENCOUNTERS

[If the teacher indicated in the survey that they have delivered teacher-employer encounters, use the below questions to gather additional detail not provided in their survey response]

- What type of encounter(s) were delivered (e.g., observations/site visits, company visits/presentations, work experience for teachers, co-creation of curriculum material, etc.)? PROBE: virtual or face to face?
- With what type of employer(s) PROBE: size, sector, departments/staff members engaged with.
 - Was the type of employer(s) informed by LMI e.g., skills shortages, potential future skills shortages, sector needs, local labour needs?
- How was the relationship with the employer initially brokered (e.g., existing relationship from other employer engagement activities or new relationship focussed on teacher encounters? Brokered independently or via an organisation such as Careers Wales or local RSP?)
- How were the encounters arranged/delivered (e.g., school staff members involved, resourcing of time/funding)?
- What were the key factors that enabled these encounters to take place? (e.g., strong relationship with employer, dedicated resourcing [time/staff/funding], buy in from senior staff [at the school and/or employer], facilitated by third party?
- What (if any) challenges were there in delivering these encounters?
- What has been the feedback from participating teachers, particularly regarding outcomes/benefits of the encounters?
- Have outcomes from the teacher encounters been measured in any way? If so, how? What outcomes were evidenced through this process?

OUTCOMES AND BENEFITS

- What do you feel the key benefits of teacher-employer encounters could be for:
 - Teachers
 - Pupils
 - Schools

PROMPTS: Increased knowledge of local career opportunities and pathways for teachers/pupils? Increased knowledge of the skills needed in certain jobs/industries? Better able to link curriculum to careers? Improved teacher motivation/job satisfaction?

[For those who have already described outcomes from encounters they have organised, this question aims to gather their views on potential other/wider benefits of teacher encounters]

- How do you feel these benefits/outcomes could be measured? [Do not ask if the respondent has already described a process for measuring outcomes in Q2]
- Are there particular groups of teachers or school staff members you think would particularly benefit from teacher-employer encounters? (Or who these activities should be targeted towards?) E.g., AoLE leads? Senior leaders? Newly qualified teachers?
- Do you have a sense of what the benefits of teacher-employer encounters are/would be for employers? Or why employers would choose to engage in these types of activities? PROMPTS: Brand awareness, demonstration of commitment to social value, supporting local recruitment, understanding of the education system/curriculum?

EFFECTIVE PRACTICE

Preferred types of encounters

- What types of teacher-employer encounters/placements do you think would be most beneficial for teachers/schools.
PROMPTS (e.g., observations/site visits, presentations, events or training, work experience for teachers, job shadowing, co-creation of curriculum material, etc.)
- What types of teacher-employer encounters/placements do you think would be most feasible for teachers/schools?
PROMPTS (e.g., observations/site visits, presentations, events or training, work experience for teachers, job shadowing, co-creation of curriculum material, etc.)
- Do you think there are certain AoLEs where teacher-employer encounters would be more likely to happen or be easier to deliver?
 - If yes, which AoLE's/why?

Barriers

- What do you feel are/would be the barriers around delivering teacher-employer encounters/placements for schools? [probe based on survey response to this question].

PROMPTS: Time/resource constraints? Competing priorities? Senior leadership buy-in? Brokering/sustaining relationships with employers? Backfill challenges? Cost of delivery?

Enablers

- What do you think would enable schools to become involved in teacher-employer encounters/placements? [probe based on survey response to this question]
PROMPTS: Facilitation by a third party? Government guidance? Contractual or statutory expectations/obligations? Funding?
- In what ways do you think LMI could be utilised to inform the delivery of teacher-employer encounters/placements?
 - How likely is it that you would utilise LMI in these ways? Do you think there is a need for specific support/guidance on this?
- Is there anything else you would like to mention regarding teacher-employer encounters/placements?

Annex C: Employer topic guide

York Consulting (YCL) has been commissioned by the Welsh Government to carry out research into teacher-employer encounters/placements at secondary schools in Wales.

Teacher-employer encounters/placements provide opportunities for teachers to directly engage with employers to develop their understanding of current industry practice and share up to date knowledge and skills with their learners.

Teacher-employer encounters/placements are distinct from activities that give pupils an opportunity to engage with employers. They can include teachers engaging in activities such as visits to workplaces, work placements, shadowing of roles or recruitment processes, in-person/virtual training, meetings or events, or working with employers to co-design elements of the curriculum.

The aim of the review is to:

- Understand current practice of teacher-employer encounters/placements across Wales.
- Understand whether teacher-employer encounters/placements would be beneficial to teachers and employers across Wales and if so, what models of delivery should be offered.
- Develop guidance to support meaningful teacher-employer encounters/placements and make recommendations for a future pilot.

As part of this research, we are consulting with employers to learn about the types of teacher-employer encounters already happening as well as gather views on potential challenges, facilitators and preferred delivery models.

All responses will be treated completely confidentially, unless explicit permission is given otherwise.

BACKGROUND

- What is your role at [organisation]?
- Do you currently work with schools to support their school curriculum?
 - If yes - could you briefly tell me what types of work/activities you are doing?
 - If no - is this something that you would be interested in doing?

TEACHER-EMPLOYER ENCOUNTERS

- Have you/your organisation supported the delivery of teacher-employer encounters/placements? IF YES:
 - What type of encounter(s) were delivered (e.g., observations/site visits, company visits/presentations, work experience for teachers, co-creation of curriculum material, etc.)? PROBE: virtual or face to face? One-off or recurring?
 - In what type of school(s) (e.g., secondary/primary/special, location, urban/rural, levels of deprivation)
 - How was the relationship with the school initially brokered (e.g., existing relationship from other employer engagement activities or new relationship focussed on teacher encounters? Brokered independently or via an organisation such as Careers Wales or local RSP?)
 - How were the encounters arranged/delivered (e.g., staff members involved, resourcing of time/funding)?
 - What were the key factors that enabled these encounters to take place? (e.g., strong relationship with school, dedicated resourcing [time/staff/funding], buy in from senior staff [at the employer and/or school])
 - What (if any) challenges were there in delivering these encounters?
 - What has been the feedback from participating schools, particularly regarding outcomes/benefits of the encounters?
 - What were the key outcomes/benefits of these encounters for the employer?
 - How have these outcomes been measured (if at all)?

OUTCOMES, EFFECTIVE PRACTICE & RECOMMENDATIONS

- The Welsh Government is exploring teacher-employer encounters/placements as a means of supporting the integration of Careers and Work-Related Experiences as a cross-cutting theme in the new curriculum. Do you feel this is an approach that should be taken forward across Wales?
 - If so, why?
 - If not, why not?

- What types of teacher-employer opportunities do you feel you could offer teachers?
- In what ways do you feel that these opportunities might benefit:
 - Teachers
 - Schools
 - Pupils

PROMPTS: Increased knowledge of local career opportunities and pathways?
Better able to link curriculum to careers?
- How do you feel that offering these activities would benefit you as an employer?
PROMPTS: Brand awareness, demonstration of commitment to social value, supporting local recruitment, understanding of the education system/curriculum?
- What types of teacher-employer encounters/placements do you think would be most beneficial and feasible for:
 - Employers
 - Teachers.
 - Pupils
- What do you feel are/could be the barriers/disablers to delivering teacher-employer encounters/placements for you as an employer.
PROMPTS: Lack of awareness/motivation? Time/resource constraints?
Brokering relationships with schools? Coordination with schools? Backfill challenges? Cost of delivery?
- Is there anything else you could offer to enable these opportunities to happen?
- What do you think would support/enable employers to become involved in teacher-employer encounters/placements?
- Is there anything else you would like to mention regarding teacher-employer encounters/placements?

Annex D: Stakeholder topic guide

York Consulting (YCL) has been commissioned by the Welsh Government to carry out research into teacher-employer encounters/placements at secondary schools in Wales.

Teacher-employer encounters/placements provide an opportunity for teachers to directly engage with employers to develop their understanding of current industry practice and share up to date knowledge and skills with their learners. They provide teachers with the opportunity to learn how what they are teaching is applied to the world of work, for today and tomorrow. Teachers can then use these insights to enrich their future teaching, helping their learners further their understanding of future opportunities, and the connections between education and the world of work. Teacher-employer encounters can include, but are not limited to, company visits, work experience for teachers, co-designing elements of the curriculum with local employers, or learning about the labour market needs of regional industries.

The aim of this research is to:

- Begin to develop an understanding of current practice linked to teacher-employer encounters and placements across Wales
- To consider best practice across the UK, Europe and internationally
- To develop recommendations to inform a future pilot project.

As part of this research, we are consulting with key stakeholders to further inform our primary research with schools and employers. All responses will be treated completely confidentially, unless explicit permission is given otherwise.

BACKGROUND

- What is your role at [organisation]?
- How does your organisation/your role support teachers in delivering careers and work-related experience in schools?

TEACHER-EMPLOYER ENCOUNTERS

- The Welsh Government is exploring teacher-employer encounters/placements as a means of supporting the integration of Careers and Work-Related Experiences as a cross-cutting theme in the new curriculum. Do you feel this is an approach that Wales should look to take forward?
 - If so, why?

- If not, why not?
- [Academics only] What literature has been published on employer encounters in schools in Wales? Is there any existing literature or ongoing research on teacher-employer encounters specifically? Are you aware of any literature/research on this topic outside of Wales?
- Are you aware of any teacher-employer encounters/placements taking place in Wales? IF YES:
 - In what regions/schools are these typically occurring (e.g., location, urban/rural, levels of deprivation, type of school - secondary/primary/special etc)?
 - What types of teacher-employer encounters are happening (e.g., observations/site visits, company visits/presentations, work experience for teachers, co-creation of curriculum material, etc.)? PROBE: virtual or face-to-face?
 - How are these teacher-employer activities typically delivered (e.g., process for identifying/reaching out to employers and arranging activities, operational considerations such as teacher cover)?
 - What types of employers are typically engaged in teacher-employer encounters (e.g., size, sector, public/private/voluntary, etc.)?
 - Are you aware of what has enabled these encounters to take place? (e.g., funding?)
 - What has been the feedback from employers and/or schools?
 - [If known] What have been the outcomes of these encounters/placements? How have these outcomes been measured?
- Are there any specific examples of teacher-employer encounters that you could share?
- What types of encounters do you feel are fit for schools across Wales?
- What do you feel are/would be the challenges around delivering teacher-employer encounters for:
 - Schools
 - Employers

PROMPTS: Time/resource constraints? Backfill challenges? Cost of delivery?

- What do you feel might be hindering schools from delivering teacher-employer placements or encounters?

PROMPTS: Lack of awareness? Lack of local opportunities/employers?

Funding/resourcing constraints? Competing priorities/not enough time?

- Have you considered facilitating or supporting teacher-employer encounters at schools in Wales?
 - If so, in what way?
 - If not, why not?

OUTCOMES, EFFECTIVE PRACTICE & RECOMMENDATIONS

- What do you feel are/would be the benefits of teacher-employer encounters for:
 - Teachers
 - Learners
 - Employers?

PROMPTS: Increased knowledge of local career opportunities and pathways?

Better able to link curriculum to careers? Brand awareness/demonstration of commitment to social value?

- How do you feel benefits/outcomes could be measured?
- Do you have any examples of effective practice of teacher-employer encounters in schools? [Include examples from Wales and rest of UK]
- Do you have any thoughts on how a teacher-employer encounter/placement could be delivered effectively across Wales – locally, regionally and/or nationally?

FURTHER RESEARCH

- [Where applicable/appropriate] Would you be willing to share a short survey on this topic with the schools in your network?
- [Where applicable/appropriate] Are you aware of any schools and/or employers undertaking teacher-employer encounters who would be willing to contribute to our research and who you could introduce us to?