

**MAYOR OF LONDON**

# **London Enterprise Adviser Network Handbook**

# Welcome

We are delighted that you have joined the London Enterprise Adviser Network (LEAN).

London is an exciting city with one of the world's leading economic centres, whilst also being a hotbed for innovation, creativity and design. This means there are tens of thousands of exciting job opportunities for young Londoners. It is important that everyone, regardless of their background, is able to access these roles. The London Enterprise Adviser Network connects schools and colleges with London's employers to ensure that all young Londoners can build the networks they need to reach achieve their full potential.

By joining the Network, you are committing to bringing the worlds of education and work together so that young people in London are better prepared to make informed decisions about their futures.

This handbook provides you with all the information, tools and resources you need to ensure success. Your Enterprise Coordinator is also on hand to help you throughout the year and support you.

Thank you for your support in delivering this exciting programme. We look forward to working with you.

**The London Enterprise Coordinator Team**

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## Careers Landscape

### National Careers Strategy and Statutory Guidance for Schools and Colleges

The government's [Careers Strategy: Making the most of everyone's skills and talents](#), launched in December 2017, and [Statutory Guidance](#) published in January 2018, set out a range of new requirements for schools and colleges. [The Careers & Enterprise Company](#) and the Enterprise Adviser Network will play a core role in the implementation of the careers strategy and statutory guidance. At the heart of the publications were the Gatsby Benchmarks, which set out a framework for best in class careers provision at school and the government outlined the expectation the all schools and colleges would meet the 8 Benchmarks by 2020. The strategy endorses the need for all schools to have a Careers Leader and requires them to be named by September 2018. It also highlights the importance of employer engagement, requiring all young people in years 7 – 13 to have at least one employer encounter per year by 2020 in line with the benchmarks. All schools and colleges are also to have access to an Enterprise Adviser by the end of 2020.

### Gatsby Benchmarks

The [Eight Gatsby Benchmarks](#) are a framework for good career provision developed to support schools and colleges in providing students with the best possible careers education, information, advice, and guidance. They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England and now form part of the government's careers strategy, launched December 2017.

The work of the Enterprise Adviser Network is developed around the 8 Benchmarks. Each school or college joining the EAN must complete the Gatsby Compass Tool to assess their careers provision using the 8 Benchmarks. This results in a report that quickly identifies strengths and weaknesses of current provision. The Benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

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## London Landscape

### Greater London Authority (GLA) and the “Skills for Londoners Strategy”

The Mayor of London wants to make sure all Londoners have the skills they need to succeed economically and in wider society, and for businesses to have access to a pool of talent to compete in the global market. To achieve this, the Mayor has published his [Skills for Londoners strategy](#) for skills and adult education outlining his ambition to create a post-16 technical and vocational education and skills system that meets the needs of Londoners and businesses. As part of this strategy, the Mayor has set out his ambition for an all-age careers offer and the commitment to extend and diversify LEAN.

The GLA also delivers a variety of careers and skills programmes, such as the [Mayor’s Digital Talent Programme](#) and the [Mayor’s Construction Academy \(MCA\) programme](#). These programmes have been designed to help tackle some of London’s emerging skills challenges.

As highlighted in the Mayor’s Skills for Londoners Strategy, below are some key skills challenges that the Mayor has committed to supporting are:

- Unemployment rates are above the national average
- Young people, disabled adults, BAME groups and women are under-represented in the labour market, especially in higher-skilled, better-paid jobs.
- There is continued and persistent gender, race and disability pay gaps.
- There is substantial variation in employment rates and incomes across London, meaning the capital is the most unequal region in England.
- Low levels of qualifications and skills are holding many Londoners back

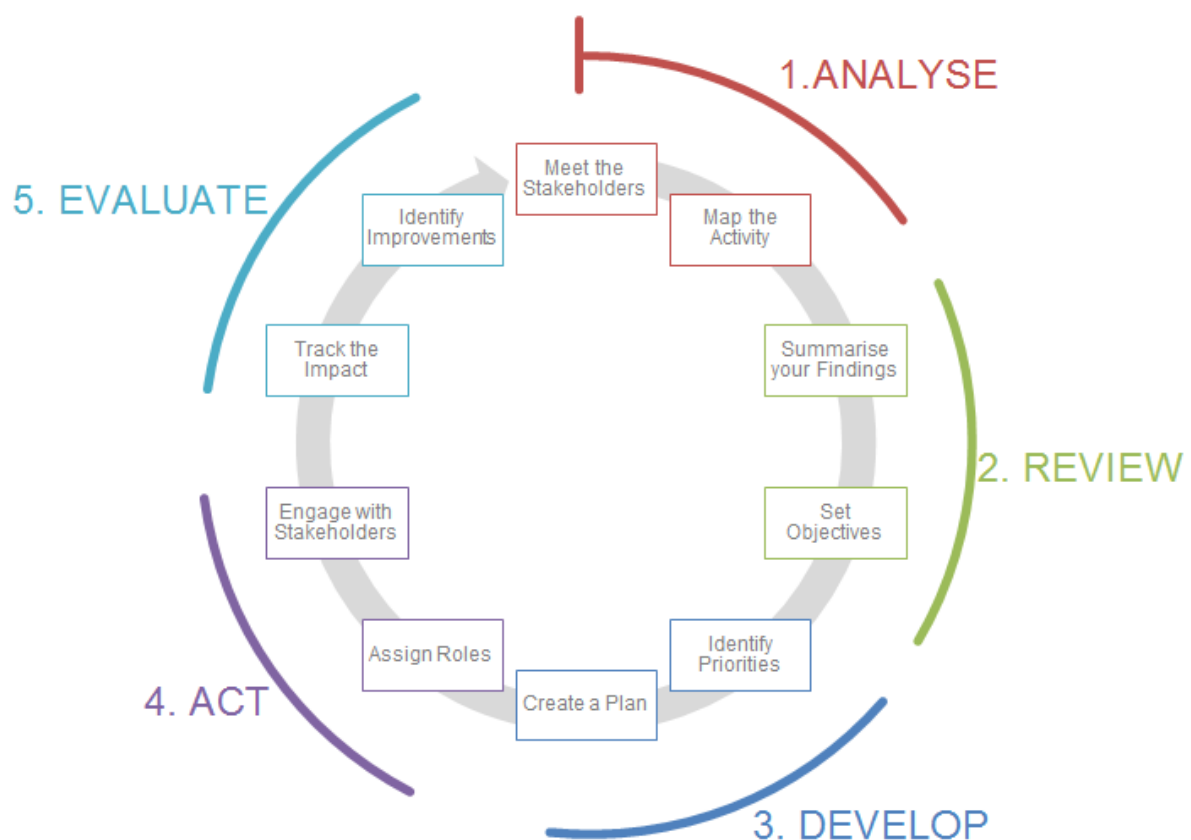
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## The Enterprise Adviser Network Journey

The following Enterprise Adviser Network Journey and Meeting Framework will provide you with the tools and resources you need to progress and build a successful careers plan that works with employers and represents the needs of all students at the school or college. Your EC will support you to put the relevant actions and meetings into place and guide you through the Enterprise Adviser Network Journey at meetings and as you develop your relationship with your EA/school/college.

### Phases of the Enterprise Adviser Journey

- |  |  |
|--|--|
| 1. <b>Analyse</b> the Situation        | Map out the current activity at the school |
| 2. <b>Review</b> the Current Provision | Identify long and short-term priorities    |
| 3. <b>Develop</b> the Strategy         | Build on the existing strategy             |
| 4. <b>Take Action</b>                  | Activate the strategy                      |
| 5. <b>Evaluate</b> your Progress       | Reflect on the current work and plan ahead |



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## Meeting Framework

To support you in planning meetings we have broken down the Enterprise Adviser Journey into a meeting-by-meeting framework, so you can record and keep track of progress all in one place. The following framework contains standing agenda items, dedicated agenda items for each stage of the journey and space to add specific items that need addressed each meeting. This ensures that while you work in partnership to increase employer engagement and address short-term careers education priorities, the long-term school or college careers plan is still being developed. Every school and college is different so these are guideline topics that may need adapted depending on where your school/college is in their journey.

	Meetings	Meeting Title	Date of Meeting
Term 1	Meeting 1	<b>Phase 1: Analyse</b>	dd/mm/yy
		<i>Get Started</i>	dd/mm/yy
	Meeting 2	<i>Meet the Stakeholders</i>	dd/mm/yy
	Meeting 3	<b>Phase 2: Review</b>	dd/mm/yy
		<i>Review Provision</i>	dd/mm/yy
Term 2	Meeting 4	<b>Phase 3: Develop</b>	dd/mm/yy
		<i>Bring everything together</i>	dd/mm/yy
	Meeting 5	<i>Draft the plan</i>	dd/mm/yy
	Meeting 6	<b>Phase 4: Act</b>	dd/mm/yy
		<i>Review the plan</i>	dd/mm/yy
Term 3	Meeting 7	<i>Present the plan</i>	dd/mm/yy
	Meeting 8	<i>Take Action</i>	dd/mm/yy
	Meeting 9	<i>Implementation</i>	dd/mm/yy
Term 4	Meeting 10	<i>Implementation II</i>	dd/mm/yy
	Meeting 11	<b>Phase 5: Evaluate</b>	dd/mm/yy
		<i>Track the Impact</i>	dd/mm/yy
Term 5			
Term 6			



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## Meeting 1 – Get Started

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Introductions	
2	Review Expectations of the LEAN	
3	Background to the school or college	
3	Discussion of Compass Results <i>What are the main strengths and weaknesses identified? Are there any “quick wins”?</i>	
4	Review Compliance with Statutory Guidance <i>See Statutory Guidance checklist for more information</i>	
5	Identify and action any short-term objectives. <i><a href="#">Find an Activity Provider</a> will be useful here but also consider if your own organisation or contacts could support</i>	
6	Set dates and times for regular meetings	
7	<i>Additional agenda item....</i>	
8	<i>Additional agenda item....</i>	
9	AOB	
10	Review Actions for next meeting	

<b>Useful Documents needed</b>	
School or college’s Compass Results	<input type="checkbox"/>
<a href="#">Statutory Guidance Checklist</a>	<input type="checkbox"/>
<a href="#">Access Policy Example</a> , pp29-30	<input type="checkbox"/>
<a href="#">Quick Wins</a>	<input type="checkbox"/>
	<input type="checkbox"/>

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## Notes

Actions	Lead	Date due
Recommended Action: Arrange to meet SLT / school or college council / other key stakeholders		dd/mm/yy
Recommended Action: Look at the Quick Wins document		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 2 – Meet the Stakeholders

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Engage with key stakeholders <i>See our template presentation that you can customise</i>	
2	OR Engage with the school council or college student board <i>See school council questions for some tips</i>	
3	Engage with Governors through Senior Leadership team <i>Identify if there is a Careers Link Governor</i>	
4	Identify and action any short-term objectives. <i><a href="#">Find an Activity Provider</a> will be useful here but also consider if your own organisation or contacts could support</i>	
5	<i>Additional agenda item....</i>	
6	<i>Additional agenda item....</i>	
7	AOB	
8	Review Actions for next meeting	

Useful Documents needed	
Example <a href="#">Careers Governor Role Description</a>	<input type="checkbox"/>
<a href="#">School Council/Student Voice Activities</a>	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
Recommended Action: Map existing provision for review		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 3 – Review Provision

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Review stakeholder feedback	
2	Identify strengths and weaknesses of the current provision	
3	Identify the role that business can play in addressing Benchmarks 4 and 5. Start/Develop the careers stakeholder and outreach list	
4	Identify overall aims and objectives of the LEAN at the school / college for this year	
5	Identify and action any short-term objectives. <i>Find an Activity Provider will be useful here but also consider if your own organisation or contacts could support</i>	
6	<i>Additional agenda item....</i>	
7	<i>Additional agenda item....</i>	
8	AOB	
9	Review Actions for next meeting	

Useful Documents needed	
<a href="#">Gatsby Benchmark Toolkit</a>	<input type="checkbox"/>
<a href="#">SEND Gatsby Benchmark Toolkit</a> – this might be useful for any schools with high levels of SEND students	<input type="checkbox"/>
<a href="#">Careers Plan Template</a>	<input type="checkbox"/>
<a href="#">Example Careers Plan</a>	<input type="checkbox"/>
<a href="#">CDI Careers in the Curriculum Audit</a>	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 4 – Bring Everything Together

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Begin to draft the Careers Plan and Learning Objectives. <i>This could be in the form of a calendar or objectives and activities for each year</i>	
4	Identify and action any short-term objectives. <u>Find an Activity Provider</u> will be useful here but also consider if your own organisation or contacts could support	
5	Consider if there are any opportunities that your organisation or network may be able to provide	
6	<i>Additional agenda item....</i>	
7	AOB	
8	Review Actions for next meeting	

Useful Documents needed	
<a href="#">Careers Plan Template</a>	<input type="checkbox"/>
<a href="#">Example Careers Plan</a>	<input type="checkbox"/>
<a href="#">Careers Activity Calendar</a>	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy



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## Meeting 5 – Draft the Plan

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Re-draft the Careers Plan and associated documents	
3	Identify organisations who can support delivering the careers activities <a href="#">Find an Activity Provider</a> will be useful here	
4	Update the stakeholder list	
5	Share drafted Careers Plan with key stakeholders <i>This could be SLT, department/year heads, governors, school council, parents</i>	
6	Identify and action any short-term objectives. <a href="#">Find an Activity Provider</a> will be useful here but also consider if your own organisation or contacts could support	
7	Consider if there are any opportunities that your organisation or network may be able to provide	
8	<i>Additional agenda item....</i>	
9	AOB	
10	Review Actions for next meeting	

Useful Documents needed	
<a href="#">School Council/Student Voice Activities</a>	<input type="checkbox"/>
<a href="#">Gatsby Benchmark Toolkit</a>	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 6 – Review the Plan

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Amend Careers Plan as necessary	
3	Identify how the impact of the plan / careers activities will be monitored	
4	Identify and action any short-term objectives. <i>Find an Activity Provider will be useful here but also consider if your own organisation or contacts could support</i>	
5	<i>Additional agenda item....</i>	
6	<i>Additional agenda item....</i>	
7	AOB	
8	Review Actions for next meeting	

Useful Documents needed	
Impact tracking for Careers Activities	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
Recommended Action: Update your Compass submission to track progress		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 7 – Present the Plan

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Present the final plan to SLT, governors, headteacher	
3	Identify and action any short-term objectives. <u><a href="#">Find an Activity Provider</a></u> will be useful here but also consider if your own organisation or contacts could support	
4	<i>Additional agenda item....</i>	
5	<i>Additional agenda item....</i>	
6	AOB	
7	Review Actions for next meeting	

Useful Documents needed	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 8 – Take Action

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Agree how to publish and promote the Careers Plan to parents, students, staff, local businesses & governors	
3	Identify and action any short-term objectives. <u>Find an Activity Provider</u> will be useful here but also consider if your own organisation or contacts could support	
4	<i>Additional agenda item....</i>	
5	<i>Additional agenda item....</i>	
6	AOB	
7	Review Actions for next meeting	

Useful Documents needed	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy



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## Meeting 9 – Implementation

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Identify and action any short-term objectives. <i>Find an Activity Provider will be useful here but also consider if your own organisation or contacts could support</i>	
3	<i>Additional agenda item....</i>	
4	<i>Additional agenda item....</i>	
5	AOB	
6	Review Actions for next meeting	

Useful Documents needed	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 10 – Implementation II

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Identify and action any short-term objectives. <i>Find an Activity Provider will be useful here but also consider if your own organisation or contacts could support</i>	
3	Complete <a href="#">Compass</a> for the second time	
4	<i>Additional agenda item....</i>	
5	<i>Additional agenda item....</i>	
6	AOB	
7	Review Actions for next meeting	

Useful Documents needed	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 11 – Track the Impact

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	Review Compass results	
3	Review progress made and any evaluation and tracking measures in place	
4	Identify and action any short-term objectives. <i><a href="#">Find an Activity Provider</a> will be useful here but also consider if your own organisation or contacts could support</i>	
5	Review and re-set objectives as appropriate	
6	<i>Additional agenda item....</i>	
7	<i>Additional agenda item....</i>	
8	AOB	
9	Review Actions for next meeting	

Useful Documents needed	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy

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## Meeting 12 – Blank template

<b>Date:</b>		<b>Attendees</b>	
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Item	Description	Lead
1	Updates from previous meeting	
2	<i>Additional agenda item....</i>	
3	<i>Additional agenda item....</i>	
4	<i>Additional agenda item....</i>	
5	<i>Additional agenda item....</i>	
6	<i>Additional agenda item....</i>	
7	AOB	
8	Review Actions for next meeting	

Useful Documents needed	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Notes

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Actions	Lead	Date due
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy
		dd/mm/yy



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## All Resources and Reports

### Useful links

London Enterprise Adviser Network  
Resources page

<https://www.london.gov.uk/what-we-do/volunteering/reducing-barriers-social-mobility/enterprise-adviser-network>  
[www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents](http://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents)

Department for Education Careers  
Strategy

Department for Education Statutory  
Guidance for schools

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Department for Education Statutory  
Guidance for Colleges

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/679639/Careers-Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/679639/Careers-Guidance.pdf)

Skills for Londoners Strategy

[https://www.london.gov.uk/sites/default/files/sfl\\_strategy\\_final\\_june\\_20186.pdf](https://www.london.gov.uk/sites/default/files/sfl_strategy_final_june_20186.pdf)

Team London

[www.london.gov.uk/What-we-do/volunteering](http://www.london.gov.uk/What-we-do/volunteering)

Compass Careers Benchmark Tool

[www.careersandenterprise.co.uk/schools-colleges/about-compass](http://www.careersandenterprise.co.uk/schools-colleges/about-compass)

Tracker Careers Planning Tool

[www.careersandenterprise.co.uk/schools-colleges/about-tracker](http://www.careersandenterprise.co.uk/schools-colleges/about-tracker)

### Reports

“What Works...” reports from the  
Careers & Enterprise Company

<https://www.careersandenterprise.co.uk/blog-category/what-works>

The CDI Framework for Careers,  
Employability and Enterprise Education

[www.thecdi.net/write/Framework/BP385-CDI\\_Framework-v7.pdf](http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf)

The CDI Report “Why Does Employer  
Engagement Matter? A Toolkit for  
Managing Employer Activities in Schools  
and Colleges”

[http://www.thecdi.net/write/why\\_does\\_employer\\_engagement\\_matter\\_a\\_toolkit\\_for\\_managing\\_employer\\_activities\\_in\\_schools\\_and\\_colleges.pdf](http://www.thecdi.net/write/why_does_employer_engagement_matter_a_toolkit_for_managing_employer_activities_in_schools_and_colleges.pdf)

The Gatsby Foundation “Good Careers  
Guidance”

[www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf](http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf)

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## Appendix 1: The Education Landscape

### Key Stages

Key Stages are fixed groups into which the national curriculum is divided. Each stage has its own course of study. At the end of each stage, students complete assessments.

At the end of Key Stage 4, level 2 exams are typically taken such as GCSEs or NVQs. Key Stage 5 is when A Levels or other level 3 courses such as BTECs are taken. Many schools now start Key Stage 4 courses in Year 8, rather than Year 9.

	Year Group	Age Group	Key Stage
Primary Education	Reception	4-5	Early Years
	1	5-6	1
	2	6-7	
	3	7-8	2
	4	8-9	
	5	9-10	
6	10-11		
Secondary Education	7	11-12	3
	8	12-13	
	9	13-14	
	10	14-15	4
	11	15-16	
6 <sup>th</sup> Form / College	12	16-17	5
	13	17-18	

### The Academic Calendar

Key Dates in the Academic Calendar	
September	New Intake Secondary School applications open
October	UCAS application system opens
November	Mock GCSE exams
December	Mock A Level exams
January	Timetabling begins for next academic year
March	Year 6 Secondary school places confirmed Year 9 options process
May	GCSE and A Level examination period Key Stage 1 and 2 SATs exams
June	GCSE and A Level examination period Year 11 and Year 13 leave after last exam Year 10 Work Experience period

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July	End of academic year Year 6 transition days
August	GCSE and A Level results day UCAS offers confirmed

## English Baccalaureate

In September 2015 it became compulsory for Year 7 students to study the core English Baccalaureate (EBacc) subjects when they sit their GCSEs in 2020.

The EBacc subjects are:

1. English
2. Maths
3. Science
4. Either History or Geography
5. A Foreign Language

For more information visit: [www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc](http://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc)

## GCSE Grading Structure

As of September 2015, reformed GCSEs are being introduced over a three-year period, starting with English and Maths. They are graded from 9-1. Although 4 is currently equivalent to a grade C, the Department for Education has defined 5 and above as a good pass.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

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## Useful Background

### A Levels

Earning five or more good grades at GCSE including English and Mathematics is often required to continue to A Level. From September 2015, reformed A Levels were introduced over a three-year period. A Level grades are awarded UCAS points. The UCAS Tariff is a means of nationally differentiating students based upon grades. It is used to give students places at UK universities.

### T- Levels

T Levels are courses, which will be on a par with A levels and will provide young people with a choice between technical and academic education post 16. Courses in construction, digital and education & childcare will be first taught from September 2020. A further 22 courses will be rolled out in stages from 2021, which will cover sectors such as finance & accounting, engineering & manufacturing, and creative & design.

### BTECs

BTECs are work-related qualifications. They combine practical learning with theory. There are over 2000 BTEC qualifications across 16 sectors. They are available from entry level through to professional qualifications at level 7 (equivalent to postgraduate study). BTEC qualifications are flexible – a Level 2 or 3 can be taken alongside (or instead of) GCSEs and A levels. They are usually studied full-time, either in college or jointly between a school and a college.

### NVQs

A National Vocational Qualification (NVQ) is a work-based qualification which recognises the skills and knowledge a person needs to do a job. The candidate needs to prove their competency in their chosen role or career path. NVQ Level 2 is equivalent to four or five GCSEs at grades A-C. NVQ Level 3 is equivalent to two A Levels. NVQ Level 4 is equivalent to a Certificate of Higher Education/BTECs. NVQ 5 is equivalent to a Diploma of Higher Education or Foundation Degree.

### Apprenticeships

Apprenticeships are government funded work-based training programmes for people aged 16 and over. They combine on the job training with nationally recognised qualifications. Employers must pay apprentices at least the minimum wage rate (£3.70 per hour).

Government funding is available to support employers with, additional benefits for those employing under-25-year-olds. Apprenticeships come in different levels and last a minimum of 12 months.

### The Apprenticeship Levy

In Spring 2017, the way the government funded apprenticeships in England changed. The Apprenticeship Levy requires all employers with a pay bill over £3 million each year to make an investment in apprenticeships. The government hopes this will incentivise businesses to invest in the creation of more apprenticeship roles for young people.

# MAYOR OF LONDON

## Appendix 2: The First Meeting

Your Enterprise Coordinator will accompany you to your first meeting, introduce the programme and set expectations. It is important that you discuss anything you are uncertain about and discuss the school's priorities and objectives.

### Potential Discussion Points

We have provided some discussion points below to get you started with your school. These are just a guide and not all points need to be covered in the first meeting.

1. Introduce yourself and your role at the school/college or at work.
2. A brief summary of the school or college. *(Its strengths, exam results, the school ethos, attitudes and aspirations of students)*
3. The school or college's previous and current experiences of careers education and business engagement *(Are there any established links to business? Which year groups have been involved to date?)*
4. The school or college's expectations of the Enterprise Adviser Network and upcoming priorities.
5. Particular groups of students or issues the school/college would like to focus on. *(Specific Key Stages, industries, skills)*
6. Particular groups' perceptions of and involvement in careers (governing body, student leadership, wider staff, parents)
7. Exchange contact details and best means and times of contact. *(Who will be your main contact? How should you contact them? When do they have free periods?)*
8. Arrange the next steps to take after the meeting. *(Are there any upcoming events/governors' meetings you should attend?)*