

# Update to the Greater Cambridge City Deal

## Evaluation of year 1 of the Skills programme

Delivered by Form the Future on behalf of the Greater Cambridge Greater Peterborough Enterprise Partnership

October 2016



# 1. Overview

At the end of the first year of the 23-month contract, we can report significant success in delivering a skills programme which will benefit economic development in the region. It's highly valued by schools as this quote from a school leader indicates –

**“Form the Future provide an invaluable support network for schools engaging with business partners at all levels”**

Head of Careers, secondary school

- and with businesses as well who want to engage the next generation of employees.

**“I would like to thank you for inviting me to the event this morning. I was very impressed with the organisation. The opportunity created for the young students is simply fantastic. Please let me know if I could be of any assistance in the future.”**

CEO of Epoch Wires Ltd, Cambridge

This report provides an overview of the strategy we have developed, the actions we've taken, the results to date and how the programme has been received by its stakeholders.

## Objectives

This is the stated aim of the City Deal skills programme:

**“For businesses to invest and grow, it is vital they can access the right people with the skills they need. The Greater Cambridge economy has a particular need for skills in professional science, bio-medical,**

**clean-tech, technology, and advanced manufacturing. Often referred to as the STEM subjects – science, technology, engineering and maths – these skills are in high demand. City Deal aims to help young people secure the skills and they need to succeed in the Greater Cambridge 21st century economy, and create job opportunities.”**

Greater Cambridge City Deal

Our over-arching goal is to contribute to a substantial increase in the numbers of STEM apprenticeships with employers in Greater Cambridge by transforming how careers education is provided in schools..

## Our approach

We do this through a range of activities all of which are designed to improve students' employability and to better align their interests and career objectives with the opportunities that will be available to them in the near future. Our approach is to bring people from industry into schools so that students, teachers and parents learn directly from people doing the roles and working in the industries where there are the greatest opportunities for future employment. We also support students to connect with and learn from employers through work experience placements. And we actively promote apprenticeships to students, teachers, parents and to companies who are not yet offering apprenticeships.

The City Deal funding allows us to work with schools as a trusted partner to their careers programme, delivering work-related learning activities with support from our large and growing network of employers.

This has the benefit of reducing employers'

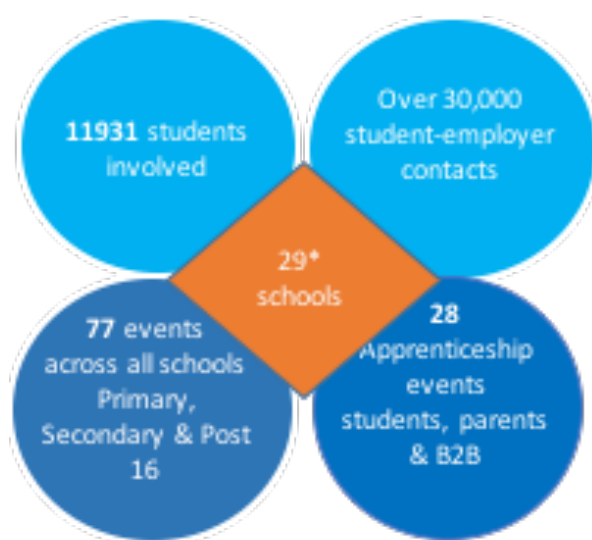
skills shortages, ensuring more young people move into successful and sustainable employment and improving economic growth in the region.

**Form the Future's model for providing careers support to schools is unique in so many ways: an impressive breadth and depth of engagement with employers and schools; a creative and effective programme of events; and a hearts and minds commitment of all those involved - employers and individual professionals, school staff and the students involved.**

Elisabeth Goodman, RiverRhee Consulting

**We are making excellent progress towards this objective.**

- We are well established as the 'go to' employability and careers partner for schools in the area. The growing demand for our services is evidence of this. Reach in 2015/2016:



\*see 4. Schools involved

- Our activities are highly effective in opening students' eyes to the career possibilities on their doorstep. Their

feedback on the event effectiveness proves this approach is working.

**"It prepared us for the future"**  
student feedback 2016

- We believe their career management skills are improving, too, with our mock interview and CV writing sessions building their confidence and ability to make successful applications, as their feedback demonstrates.

**81% of students reported an increase in careers awareness including different pathways.**

- Finally, we have firmly established Apprenticeships alongside FE and HE as an option for young people after GCSEs or A levels. At every event – and we are delivering an increasing number – whether for students, staff or parents, we have recorded an increased level of knowledge, understanding and interest.

Achieving a complex change such as the objective to grow STEM apprenticeships doesn't happen by turning a switch. It requires sustained effort over time, through multiple activities, with a range of audiences.

**We are on track. (see KPI overview Attachment 1)**



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## 2. Impact on students

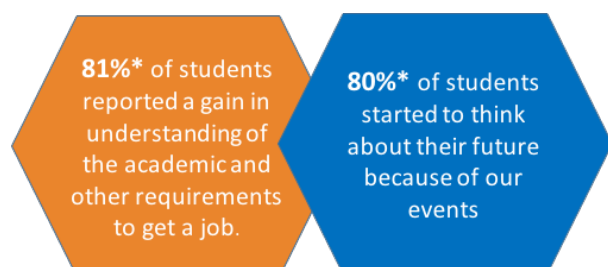
### Methodology

We produce a survey after every event and ask students to rate the different activities they participate in and the benefits they derive. Samples of the questionnaires can be found in the appendices. They respond with comments like:

**"I know what I need to do to improve my chances of getting a job in the future"**

They also offer constructive criticism such as they'd like more time for these activities or to meet with more and different employers.

Overall students tell us that they feel more knowledgeable about career opportunities and better prepared to enter the job market as the result of these activities.



Our approach builds students 'social capital': enabling them to build a network of contacts that goes far beyond that which their own family can provide. After our events they can say "I know a civil engineer and she helped build the Gherkin" or "I know the different kinds of law and which one I'm most interested in."

They have a wider frame of reference with which to make those difficult decisions about course choices, continuing education or entering employment.

They also have practical career-management skills and start to consider how the effort they make now can pay dividends in the future, building their general self-efficacy.

**"Students have their first ever experience of an interview. They will be interviewed about 6 months after this for their college places and will of course face interviews for jobs/apprenticeships after this. Almost every student comes in terrified, but they leave every time with so much more confidence. They have had a chance to speak to adults in an interview situation for the first time and discovered they have something to say and that the adults aren't so scary! This has a specific impact on those students who don't go on work experience, as it is one of their only opportunities to come in contact with employers 1:1."**

Careers manager, Soham Village Collage

However, despite seeking feedback for every event schools aren't always able to comply. For this year we had responses from 650 students which is far fewer than we would have expected. We are experimenting with capturing data in other ways and helping schools to understand that providing feedback is a condition of receiving this funded service.

We are eager to do more detailed impact assessments, working with schools or central datasets to measure the impact of our interventions on levels of attainment and progression.



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### 3. Evaluation

We routinely ask schools, students and employers to share their experience of our work and many do so regularly and unprompted. However, for this evaluation we sent a survey to headteachers at all schools and colleges during the last week of term. 12 completed the anonymous survey. (See appendices for the full report.)

This told us that schools score our work highly and with one exception, a large sixth form college where they describe themselves as having a large team leading on careers, rely on us heavily to meet their obligations.

Here's a sample of school and college responses:

**“Very helpful, well informed and supportive staff.”**

**“Thanks for the offers, but with a large Careers department that has been checked against DfE and Ofsted requirements we do not need the support that is necessary for small schools.”**

**“Form the Future has been a life saver this year. The high level of service provided by all its staff has been really noticeable, in contrast to some others operating in this sector.”**

When asked to put a price tag on the services, schools expressed some frustration and reluctance to do so, either indicating they'd be willing to pay more than the highest price point we offered or saying that money was so tight they'd never be able to pay for these services.

**“I think that the service that Form the Future offer is excellent. If it were to be paid for by schools directly it is likely that in the current economic environment schools would reduce the amount of CIAG they engage in.”**

Certainly the current model of a funded service available on request seems to be appreciated by staff who might struggle to make the case for using resources in this way. To quote a headteacher:

**“If I have extra budget am I going to spend it on a careers teacher or a maths teacher? It's obvious.”**

The implication was that careers was not going to get any additional investment.

As we finalised this evaluation we put out another call for feedback from schools and employers. Many of the quotes in this report have come from the responses we received or through the regular feedback that schools provide. We have summarized these comments in the appendices. The questions we asked are:

1. What did the schools think about the support?
2. What did employers think about your activities?
3. What impact did it have & why should the City Deal continue to fund you? Was it value for money?
4. Are there any new areas you think you need to be developing, stopping or changing.

**“ARM has worked with FTF on a number of occasions and the experience has always been positive. They are delivering a critical service for the young people of Cambridgeshire in a way that is**

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**collaborative and inclusive of other initiatives being driven by businesses and schools.”**

CSR Manager, ARM

**“FTF are excellent at making the interaction between schools and businesses as easy and straightforward as possible, genuinely helping to bridge the gap between business and education.”**

Policy Manager, Cambridgeshire Chambers of Commerce

From the constant feedback, comments and discussion with schools and businesses we believe we are valued not just for what we do but how we do it. We've recruited a team that delivers to high standards, takes great care to find innovative solutions and meets the needs of all parties. The following sections provide more detail on how we've addressed the contract KPIs and overall objectives.

## **4. School events (KPIs 1-3)**

Target: 70 events across secondary schools, sixth-forms/FE and primary schools.

Delivered: 77 events.

**“Without the support of Form the Future we would not have the expertise, contacts and skills required to deliver careers guidance that we do. If Form the Future are involved in organising an event we are confident that it will be of high quality and deliver exactly what is required. We cannot recommend the support that we get from Form the Future highly enough.”**

Director of Science, UTC Cambridge

The events programme accounts for half of the available budget. It's designed to put students in direct contact with employers so that they understand what different people do in different jobs and industries and how to get into those careers. The employers send in staff who can motivate and inspire young people while offering insight and sharing their experience. It's based on the principle of building social capital: giving young people opportunities to interact with new people from environments they would otherwise not have access to. Although our focus is on STEM based careers and employers offering Apprenticeships, we believe working with whole year groups requires us to offer an insight into a wider range of career pathways and industries so our events will also include people from other professions, like law and uniformed services, shortage sectors like social care, teaching and construction and sectors like the arts and culture where they are eager to build a more diverse workforce.

We have delivered two flagship events: one at Ely Cathedral for East Cambridgeshire schools and Opportunities Ahead at the Guildhall which was open to all schools, including primaries. At each event, we had around 50 employers seeing between 700 and 1000 students.

We also run regular events where professionals help students understand the role of the CV and how to produce their own and how to perform well at interviews, with the chance for a mock interview and feedback on their performance. These employability skills events are highly valued by students who take the process very seriously, often getting extremely nervous ahead of their mock interview and feeling a huge sense of achievement afterwards. Many of our volunteers come from recruitment and HR functions so they are experts in these areas, something the students really value. This

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highly practical support can make a real difference in young people's ability to secure employment. The process of considering themselves as candidates forces valuable self-reflection that can lead to greater effort and engagement at school.

Another event that we're delivering more frequently is the Enterprise Day. In this students work in teams to develop products or services, acting as entrepreneurs for a day. They get coaching and support from real entrepreneurs and business leaders who share their own experiences and coach them to think creatively and work productively. Finally they present their ideas to classmates, teachers and 'dragons' in a test of their presentation skills. It's an excellent introduction to business and the skills that employers value: team working, leadership, creative problem solving and communication. It can also be highly motivating for students who don't succeed in the academic arena. Again, we often have entrepreneurs with a STEM background, showcasing businesses within IT, Engineering and science more generally.



## 5. Students involved (KPI 4)

Target: Work with 10,000 students.  
Delivered: 11,931 students met employers;  
total interactions c. 36,000

We have successfully linked 11,931 students with employers. Each of these students have

seen at least three employers which presents us with a total number of student-employer interactions of nearly 36,000. This is three times the agreed KPI and one of our most outstanding successes this year.

## 6. Schools (KPI 5)

Target: work with 15 different schools  
Delivered: worked with 29.

Our target was to work with 15 different schools. We actually worked with 29. We have been active in all secondary schools and 75% of sixth-forms and FE colleges. This was the first year we had attempted to work with primary schools and we missed our target of five schools by one, working with four schools only, but we have plans underway for increasing our links with primary schools in 2016/17. (List of schools see Appendix 2.)

Schools engage in varying levels, either because they have other support in place, other priorities or perhaps aren't fully aware of everything we do and the quality of our operation. What we have found is that the more a school uses our services, the more they want to do with us. This tells us we're providing a service they value, an assumption backed up by their feedback and survey results.

**“Form the Future are a vital, integral part of our strategic plan to improve our CEIAG delivery at IVC.”**

Head of Careers, Impington Village College

In schools where are engagement is limited to only one or two types of intervention it's often because the headteacher hasn't fully appreciated what we offer or has prioritized academic input over careers input. Our goal is to ensure all schools benefit fully. However, we are already operating at the limit of our capacity, so increasing demand further will

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put pressure on ability to deliver a high quality service.

**“The support we have received from Form the Future has been excellent and simply the best help in providing quality IAG I have experience of.”**

Assistant Principal, Comberton Village College

## 7. Work Experience

### (WEX KPI 1-2)

Target: Support 8 schools and 750 students

Delivered: Supported 9 schools and 888 students

We have exceeded both of these KPIs having prepared and directly supported 888 students from nine schools for placements this year. Work experience is on the rise again. After the demise of Connexions, many schools discontinued or reduced their work experience programmes. Form the Future supports a number of schools to offer a work experience programme for year 10 students, providing guidance in how to apply for and secure a placement as well as the health and safety checks and administration of the placements. The numbers are growing and more students are getting the work experience so essential to securing employment in the future and to aiding their choices about further study or employment.

**“Excellent support with work experience, assembly before the students got their placements and small support groups for those who were struggling to find placements. Very efficient with the H&S checked. It is extremely important that funding continues as help is needed now that schools no longer have Connexions**

**support for work experience.”**

Careers manager, Parkside Federation

## 8. Step Up (KPI 1 -2)

Step Up is a website linking schools and businesses to enable direct communication, facilitating Work Experience, Apprenticeship openings communications and much more. We manage this website and are responsible to drive its uptake. As the site has only been launched in February with an agreed contract being in place in May, followed by further negotiations around technical support, we have not yet fully delivered this KPI. We hope to be able to recover the difference caused by the delay of the contract and launch.

We have, however, some concerns about the site’s limitations and are exploring opening it up directly to students rather than through school staff only.

## 9. Partnership brokerage

### (KPI 1)

Target: 4 school – business partnerships established.

Delivered: 4

We set out to match employers with schools where they could establish long term strategic partnerships. The focus would be on sharing skills and experience where there areas of mutual interest.

These partnerships take time to establish and are dependent on finding the right fit at the right time. One example is MediaTek who we were able to link with Cambourne Village College. MediaTek supports the college with ‘real life’ projects for their students, enabling them to understand what Technology looks like in the workplace. This encourages



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younger students to imagine a future working for a tech company.

However, since we were set this target, the LEP has been commissioned by the Careers & Enterprise Company to recruit Enterprise Advisors, a role that can be similar to our business partners. We are now in discussions as to how we can collaborate on this target as there's a risk of duplication and confusion.

## 10. Apprenticeships

The apprenticeships targets linked to this contract mean that we are constantly looking for ways to profile the apprenticeship pathway whether that's to students, teachers, parents or employers.

Some highlights from this year have been:

- the parents evening at Long Road Sixth Form College where our four oversubscribed workshops received the highest rating of any of the external speakers. One of the parents said in the evaluation:

**“At last we’re talking about apprenticeships again!”**

- Workshops with whole year groups at schools like Sawston and Bottisham which resulted in students moving from very low levels of awareness or interest (1-2 per group) to over half the class expressing interest in pursuing an apprenticeship, after GCSEs or after college.
- Ensuring apprentice employers attend all post-GCSE options evenings for year 11 students and parents so that apprenticeships are considered alongside A levels and other FE options.

We regularly share details of new apprenticeships on behalf of local employers via email to schools, in our newsletters and on Step Up. We know that young people have secured roles as a result:

**“One of our students has accepted an apprenticeship offer as a result, and others have had offers thanks to Form the Future.”**

Head of Careers, Secondary School

## 11. B2B, students and parents

**(KPI 1 Apprenticeship events and KPI 3 CPD events)**

Both KPIs have been over achieved.

We have a subsection of events completely dedicated to Apprenticeships.

We arrange for apprentice employers to attend the year 11 post GCSE options evenings at all secondary schools so that students and their parents can consider the apprenticeship pathway alongside the other post-16 options like A levels, BTECs and the IB. Although apprenticeships have always been promoted by Cambridge Regional College at these events, we believe that linking them to the employers offering opportunities encourages students and their parents to see them as real jobs with training, which they are. We also highlight employers not typically associated with apprenticeships like Cambridge University, the NHS, IT companies and life sciences.

**‘This year’s year 11 has been a record year for students leaving to go onto**

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**apprenticeships. We haven't had all destinations reported yet, however I believe 5% of our students went on to apprenticeships."**

Careers manager, Soham Village College

We run workshops with students to ensure that all year 10s and 11s understand what an apprenticeship is, the huge variety on offer, how they compare to college and university and to challenge common misconceptions. At one such event at Bottisham Village College, from having very low levels of understanding – less than 10% - the students' interest increased considerably to the point where more than half said they would seriously consider an apprenticeship in the future.

**"Apprenticeship workshops on 29th Sept were incredibly helpful. The amount of students whose attitudes towards apprenticeships had changed by the end of the workshop was astonishing."**

Assistant Principal, The Netherhall School

If we want to increase the numbers applying for apprenticeships, direct interventions like these are essential.

**"Form the Future, being a group aiming to bring employers and schools together without bias towards particular routes or fields, has helped me form relationships with schools and present apprenticeship information to students without appearing to be threatening. There have even been a few schools who flat out refused to have anything to do with apprenticeships, who I have been able to visit and help through the work of Form the Future."**

Apprenticeship Intake, 3AAA

We have also delivered workshops to parents at Sixth Forms and to school staff, helping parents and staff to better understand Apprenticeships and promote this pathway to their children and students.

**"Thank you so much for a really informative evening tonight – I think we all learned a lot about the new apprenticeships and feel more confident discussing them with students and parents."**

Head of Careers, Impington Village College

We also introduce businesses to Apprentice employers, to learn from each other's experience and to be motivated to offer more and new Apprenticeships.

## **12. Change staff awareness**

### **(Apprenticeship KPI 2)**

We have developed a resource on Apprenticeships for school staff, to inform and enable them to better advise students on the apprenticeship pathway. The pack has been distributed as a beta version this year so we can get feedback on its usefulness and it will be updated, finalized and fully delivered next year.

One deputy head recently shared that prior to seeing this resource she had believed you could only do an apprenticeship by enrolling at Cambridge Regional College – something her post-16 students were resistant to doing. Discovering that the learning content came in a wide variety of formats and locations, depending on the employer, has persuaded

her that this could be a viable pathway for her students.

## 13. Recruitment

### Assistance

#### (Apprenticeship KPI 4)

Although the details of all the Apprenticeship KPIs were only agreed in quarter 3, we have missed this target by only 3 (completing 12 of the targeted 15). We are very confident we will deliver against the full KPI by the end of the year.

It's not always possible to know which apprenticeships have been created or recruited to directly as a result of our efforts but employers have reported that they have directly recruited as a result of our work together.

## 14. Enable Business - Apprentice Employer Interaction

#### (Apprenticeship KPI 5)

The objective here is to get more STEM businesses offering apprenticeships. One way we do this is by getting existing apprentice employers to share their experience with prospective apprentice employers. We have over delivered this KPI having been able to facilitate communication between Apprentice employers and employers interested in offering similar Apprenticeships.

An example of this is Abcam who were looking to get started with apprenticeships. We introduced them to LGC Group and Carl Zeiss Microscopy who were able to share insights, experience and contacts leading to Abcam offering two technical apprenticeships for the first time.

## 15. Provider referral

#### (Apprenticeship KPI 6)

Although this was another KPI only agreed in quarter 3, we achieved 50% of our targeted interactions. The goal of this KPI is to connect potential apprentice employers with training providers who could deliver the learning. In many cases employers are unaware of the range of training providers available or they have attempted to get information but had no response. We make introductions and ensure the information is provided. We have already put measures in place to secure the full KPI target by the end of the year.

One example of where this has worked: two schools now run IT apprenticeships working with the provider we introduced.





## 16. LMI

Target: 4 updates in newsletters

Delivered: 10 updates

Local labour market intelligence is crucial to our approach. By working closely with leading employers and employer organisations, we keep our LMI knowledge current and relevant to our local area. We also search out information from national datasets and request information from the LEP who subscribe to a service that analyses job vacancies. We share this information with schools through our regular newsletters, through staff training and directly with students.

Helping students, staff and parents understand labour market trends enables them to make choices about courses and curricula and set their career aspirations in line with future opportunities.

## 17. Companies involved

We work with an excellent range of companies, covering all the targeted sectors as well as others. 212 companies contributed with more than 500 volunteers to our event programme. 115 are from the target STEM sectors. Yet we have worked with more than 300 companies on our general agenda, some of which engage with schools in other ways.

Another 500 companies provide work experience places.

One example of other engagement is MathWorks who we established as a partner of Hills Road Sixth Form College. They run a computing enrichment programme and a range of other activities for students and staff. This results in students continuing to study maths, physics and computing at degree level and acquiring the skills that local tech employers say are in short supply.

Turner Logistics has built strong relationships with Soham Village College and their Foundation Learners, enabling them to thrive by contributing to their curriculum with site visits, mock interviews and much more. They also work with Long Road Sixth Form to inspire Maths students showcasing how a logistics company is in need of logical thinkers and mathematicians. This encourages students to continue to study maths and it helps Turners to recruit. They have had applications for their apprenticeships as a result.

We've been able to persuade companies of the benefits of engaging with young people at pre-employment stage and have been pleased to see new companies coming on board with the programme continuously. Prior to getting involved, some employers have expressed doubts about whether it's worth their time to talk to young people who may be a few years away from the job market, but once they're involved they recognize how essential this work is if we are to build a future talent pipeline. Some companies balked at the idea of engaging with primary schools but, once they've experienced it, many believe that's the most important age to influence to build aspirations and challenge gender stereotypes.

Companies like AVEVA Technology have explained that working with schools raises



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their profile with potential employees and helps them with future recruitment.

Other companies have told us they previously struggled to attract students to their apprenticeships but see the difference that regular engagement at schools can make to the quantity and quality of applicants.

Most companies believe their staff develop personally and professionally by taking part in our activities, whether it's leading a workshop, presenting at a careers fair, mock interviewing or hosting a student on work experience.

We had our own experience of this when we asked our Administrator, a recent graduate who has not previously had management experience, to supervise our work experience student for two weeks. He learned a lot from this experience and proved to us that he was capable of managing people which gave us confidence to progress with our plans to take on an apprentice under the direction of this colleague.

**“Cambridge University Press is an educational publisher, with staff that are interested in being involved in local community outreach opportunities, so we really value an organisation like Form the Future being at the heart of our interactions with schools. The relationships they develop and their understanding of student needs across the region are beneficial for a broad range of employers, ourselves included, and schools benefit also from having such reliable access to local employers.”**

Head of Community Engagement, Cambridge University Press

## 18. Future activity

By the end of the academic year 2015/16 we had 82 events already planned for the coming academic year, with planning underway for a new multi-school careers event just for primaries and for a joint multi-school event with Inspiring the Future.

Some schools have requested planning meetings in September so we anticipate this number will increase further. [Note: as of October 2016 we have over 100 events planned.]

We are clearly meeting a huge need and our year-on-year growth is evidence of the quality of our provision.

We have also been able to establish new partnerships with business communities such as the Federation of Small Businesses, which enables us to further push the Apprenticeship agenda in a B2B environment.

We have concerns, however, about our ability to meet the growing demand with fixed resources. We are trying to secure additional funding to meet the growth in demand. We do not want to reject schools' requests for support but without more staff we are at risk of not being able to deliver the high-quality service that schools and employers have come to expect. This was one of the comments flagged by schools as well:

**“Sometimes it seems as if they have grown in the schools they are supporting and not grown enough in the resources they have in terms of people and funding. To support the wide area they are supporting perhaps they need better funding.”**

Careers manager, Soham Village College

## **Appendices:**

Appendix 1: KPI Overview

Appendix 2: List of Schools 2015/16

Appendix 3: Student survey questions

Appendix 4: School survey

Appendix 5: Additional school feedback

Appendix 6: Employer feedback

Appendix 7: List of Companies involved  
in events



# KPI Overview

10 KPIs over delivered on 10 KPIs.  
16% over-delivery on secondary school events,  
19% more students reached than planned,  
12% more Apprenticeship events

Signpost2Skills Form the Future KPI Monitoring Actual against profile		Profile	Actual	Variance
KPI's Profile	Volume contract	Sept -Aug 2016		
Events KPI1- No of secondary schools/UTC's KS3 & KS4 events (excluding App KPI 1)	100	50	58	8
Events KPI 2 No of primary schools	10	5	4	-1
Events KPI 3- no.of post 16 (KS 5) events run in schools or UTC's	30	15	15	0
Events KPI 4- no of students involved	20000	10000	11931	1931
Events KPI 5 schools	30	15	29	14
WEX KPI 1- Schools	16	8	9	1
WEX KPI 2- young people	1500	750	888	138
Partnership Brokerage Schools partnerships established KPI 1	8	4	4	0
STEP UP KPI 1- no of employers using site	100	50	38	-12
STEP UP KPI 2 - 80% of 28 schools using the site	22	11	16	5
Apprenticeships KPI 1 - Apprenticeship events interactions(B2B, Students, parents)	48	24	27	3
Apprenticeships KPI 2 - Change staff awareness CPD pack produced	2	1	1	0
Apprenticeships KPI 3 -CPD (no of schools)	20	10	16	6
Apprenticeships KPI 4 - Recruitment Assistance	30	15	12	-3
Apprenticeships KPI 5 - Enable Business Apprentice Employer Interaction	30	10	16	6
Apprenticeships KPI 6 - Provider referral	30	10	5	-5
LMI	8	4	10	6
STEP UP Evaluation and Measurements and funders	2	1	1	0
Reporting, Evaluation and Measurements to funders	2	1	1	0

## Appendix 2 List of Schools 2015/16

### Secondary Schools

Name of schools 2015/16	Total Number Events	Total Number Apprenticeship events	Cumulative Number of students
Secondary Schools			
Bassingbourn Village College	8	1	718
Bottisham Village College	2	2	260
Cambourne Village College	3		490
Chesterton Community College	4		425
Coleridge Community College	3	1	200
Comberton Village College	5	1	1258
Cottenham Village College	1	1	50
Ely College	2	2	250
Impington Village College	2	1	150
Linton Village College	2	1	152
Melbourn Village College	6	1	635
Netherhall School	1	1	50
North Cambridge Academy	2	2	75

Name of schools 2015/16	Total Number Events	Total Number Apprenticeship events	Cumulative Number of students
Parkside Community College	3	1	156
Sawston Village College	6	2	975
Soham Village College	5	2	598
St Bedes Inter-Church School	6	1	359
Swavesey Village College	4	2	366
Witchford Village College	1	1	50
UTC Cambridge	5		405
MSE - STEM Careers Day at Murray Edwards	2		100
MSE - East Cambs Careers Fair, Ely Cathedral	4		900
MSE - Opportunities Ahead, The Guildhall	3		184
MSE - Eyes on the Prize, ARU	3		1500



## Sixth Forms and Primary Schools

Name of schools 2015/16	Total Number Events	Total Number Apprenticeship events	Cumulative Number of students
<b>Sixth Forms and FE</b>			
MSE - East Cambs Careers Fair, Ely Cathedral	1		100
MSE - Opportunities Ahead, The Guildhall	4		135
Long Road Sixth Form College	1	1	500
Parkside Sixth Form	1		12
Hills Road Sixth Form College	2	1	450
Cambridge Regional College	1		7
Impington Sixth Form	2	2	156
UTC	5		150
<b>Primary Schools</b>			
MSE - Opportunities Ahead, The Guildhall	0		115

## Appendix 3: Student survey questions

1. Did you learn about any careers that you didn't know about?			
Yes			No
<input type="radio"/>			<input type="radio"/>

2. Of the careers you were already aware of, did you learn anything new?

☐ Yes

☐ No

Other (please specify)

3. Did you see an Employer offering Apprenticeships?

☐ Yes

☐ No

4. If you answered 'YES' to Question 3: Did this increase your awareness of Apprenticeships? If you answered 'No' please go to Question 5.

☐ Yes

☐ No

5. Did you gain a better understanding of academic and other requirements needed for the careers you have seen?

☐ Yes

☐ No

6. Did the event help you think about your future career?

Not at all	Maybe	Yes	Definitely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. How did you feel about interviews prior to this event? Can choose more than one.

- ☐ Very nervous
- ☐ Unprepared
- ☐ Ok
- ☐ Looking forward to it
- ☐ Have lots of experience

2. As a result of the mock interview...(please choose all that apply)

- ☐ I feel more prepared for a real interview
- ☐ I feel less nervous about going to an interview
- ☐ I know what I need to do to be better prepared for an interview
- ☐ I know what I need to do to improve my chances of getting a job in the future
- ☐ I didn't find the experience helpful. If so, please say why.
- ☐ Other (please specify)

3. Did you find it useful being interviewed by a business professional

- ☐ No, not at all
- ☐ Yes it was helpful
- ☐ Yes very much so

4. Do you think we should repeat this activity?

- ☐ Yes, I would like another chance to do this
- ☐ Yes, for other year groups
- ☐ No, it's not a good use of time

1. Please rate the various elements of the session based on your experience:

	Excellent / very useful	Good	Fair	Poor / unhelpful
Important Elements in a CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What makes a good / bad CV?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drafting a CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

2. As a result of the CV writing workshop ...(please choose all that apply)

- ☐ I feel more prepared for writing a CV
- ☐ I feel less nervous about preparing my own CV
- ☐ I know what I need to do to be better prepared for a job application
- ☐ I didn't find the experience helpful. If so, please say why below.

Other (please specify)

3. Do you think we should repeat this activity?...(please choose all that apply)

- ☐ Yes, I would like another chance to do events like this
- ☐ Yes, for other year groups
- ☐ Yes, for year 11s next year
- ☐ No, it's not a good use of time

Other (please specify)



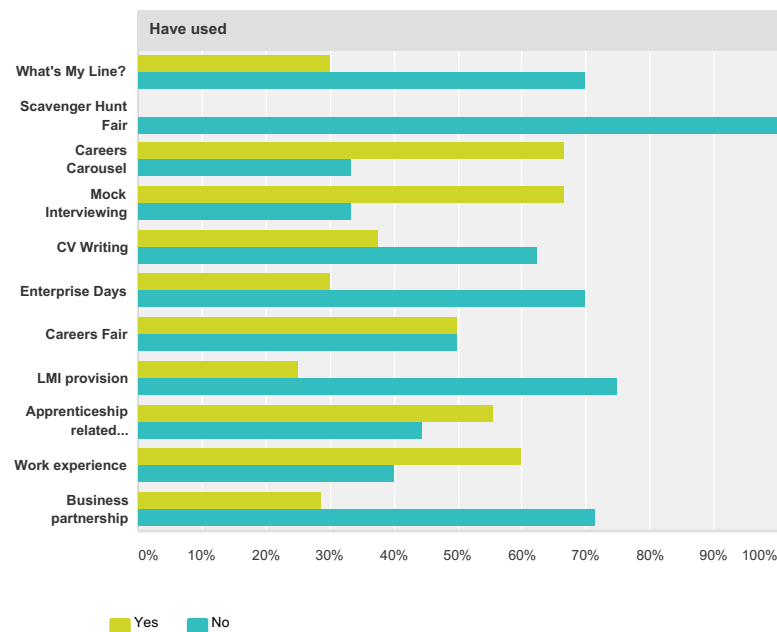
## Appendix 4: School survey

Interim evaluation

SurveyMonkey

**Q1 To assess the quality and impact of the CEIAG services we provide, could you indicate which of the following you have used and rate the activities' quality and impact on a scale from 1-4, where 1 is low and 4 is high. By impact we mean a change in students' awareness, attitude or skills.**

Answered: 12 Skipped: 0



	0-250	251-500	501-1,000	1,001 - 1,500	1,501 - 2,000	Total
What's My Line?	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6
Scavenger Hunt fair	25.00% 1	25.00% 1	25.00% 1	25.00% 1	0.00% 0	4
Careers carousel	25.00% 2	37.50% 3	25.00% 2	12.50% 1	0.00% 0	8
Mock interviewing	40.00% 2	0.00% 0	40.00% 2	0.00% 0	20.00% 1	5
CV writing	40.00% 2	20.00% 1	20.00% 1	20.00% 1	0.00% 0	5
Enterprise Days	14.29% 1	42.86% 3	14.29% 1	0.00% 0	28.57% 2	7
Careers Fairs	28.57% 2	14.29% 1	28.57% 2	0.00% 0	28.57% 2	7
LMI provision	20.00% 1	20.00% 1	60.00% 3	0.00% 0	0.00% 0	5
Apprenticeship related activities	33.33% 2	16.67% 1	33.33% 2	0.00% 0	16.67% 1	6
Work experience - student preparation	28.57% 2	14.29% 1	28.57% 2	0.00% 0	28.57% 2	7
Business partnerships	25.00% 1	25.00% 1	25.00% 1	0.00% 0	25.00% 1	4

## Q2 What other services would you like us to offer in the future?

Answered: 3 Skipped: 9

#	Responses	Date
1	More input into Business Studies	7/12/2016 9:38 AM
2	Character Days - helping students understand the importance of this to having a successful working life.	7/5/2016 6:24 PM
3	We've discussed the business partnership idea. When I have time, I'd like to see what the possibilities would be.	7/5/2016 11:51 AM

## Q3 Our programme is funded until August 2017. GCGP LEP is considering how to ensure ongoing funding and would like to know the value you place on the following services. Please indicate what you believe they are worth (£):

Answered: 10 Skipped: 2

	0-250	251-500	501-1,000	1,001 - 1,500	1,501 - 2,000	Total
What's My Line?	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6
Scavenger Hunt fair	25.00% 1	25.00% 1	25.00% 1	25.00% 1	0.00% 0	4
Careers carousel	25.00% 2	37.50% 3	25.00% 2	12.50% 1	0.00% 0	8
Mock interviewing	40.00% 2	0.00% 0	40.00% 2	0.00% 0	20.00% 1	5
CV writing	40.00% 2	20.00% 1	20.00% 1	20.00% 1	0.00% 0	5
Enterprise Days	14.29% 1	42.86% 3	14.29% 1	0.00% 0	28.57% 2	7
Careers Fairs	28.57% 2	14.29% 1	28.57% 2	0.00% 0	28.57% 2	7
LMI provision	20.00% 1	20.00% 1	60.00% 3	0.00% 0	0.00% 0	5
Apprenticeship related activities	33.33% 2	16.67% 1	33.33% 2	0.00% 0	16.67% 1	6
Work experience - student preparation	28.57% 2	14.29% 1	28.57% 2	0.00% 0	28.57% 2	7
Business partnerships	25.00% 1	25.00% 1	25.00% 1	0.00% 0	25.00% 1	4

**Q4 We would like to understand how you use the information on Apprenticeship openings we have sent to you either via our newsletter or via individual emails. Please indicate byticking all that are relevant**

	not noticed them	not used them	passed them on to relevant subject teachers	passed them in to interested students	published them on school Intranet	used them as examples in general career education	Total	Weighted Average
Openings via Newsletter	0.00% 0	18.18% 2	27.27% 3	54.55% 6	0.00% 0	0.00% 0	11	3.36
Openings via E-mail	0.00% 0	18.18% 2	27.27% 3	45.45% 5	9.09% 1	0.00% 0	11	3.45

Interim evaluation

SurveyMonkey

**Q5 What impact has this had? What could we do differently?**

Answered: 5 Skipped: 7

#	Responses	Date
1	Minimal. Often the students have left by the time information comes through about vacancies. Having a website with all the vacancies on would probably be the most efficient way of doing it. We could then direct students (and their parents) to check the site regularly for vacancies.	7/15/2016 1:58 PM
2	Very useful	7/12/2016 9:38 AM
3	More centralised information, students are keen to be made aware of outstanding apprenticeship opportunities	7/12/2016 9:09 AM
4	One of our students has accepted an apprenticeship offer as a result, and others have had offers thanks to F the F	7/5/2016 6:24 PM
5	Pupils awareness of Apprenticeship opportunities has been heightened.	7/1/2016 4:57 PM

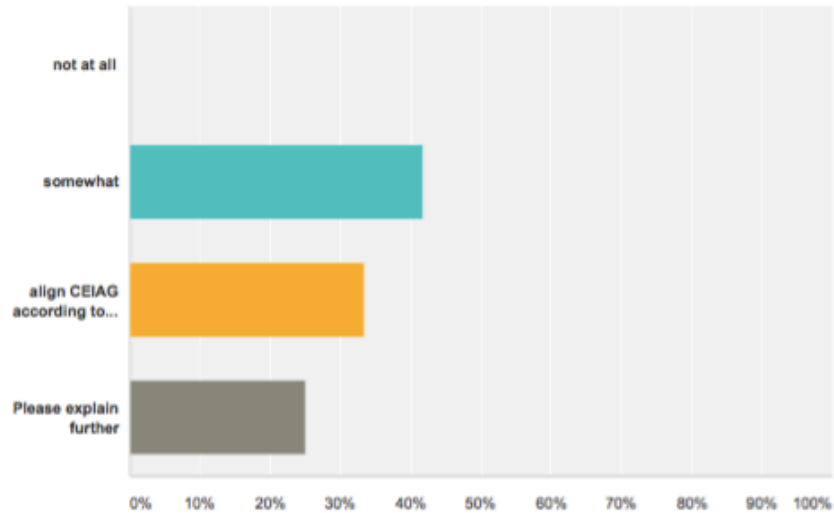
**Q6 Do you find the local labour market information we provide useful? Please rate on a scale from 1 (not at all useful) to 4 (extremely useful).**

Answered: 10 Skipped: 2

	1	2	3	4	N/A	Total
LMI provided via quarterly newsletter	0.00% 0	10.00% 1	30.00% 3	20.00% 2	40.00% 4	10
LMI provided for student sessions	0.00% 0	0.00% 0	33.33% 3	11.11% 1	55.56% 5	9
LMI provided via staff conferences	0.00% 0	0.00% 0	30.00% 3	20.00% 2	50.00% 5	10

**Q7 To what extent does the LMI we provide support your CEIAG?**

Answered: 12 Skipped: 0



**Q8 Although Step Up, our new website linking businesses and schools, has just been launched, we would like to hear your views. Please tick all that apply.**

Answered: 12 Skipped: 0

Answer Choices	Responses	
Not signed up yet but plan to	41.67%	5
Interesting idea	50.00%	6
Unaware of it	8.33%	1
Do not see the value	0.00%	0
User friendly	8.33%	1
Hard to navigate	8.33%	1
Interesting opportunities start to appear	8.33%	1
Do not know how to use the information within the school	0.00%	0
Rarely check the site	8.33%	1
Check regularly (at least once per week)	8.33%	1
Other (please specify)	16.67%	2
Total Respondents: 12		



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### Q9 Is there anything else you would like to comment on?

Answered: 5 Skipped: 7

#	Responses	Date
1	FormtheFurture provide an invaluable support network for schools engaging with business partners at all levels	7/12/2016 9:09 AM
2	Very helpful, well informed and supportive staff.	7/12/2016 9:00 AM
3	Thanks for the offers, but with a large Careers department that has been checked against DfE and Ofsted requirements we do not need the support that is necessary for small schools.	7/8/2016 3:01 PM
4	Form the Future has been a life saver this year. The high level of service provided by all its staff has been really noticeable, in contrast to some others operating in this sector.	7/5/2016 6:24 PM
5	I think that the service that Form the Future offer is excellent. If it were to be paid for by schools directly it is likely that in the current economic environment schools would reduce the amount of CIAG they engage in.	7/1/2016 4:57 PM

## Appendix 5: Additional school feedback

### **Alistair Easterfield, Director of Science, UTC Cambridge**

Form the Future has helped us to design and deliver a high quality careers program for our college. The support, professionalism and reliability of Form the Future has had a huge impact on our students in developing their understanding of careers, applying for careers and to the importance of apprenticeships in the modern economy. Form the Future have helped us to plan and deliver a wide range of CEIAG activities both for the students themselves and for their parents, thus giving them the confidence to support their children's career aspirations.

Please see answer above. Without the support of Form the Future we would not have the expertise, contacts and skills required to deliver careers guidance that we do. If Form the Future are involved in organising an event we are confident that it will be of high quality and deliver exactly what is required. We cannot recommend the support that we get from Form the Future highly enough.

We would like slightly more support in developing 1:1 guidance for individual students.

### **Theone Miller, Lead Teacher: Business, Economics, Enterprise & Careers, Impington Village College**

Form the Future are a vital, integral part of our strategic plan to improve our CEIAG delivery at IVC. Most recently they helped us improve our preparation for year 11's UCAS process. Employers

were brought in to the school to talk with year 11 about employability skills and contents of personal statements

Feedback from both staff and pupils was overwhelmingly positive. SLT have said this marks an improvement in the UCAS process over last year.

From an IVC perspective it has had an enormous impact on the motivation of year 11. Their personal statements are of much better quality and it has also given them food for thought on career progression. The school does not have time or the resources to organise events like this without Form the Future and cannot complete the improvement we are seeking without Form the Future.

As Lead for Careers I hope to develop an even stronger working relationship with FtF . So far this academic year they will be helping us on all our Personal Development days through bringing a variety of employers into the college. This is one of the benchmarks of outstanding CEIAG provision and one which cannot be met with FtF.

### **Lizzie Taylor, head of careers, Comberton Village College**

We found this and all the other support Form the Future has offered us to be outstandingly good. They are simply the best organization offering careers provision that we have worked with.

Over the last two days approx. 300 students have been hugely helped to make sense of the careers landscape, develop job

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application and employment skills, make contacts with employers and develop ideas about their strengths and possible future careers path.

Over the last year, Form the Future has provided other similar impact to almost all our students through its various careers fairs, enterprise days, work experience support, etc, and our school has approximately 1800 students on roll. I would estimate that up to 1500 students have been helped in one way or another.

**Emma Garrett, Soham Village College.**

Work Related Learning Days – Form the Future help us each year to find employers who want to come in to interview year 10 students.

Work Experience – Form the Future do health and safety checks for our students going on work experience.

Foundation Learning Tier – Turners of Soham contacted Form the Future wanting to get a better relationship with local schools, they are now running an ongoing mentoring project with the Foundation Learners.

Apprenticeship Fair – We decided to run a fair and Form the Future helped us find employers

Post 16 Evening – Form the Future invites apprenticeship employers to our post 16 evening.

East Cambridgeshire Careers & Skills Event – FtF support Ely College with running this event for all of East Cambs.

Work Related Learning Days – Students have their first ever experience of an interview. They will be interviewed about 6 months after this for their college places and will of course face interviews for jobs/ apprenticeships after this. Almost every student comes in terrified, but they leave every time with so much

more confidence. They have had a chance to speak to adults in an interview situation for the first time and discovered they have something to say and that the adults aren't so scary! This has a specific impact on those students who don't go on work experience, as it is one of their only opportunities to come in contact with employers 1:1. We benefit from Form the Future's contacts, as a school we don't have the time to make contacts and keep up relationships, never mind search out new contacts in the area, this is why enterprises like Form the Future are invaluable.

Work Experience – Given the price that Form the Future are able to offer the checks for we were able to keep offering work experience for our students on BTEC courses. This is fantastic for the Health and Social Care Group to get relevant experience, and for our Foundation Learning Tier, who tend not to get on so well with a school environment, are able to gain confidence in a different situation.

Foundation Learning Tier – A comment from the FLT teacher:

"More good news :) We had 11AB all day and we had an enterprise and career day run by a representative from Turners. The whole group were amazing! They listened well, participated well and worked well when they had to. It wasn't the easiest day for them, but they conducted themselves very well." The impact is important for these students, who are unlikely to come out of year 11 with many GCSEs. They spend time learning how to communicate in the work place, they see Turners and how the business works, they see inside a company that is so close to them that they may never have considered. Students are also offered the chance to do work experience with Turners and participate in challenges based on real life problems. This has special impact on these students as many of

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them respond better to an outsider than to a teacher telling them to think about their futures.

Apprenticeship Fair – Students and parents find out more about apprenticeships. This year's year 11 has been a record year for students leaving to go onto apprenticeships. We haven't had all destinations reported yet, however I believe 5% of our students went on to apprenticeships.

Post 16 Evening – Almost all year 11 students, and many parents (From Head of Year 11: Yr 11 Post 16 evening - 55% attendance– This was well attended with very little standing room available for Presentation in BH (many parents maybe didn't sign in) and Post 16 in the PAC was also busy) attend. For many this is the first time they consider apprenticeships as they see the employers in amongst the well-known college options. Probably another factor in the excellent 5% of year 11 progressing to apprenticeships in the class of 2016.

East Cambridgeshire Careers & Skills Event – A huge majority of students fed back that they did have useful conversations, the only request was for more companies to be there. This is another opportunity for students to have conversations with employers.

Sometimes it seems as if they have grown in the schools they are supporting and not grown enough in the resources they have in terms of people and funding. To support the wide area they are supporting perhaps they need better funding.

Perhaps there could be better online databases for helping employers and schools share the information. I think this is what

the website step up was for, but it doesn't seem to have taken off quite yet.

**Mrs Hilary Burr, School Librarian/Careers Coordinator  
SAWSTON VILLAGE COLLEGE**

We have found the employer input organised by Form The Future invaluable for our IAG programme at events such as the Post 16 evening and Careers Fair to support year 11 in their transition to FE.

**Andrew Goodwin, Head of Progression, Long Road Sixth Form College**

Goal: deliver a broad range of activities to introduce students to employers – last year, we set up a mentoring programme with ftf, and we have now set up a range of careers events for this year, and thus achieved our goal.

Last year, we wanted to provide a mentoring service to a range of our students – FtF helped us to do this, working in partnership with the Police, other schools and a range of mentors. Visiting mentors seemed to enjoy the interaction they had with our students and commented favourably on their experience in the college.

The mentoring activity was successful for a significant number of our students, with positive outcomes including gaining access to university and apprenticeships, (but also *softer* outcomes, including improved employability skills)

Future activities will certainly include continued interaction with employers, with new areas including a desire for more activities

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that are available to more students, helping those who wish to access the workplace to get out there!

**Dan Burgess, Assistant Principal, Sawston Village College**

I think that the level of support that you provide to schools is excellent and I have serious concerns about whether we would be able to offer the level of Careers Information Advice and Guidance that we do if you were not there to act as an intermediary. The contacts you have with in business are an incredibly valuable asset to us, as is the support that you offer during the events that we jointly run. I strongly feel that direct contact with businesses is what really makes an impact on pupils' career choices and this is something that you deliver. From time to time other bodies offer the kind of services that you offer, but these always come at a relatively high cost and I think that this would lead to less direct business experience in schools as many would not be able to afford it. I think that this is a very strong reason to continue to fund you.

**A Tyrrell, Head of Faculty, Business/Computing  
Cottenham Village College**

Students visited local enterprise and met an ex-pupil who is now an apprentice for an accounting firm. Our business faculty is small, so it is enormously valuable for teachers to have links with an organisation who can put us in touch with 'real' business people. The students value the opportunity to meet local entrepreneurs and ask questions.

The Year 10s at CVC participated in a series of interactive sessions at The Future Business Centre in Cambridge. We met 8 inspiring business people including: former CVC pupil, S Craddock, who is

now an apprentice at Watermill Accounting; J Willis, Founder and CEO Power2Inspire, which promotes inclusion through sport and A Burman, who has created Rhea m-Health, an online platform to offer advice to young mums. Students really enjoyed it!

The GCSE Business Studies students also visited Potter Logistics in December 2014. CVC students joined Ely College to play the logistics game, which allowed students to understand the complexity of delivering goods & merchandise. They then toured the 30-acre operation. Great to see a local business / operations.

Would love to continue with field trips. The students really enjoy it and it brings the learning into context. Unfortunately, it is not easy to coordinate a day out, due to costs of cover & transport & the time it takes to fill out paperwork. It would be nice if visitors could come to a business lesson instead. Maybe coordinate a 1-hour workshop with an 'expert' (like "how to improve your interview & presentation skills, or money management, or how does pension work?"), anything which could fit nicely during a lesson and could enrich students learning.

**Jacqueline Billing, Parkside Federation**

Excellent support with work experience, assembly before the students got their placements and small support groups for those who were struggling to find placements. Very efficient with the H&S checked.

It is extremely important that funding continues as help is needed now that schools no longer have Connexions support for work experience.

We would like to have more opportunities for business to come

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into school to work with students e.g. CV writing, personal statements, expectations for work experience etc.

**Nigel Carrick, Assistant Principal, Comberton Village College**

The support we have received from Form the Future has been excellent and simply the best help in providing quality IAG I have experience of.

With work experience Form the Future has been very supportive; providing a quick and accurate service. Increasing numbers of Careers Carousals are providing students with the opportunity to meet employers for a variety of industries and this is proving very useful. Plans for mentoring in the future are fully established and very exciting.

We would like to do an increasing numbers of careers carousels and mentoring opportunities.

**Daniel Carlson, Assistant Principal, Netherhall School**

Apprenticeship workshops on 29th Sept were incredibly helpful. The amount of students whose attitudes towards apprenticeships had changed by the end of the workshop was astonishing.

Finding and sending the employers/apprenticeship providers for our post-16 evening was very useful.

We are looking forward to the careers carousel in November. If it is anything like the event I attended today at NCA, it will be extremely beneficial to our students, opening their eyes to the range of opportunities out there for them.

Other events are all in the future (Yr 12 work experience, Yr 7 Enterprise Day). However, from what we have seen so far, we are confident they will be well organised and well received.



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## Appendix 6: Employer feedback

### **Simon Humphrey, CSR Manager, ARM**

ARM has worked with FTF on a number of occasions and the experience has always been positive. They are delivering a critical service for the young people of Cambridgeshire in a way that is collaborative and inclusive of other initiatives being driven by businesses and schools. For example, the support and cross-working with the Career Ready programme and the contribution that FTF make to the Cambridge Ahead group's education and skills objectives. It is extremely important that the delivery of skills and career related information, advice and support is coordinated in a way that avoids overlap, duplication and unnecessary administrative burden. FTF ensure that this happens and it is appreciated by ARM, as it makes the most of our time and makes it easier for us to get involved and know that our efforts are being channeled into areas of greatest need.

Impact is difficult to measure in relation to a lot of the work that FTF carry out and coordinate. Outputs and outcomes might be usefully measured, but the actual impact measurement requires a longitudinal approach to reliably assess whether their interventions actually create change. ARM's approach to impact measurement in respect of educational and careers related outreach is to assess the quality of the interactions and reach, in terms of who we reach and their relative needs. Taking that approach and applying it to the work of FTF, means we have confidence that they will have the intended impact over time.

ARM is comfortable with the work that FTF have been delivering in the relatively short time that they have been operating. We would be very pleased to see them continue their work in the same way on an ongoing basis. As above, impact in their area of educational and career related outreach is difficult to measure in the short term as single interventions are rarely of

a significant 'impact' in nature, and a programme based approach, with multiple interventions over time is more likely to make real impact and create change. FTF are well positioned to deliver on this if they continue their work in the same ways as they do currently.

### **Gill Pragnell, Policy Advisor, Cambridgeshire Chambers of Commerce**

The team at Form the Future offer a wide range of activities to a large number of schools across Cambridge and South Cambridgeshire and Cambridgeshire Chambers of Commerce has been delighted to work in partnership with them on a number of events. Many of our members have supported careers fairs, mock interviews and CV writing events as well as other activities to help raise the aspirations of young people. FTF are excellent at making the interaction between schools and businesses as easy and straightforward as possible, genuinely helping to bridge the gap between business and education. Whilst most businesses want to ensure a pipeline of talent for the future very few businesses employ individuals dedicated to building sustainable relationships with schools. FTF actively works in partnership with local businesses and schools to build sustainable relationships and ensure the best possible outcomes for young people and making it possible for, even very small, businesses to get involved.

### **Heidi Mulvey, Head of Community Engagement, Cambridge University Press**

At Cambridge University Press, we have found it extremely useful to have access to the work being done with schools via Form the Future. Without their capacity to liaise with such a wide range of organisations, we would find it difficult to enable our colleagues to do schools volunteering. Recently our people have supported with mock interviews and career carousels, and in the near future, a group of our Leadership Development team will be involved in mentoring students from the UTC. We are

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looking forward to working with them more in the coming year.

Cambridge University Press is an educational publisher, with staff that are interested in being involved in local community outreach opportunities, so we really value an organisation like Form the Future being at the heart of our interactions with schools. The relationships they develop and their understanding of student needs across the region are beneficial for a broad range of employers, ourselves included, and schools benefit also from having such reliable access to local employers. It makes sense having an organisation like Form the Future, which is able to see the bigger picture of local needs, and match schools and employers appropriately.

**Jane Paterson-Todd, CEO, Cambridge Ahead**

We have worked with Form the Future since its inception in 2015 through our Skills agenda. Our members constantly tell us that recruiting local people with the right level of skills is one of the biggest challenges they face. We know that some of this relates to the lack of understanding in schools about the world of work and inadequate attention given towards career development.

Form the Future are bridging this gap, running over 100 career related events in schools with local businesses who provide the necessary insight and inspiration into a career within their sectors. Further to this Form the Future have facilitated work experience for 10 schools to give students first-hand experience within a work environment. Form the Future are developing the brand recognition of STEP-UP a co-sponsored website between the GCGP LEP and Cambridge Ahead which brings together businesses and schools and the opportunities there through an accessible online platform.

Having a local and well respected organisation such as Form the Future is integral to the continued development of the Cambridge skills agenda. We believe Form the Future are making the necessary and impressive

strides forward. Ensuring the next generation are better informed and properly equipped with the skills and qualifications required for which ever field of work they choose and businesses have greater access to a wider pool of locally skilled workers.

**Charlotte Steggall, Apprentice Intake (Cambridge), 3AAA**

I have found Form the Future's work to be invaluable for 3aaa. With apprenticeships being a new and booming field, schools are wary of providers like us coming into their schools to convince their students to take non-traditional routes, away from 6<sup>th</sup> form and uni. They are also confused about this new educational option and don't know enough to be able to give their students the correct advice and guidance.

When I started this role at 3aaa I found it very challenging to get responses from schools I contacted because they saw us as a threat; they didn't understand what we were about and they weren't happy for me to speak with their students. Form the Future, being a group aiming to bring employers and schools together without bias towards particular routes or fields, has helped me form relationships with schools and present apprenticeship information to students without appearing to be threatening. There have even been a few schools who flat out refused to have anything to do with apprenticeships, who I have been able to visit and help through the work of Form the Future. This has enabled me to help many more students onto apprenticeships than I would have done working by myself.

From the student side, I think it is hugely important for them to know their options and also understand the reality of the job-hunting world. It is not enough for students to have good grades anymore; they need to be equipped with knowledge about different sectors, and with skills to help them find employment after education. Through the work of Form the Future the students in the Cambridgeshire area have been given so much more help and guidance than I was ever given when I was a student;

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whether it's the opportunity to sit and speak with employers from various fields, learning employability skills, receiving advice on different routes or even having a little push towards STEM careers. Students have a greater understanding of the skills they need to get ahead, and I believe are a lot more focused on their aims and goals thanks to the work of Form the Future.

Without Form the Future, the bridge between companies and schools simply would not exist and I believe the students in the local area would be a lot worse off. We have a great skills shortage in Cambridge, despite it being a tech hub, and I hope that with your backing and help, Form the Future will be able to guide young people towards fantastic careers, boosting Cambridge's economy.

**Tom Kerchiss, Managing Director, RK PrintCoat Instruments Ltd, UK**

We whole heartedly support Form the Future with all the various projects that you have started.

Over the last 6 years we had contacted Bassingbourn Village College advising that we could offer work experience & apprenticeships on 10 or more occasions. We never received a reply!! So we are extremely pleased to now be actively engaging with our local schools thanks to Form the Future.

**Madeleine Reynolds, Ion Science**

I think it is highly valuable, being a one-person department (HR) it is very useful to have been informed of several events in the area from one point of contact. I feel your work adds value to the local area, the knowledge of students about what careers and businesses are local to them and to employers hoping to gain better brand recognition locally. Without continuing the work you do momentum will be lost and the working together with schools will be much less effective.

I have met many different schools, students and other businesses locally.

I feel we have managed to already achieve more of a local understanding of who we are and what we do and the type of people we are seeking to employ in the future. I have in fact gained applications on the back of events with college students.

**Andrea Kokonas, Farrans Construction**

It's nice to have time to speak to a young person who may not have anyone else to speak to who is their teacher or family member. I enjoyed telling my young person that even when life doesn't go to plan, there is always ways of making things better – it's not the end of the world. It's also nice to open their eyes slightly that school life/living with family isn't what life is like as an adult – the world is your oyster.

**Chani Walter, Cambridgeshire Police**

It has the potential to help children who have lots of ideas and motivation to do well in the future, but who don't have the knowledge or support to get there. It can also help to direct children who don't have any idea what they want to do in the future, or any ideas about what is out there as an option. Finally it can help children with a very specific plan for their futures to get to where they want to be by speaking with someone who is in that industry.

**John Hicks, Spectacles Coaching**

It shows young people that there are adults outside of their current social circles that care about their development and the development of their careers. Working together should help to build self-esteem, engagement and a vision for the future.

**Simon Payne, Cambridge Tech Group**

It is extremely hard to break down the barrier between education and the commercial world but this is good start.

**Pedro Nunes, Frontier**

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It is a chance for the students to get out of their bubble and have some contact with someone working in a different field. This allows them to consider different perspectives and evaluate their desires and how to get what they want in life.

**Elisabeth Goodman, RiverRhee Consulting**

Form the Future's model for providing careers support to schools is unique in so many ways: an impressive breadth and depth of engagement with employers and schools; a creative and effective programme of events; and a hearts and minds commitment of all those involved - employers and individual professionals, school staff and the students involved.

The programme benefits the students, the schools and ultimately the employers and the economy of Cambridgeshire. No private individual or organisation would have such a wide remit.

It's a real pleasure to contribute to such a programme, and very rewarding to witness the immediate impact that I and my colleagues at the events have on the individual students that we interact with.

**Sharon Livermore, Polkadotfrog**

The current skills shortage and competitive job market means it has never been more important for businesses to focus their efforts on developing and attracting new talent. Our team at polkadotfrog recruitment believe that by investing in the education of young people, particularly when it comes to preparing students for the workplace, we play a small but vital part in developing our future workforce.

The work of Form the Future is extremely important in helping businesses like us develop links with local schools and it gives young people an opportunity to prepare themselves for the working environment. Our team have attended a number of events organised by Form the Future and have been able to offer CV advice and conduct mock interviews with students, it has been very rewarding for our team and

they have enjoyed being able to pass on their knowledge to our future workforce.

**Adrian Shephard, RealTimeUK**

The entrepreneurs' workshops & fairs in which I've participated are excellent. They are well run & you have adapted them to incorporate feedback from earlier sessions.

These days provide a unique alternative to conventional employment by promoting new business ideas & inventiveness. Students of this age have some great ideas & exploring them will inspire future use of team work. I learn from every experience. Basingbourn's day reminded me that sometimes style of presentation is stronger than content. The winner of the Cambourne fair suggested a great App to deal with bullying, that was free to download

Keep up the good work.

## Appendix 7: List of Companies involved in events

Company	Sector
3aaa	IT
Abcam	Science & Research
Academy of Magic & Science	Arts & Entertainment
Accio Consult & Construct	Construction
AECOM	Engineering
AIM Altitude	Engineering
AIM Apprenticeships	Education & Training
All4Sports	Sport
Alligned	Technology
Amazon	Technology
Analytik Ltd.	Science & Research
Anglia Ruskin University	Education & Training
Anne Clarke Ltd	Education & Training
Appetite 4 Success	HR
Arcus Global	Software
ARM	Technology
Army	Uniformed Services
Ashton KCJ	Law
Atrium Club	Sport
Aveva	Technology
Babraham Institute	Science & Research
Balfour Beatty	Construction
BAM	Construction
Bango	Software
Barclays	Banking
BBC	Media
BCS Accounting	Financial Services

BioInformatics	Science & Research
Blacktrace	Engineering
Bouygues	Construction
Bright Sparks Coaching	HR
British Humanist Association	Health & Social Care
British Sugar	Manufacturing
Callan Method Organisation	Education & Training
CAM Ltd.	HR
Cambridge Arts Theatre	Arts & Entertainment
Cambridge Carbon Capture	Science & Research
Cambridge City Council	Government
Cambridge Commodities Ltd.	Sales
Cambridge e-Learning Institute	Education & Training
Cambridge Institute for Medical Research	Science & Research
Cambridge Neuroscience	Science & Research
Cambridge News	Media
Cambridge Online Systems	Software
Cambridge Sword	Sport
Cambridge Tech Group	Technology
Cambridge United	Sport
Cambridge University Hospitals	Health & Social Care
Cambridge University Press	Publishing
Cambridge Veterinary Group	Animal Welfare
Cambridge Volunteer Centre	Charity
Cambridgeshire Community Services	Health & Social Care
Cambridgeshire County Council	Government
Cambridgeshire Police	Uniformed Services
CamOuse Financial Management Limited	Financial Services
Cancer Research UK	Science & Research
Carl Zeiss	Engineering

Chic Face & Body Clinic	Hair & Beauty
CITB	Construction
Clip N' Climb Cambridge	Leisure
Cloud Amber	Software
CRC	Education & Training
CSR Group	Science & Technology
Daniel Connal Partnership	Property
Deloitte	Financial Services
Delta2020	HR
Department of Engineering, University of Cambridge	Engineering
Department of Materials Science & Metallurgy, University of Cambridge	Science & Research
Department of Physiology, Development & Neuroscience, University of Cambridge	Science & Research
Department of Psychiatry, University of Cambridge	Science & Research
Department of Psychology, University of Cambridge	Science & Research
Department of Zoology, University of Cambridge	Science & Research
Doubletree	Hospitality & Catering
Duxford Museum	Education
East Cambridgeshire District Council	Government
Eazipay Ltd.	Financial Services
EDGE	Agriculture
EJW Solutions	HR
Elaje	Hair & Beauty
Ely Cathedral	Education
Elysium Beauty	Hair & Beauty

Emerald Frog Marketing	Marketing
Encocam	Engineering
Ensors	Financial Services
Epicam	Engineering
Epoch Wires	Manufacturing
ERBA Mannheim Molecular	Science & Research
Etyres	Sales
Euromedica	Science & Research
EY	Financial Services
face2faceHR	HR
Farrans Construction	Construction
Founders4Schools	Education
Frontier	Gaming
G's Fresh	Agriculture
Girton College	Education & Training
Go4Venture	HR
Green Energy Options	Manufacturing
Hardcastle Burton LLP	Financial Services
Health Education East of England	Health & Social Care
Hilton	Hospitality & Catering
HIT Training	Hospitality & Catering
Huxley Bertram Engineering	Engineering
IET	Engineering
Interserve	Construction
Ion Science	Engineering
Ivor Searle	Engineering
JDR Cable Systems Ltd,	Energy & Utilities
JTL Training	Construction
Kier	Construction
LGC Group	Science & Research



Little Dragon Films	Media
Lloyds	Banking
Lucinda Price Photography	Photography
Madingley Hall	Hospitality & Catering
Managing Change	HR
Marshalls	Engineering
MathWorks	Software
McDonalds	Hospitality & Catering
MediaTek	Software
MetroBank	Banking
Metropolitan Police	Uniformed Services
Michell Instruments	Engineering
MIHomeCare	Health & Social Care
Money Wise	Financial Services
Morgan Sindall	Construction
Morley Associated	HR
Moses Cameron Williams	Architecture
MRC Laboratory of Molecular Biology	Science & Research
MRC Metabolic Disease Unit	Science & Research
MRC Mitochondrial Biology Unit	Science & Research
Multitech Site Services Ltd.	Energy & Utilities
Mundipharma IT Services	IT
Napp Pharmaceuticals	Science & Research
National Stud	Sport
Natwest	Banking
Network Rail	Transport & Logistics
Next Level Innovation	HR
NHS	Health & Social Care
NIE Theatre	Arts & Entertainment
NW Cambridge Development	Construction

Old Tiger Stables	Sport
Omobono	HR
Onslow Trust	Education & Training
Operational Research Society	Mathematics
PA Consulting	Engineering
Papworth Hospital	Health & Social Care
Playfords	Energy & Utilities
PlayFusion	Gaming
Polkadotfrog	Recruitment
Potter Logisitics	Transport & Logistics
Power2Inspire	Charity
Procam	Agriculture
Product Life Group	Science & Research
Prospect Research	Marketing
Purcell	Architecture
Pure Resourcing	Recruitment
PWC	Financial Services
QA	IT
Quartix	Software
Ramboll	Engineering
RBS	Banking
RE-Photography	Photography
Red Gate	Software
Retail Motor Industry Federation	Transport & Logistics
RG Carter	Construction
Ridgeons	Sales
RiverRhee Consulting	HR
RK Printcoat Instruments	Manufacturing
Routes into Languages	Languages
Royal Navy	Uniformed Services

S M West Yates	Languages
Schlumberger	Energy & Utilities
School of Clinical Medicine	Science & Research
Scientific Literacy Tool	Science & Research
Shearline	Engineering
Softwerx	Technology
South Cambridgeshire District Council	Government
Spectatcles Training	HR
St Catherine's College	Education & Training
Stansted Airport	Transport & Logistics
STEM Team East	Science & Research
Stone King LLP	Law
Strem Chemicals	Science & Research
Takeda	Science & Research
Tate	Recruitment
Taylor Vinters	Law
The Book Analyst	Publishing
The Employability Partnership	Education & Training
The Junction	Arts & Entertainment
The Pathology Partnership	Health & Social Care
The Sainsbury Laboratory, University of Cambridge	Science & Research
The Tech Partnership	Technology
Thorlabs	Engineering
Thurlow Nunn Standen	Agriculture
TrAC	Construction
Tribus-d	Engineering
Turners	Transport & Logistics
TWI	Engineering
Undo Software	Software

University of Cambridge Museums	Education
University of East Anglia	Education & Training
Urban Futures	HR
Volker Fitzpatrick	Construction
Volvo	Transport & Logistics
Wates	Construction
Whiting & Partners	Financial Services
Willmott Dixon	Construction
Wood Green Animal Shelter	Animal Welfare
WSP   Parson Brinckerhoff	Construction
Young World Holdings	Leisure
Zinwave	Technology

#### Companies engaged outside of events

Cambridge Cognitics	Information Technology
Citrix	Information Technology
Cognima	Information Technology
Ellexus	Information Technology
Jagex	Information Technology
Onespacemedia	Information Technology
Sepura	Information Technology
Xaar	Information Technology
THP Systems	Information Technology
TBM Ltd.	Information Technology
Babylon IT Solutions	Information Technology
Cambridge Network Solutions	Information Technology
Aquarium Technology Limited	Information Technology
Cambridge Communications Systems	Information Technology
GraphicArt Cambridge	Information Technology

C4 Carbides	Information Technology
The Device	Information Technology
Ardencaple Consultants	Information Technology
University of East Anglia, IT Department	Information Technology
University of Cambridge, Computer Laboratory	Information Technology
Nokia	Information Technology
Amgen	Life Sciences, Biotech & Human Health
AstraZeneca	Life Sciences, Biotech & Human Health
EAHSN	Life Sciences, Biotech & Human Health
CUHP	Life Sciences, Biotech & Human Health
Hexcel	Life Sciences, Biotech & Human Health
Horizon Discovery	Life Sciences, Biotech & Human Health
Johnson Matthey	Life Sciences, Biotech & Human Health
Medimmune	Life Sciences, Biotech & Human Health
MRC Cancer Unit	Life Sciences, Biotech & Human Health
MRC Biostatistics Unit	Life Sciences, Biotech & Human Health
MRC Epidemiology Unit	Life Sciences, Biotech & Human Health
One Nucleus	Life Sciences, Biotech & Human Health
Phanorth	Life Sciences, Biotech & Human Health

Praxis Unico	Life Sciences, Biotech & Human Health
Rand Europe	Life Sciences, Biotech & Human Health
Cambridge Crystallographic Data Centre	Life Sciences, Biotech & Human Health
Wellcome Trust MRC - Stem Cell Unit	Life Sciences, Biotech & Human Health
Wellcome Trust Sanger Trust	Life Sciences, Biotech & Human Health
Hollyoak Veterinary Surgery	Life Sciences, Biotech & Human Health
Isle Vet Group	Life Sciences, Biotech & Human Health
Cambridge Cat Clinic	Life Sciences, Biotech & Human Health
Aquarius Vets	Life Sciences, Biotech & Human Health
Church House Veterinary Clinic	Life Sciences, Biotech & Human Health
Animal Health Trust	Life Sciences, Biotech & Human Health
Swayne and Partners	Life Sciences, Biotech & Human Health
Bottisham Dental	Life Sciences, Biotech & Human Health
Equine Veterinary Hospital	Life Sciences, Biotech & Human Health
East of England Ambulance Service	Life Sciences, Biotech & Human Health
University of Cambridge, Department of Zoology	Life Sciences, Biotech & Human Health
Paradise Wildlife Park	Life Sciences, Biotech & Human Health

Staploe Medical Centre	Life Sciences, Biotech & Human Health
Cambridge Veterinary Group	Life Sciences, Biotech & Human Health
Nuffield Health	Life Sciences, Biotech & Human Health
Raptor Foundation	Life Sciences, Biotech & Human Health
Clarendon Street Veterinary Surgery	Life Sciences, Biotech & Human Health
Antartic British Survey	Life Sciences, Biotech & Human Health
TTP Labtech Ltd.	Life Sciences, Biotech & Human Health
Whipple Museum of the History of ScIENCE	Life Sciences, Biotech & Human Health
Stratech Scieintific	Life Sciences, Biotech & Human Health
TAP Biosystems	Life Sciences, Biotech & Human Health
Lonza Biologics	Life Sciences, Biotech & Human Health
Department of Chemistry, University of Cambridge	Life Sciences, Biotech & Human Health
Springboard Pro Ltd.	Life Sciences, Biotech & Human Health
Medical Research Council	Life Sciences, Biotech & Human Health
Delta-T Devices	Life Sciences, Biotech & Human Health
Cambridge CleanTech	CleanTech
Origami Energy	CleanTech
Harrods Aviation	Engineering
MLM Consulting Engineers	Engineering

Anglian Group	Engineering
TALIS Education	Engineering
Lintbells Ltd	Engineering
Anaero Technology	Engineering
Qualcomm Technologies	Engineering
Amtrac	Engineering
Borley Brothers	Engineering
Grant Instruments	Engineering
Transport Engineering Consultants	Engineering
Alpha CRC Ltd.	Engineering
Dassault Systems Biovia	Engineering
Carillow Industrial Services	Engineering
Domino	Engineering
Mott McDonald	Engineering
CC Engineer Ltd.	Engineering

