

# What comes next?

National strategic framework for engagement with schools and communities to build a diverse healthcare workforce



Developing people  
for health and  
healthcare

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**Professor Ian Cumming OBE**  
Chief Executive  
Health Education England

## Foreword

Across the country, there is a creative and committed campaign to engage young people, regardless of social background or disadvantage, in the pursuit of a career in healthcare. The work is critical to the development of a strong workforce that can continue to deliver and improve care for future generations.

Across the country, there is a creative and committed campaign to engage young people, regardless of social background or disadvantage, in the pursuit of a career in healthcare. The work is critical to the development of a strong workforce that can continue to deliver and improve care for future generations.

This strategic framework aims to bring our work with disadvantaged and under-represented young people into the national spotlight. The framework sets out some of the current evidence from local initiatives and offers five building blocks for long-term sustainable engagement between healthcare organisations, schools and communities. We are asking organisational leaders to review their position against the framework and take action. Leadership holds the key to long-term partnerships between education, communities and healthcare.

Our current healthcare workforce is in some respects at odds with its communities as we are over-represented in the 50 to 60 year old age group and under-represented by 16 to 21 year olds. There are many potential benefits from maximising the skills and talents of a younger intake, such as new abilities in technology and a flexible approach to working across professional and cultural boundaries.

Some of the most striking successes in the campaign to engage young people are those that deal with the question of who has access to work opportunities and who is missing out. How can disadvantaged young people access opportunities in health and how can we help them overcome any barriers they face? From projects that seek to tackle this challenge, the healthcare workplace has gained in diversity, fresh ideas, and some of the most dedicated and caring young staff.

I am privileged to see some of this in action through the work of our national widening participation programme that supports employer outreach to schools and communities and promotes a wide range of activities and experiences to prepare for work. I am also aware that these activities are very often “under the radar”.

Often striving against all odds (workload pressures, attitude barriers and a mesmerisingly complex environment) teachers, students, colleges, universities, healthcare organisations and voluntary sector groups are at work in their communities to make a lasting impact on young lives and ultimately help our health service to provide better care.

For some people this framework may legitimise the actions they are taking already. For others the framework may demand a stretch beyond existing commitments. We hope it will inspire you to greater achievements.



## Executive summary

This framework sets out how you can reach out to young people, broadening their horizons and raising their aspirations, which will, in turn, create a more diverse workforce within health.

In 2013 widening participation became a key theme for our work as it formed part of the Government's mandate to NHS Health Education England (HEE). Building on our strategy Widening participation – it matters!, this framework outlines how we can create a diverse workforce through sustained partnerships with schools and community organisations.

The case for a diverse workforce is clear with the NHS five year forward plan highlighting the benefits to patient care. A diverse workforce means we will be more representative and understanding of the communities we serve. We are the largest employer in England. By focusing on our local communities (and specifically those within them from more disadvantaged and under-represented groups) we can help to break the cycle of unemployment and make a profound impact on health and wellbeing.

This framework encourages strategic and sustained engagement between health and care and organisations working with young people.

The framework establishes four goals for health and care organisations.

### Awareness

Improve perceptions, knowledge and understanding of potential opportunities in health and care.

### Aspirations

Encourage young people to recognise their potential and set ambitious aims. This includes specific efforts to inspire disadvantaged and under-represented groups of young people.

### Access

Expand access to work-related experiences and opportunities that support the progression of young people to further education and training.

### Achievement

Support young people to increase their academic attainment and reach personal goals through education, training and preparation for a successful working life.

To implement these goals within a sustainable framework we have established a model for engagement and planning. This provides a structure for organisations to engage the appropriate target groups with relevant activities in partnership.



## Securing our future workforce through sustained engagement with schools and communities

Goals	Awareness		Aspiration	Achievement	Sustained engagement
Aims	Raising awareness and capability	Promoting ambition	Engaging and nurturing	Supporting for achievement	Sustaining involvement
Target Groups	Teachers, careers advisors, employers, partnerships, BAME/community groups	Primary and years 7 -9, Children in care	Years 10 -11 Young people in care	Years 11 -13 Groups e.g. care leavers, vol. sector, mental health, criminal	Beneficiaries
Activities	Partnership plans / meetings Network events Online Information Webinars Toolkits Access to resources	Fun workshops Tell the story Hands-on discovery Large events	Schemes for those at risk of being NEET Taster days After school clubs Mentoring Visits/tours Open days Large events	Board ownership System-wide partnerships Ambassador / mentor schemes Bridging programmes	
Partnerships for delivery	HEE workforce networks Further, higher education hubs Skills for Health Skills for Care Education charities Business in the Community Local Enterprise Partnership	Further, higher education hubs Education charities ThinkFuture Local Enterprise Partnerships Health Careers	HEE Workforce networks Local Enterprise Partnerships Further, higher education hubs Health Careers, ThinkFuture, Investing in the Future Skills for Health, Skills for Care Health and care employers Sustainability and Transformation programmes Career academies Educational charities Business in the Community	HEE Workforce networks Local Enterprise Partnerships Further, higher education hubs Educational charities Sustainability and Transformation programmes	

### To enable this to happen the framework proposes:

- partnership**  
 The development of system-wide collaboration, rather than individual employers. This includes GP and primary care employers, mental health, community and hospital trusts, clinical commissioning groups and local authorities responsible for social care.
  - measuring success**  
 Working with partners to evaluate the effectiveness of individual activities alongside longer-term programmes.
  - accessing additional resource**  
 Working with, for example, the local enterprise partnerships and the voluntary/charity sector to lever additional resource and support.
- Using this model we are asking health and care leaders and NHS staff alongside schools, colleges and community organisations to engage young people in the opportunities health and care offers.

**We are asking health and care leaders to:**

- establish organisational goals for engagement with young people
- lead on the development of system-wide programmes that involve GP and primary care employers, mental health, community and hospital trusts, clinical commissioning groups and local authorities responsible for social care
- develop long-term partnerships with local schools, colleges and other organisations to support awareness, aspirations, access and achievement utilising our annual planning model
- work with your local HEE team who are leading a range of widening participation programmes
- build specific programmes that engage and support young people from disadvantaged or under-represented groups
- ensure that your preparation for work programmes (including work experience) are easily accessible to those that would benefit and that there is appropriate support (including, where appropriate, for onward progression)
- develop joint programmes with other partners, including your local university and medical school. Universities (and their medical schools) have significant outreach programmes to widen participation)
- work with other organisations to identify financial and human resources to support the work
- promote the value of evaluation and encourage impact measurement

**We are asking NHS staff working in human resources, training or partnership areas to:**

- promote long-term partnerships with schools and organisations working with young people utilising our annual planning model
- find out how your organisation can work with your local HEE widening participation activity
- encourage the establishment of organisational goals for widening participation with young people
- develop joint programmes with other partners, including your local university and medical school. Universities (and their medical schools) have significant outreach programmes to widen participation)

- use ThinkFuture resources to help attract and recruit more young people into the workforce
- encourage staff to volunteer to become health ambassadors and engage directly with schools, colleges and other educational organisations. Target recruitment of volunteers from under-represented groups
- engage with young people through digital and social media channels. Ensure that health and care are seen as dynamic places to work, with opportunities for career progression
- communicate regularly with your local schools, colleges and community organisations about vacancies, events and other opportunities
- partner with other organisations to identify further financial and human resources to support the work
- evaluate programmes and measure the impact

**We are asking schools, colleges and organisations working with young people to:**

- find out what your local HEE team, trust and other health and care organisations are doing for young people
- develop partnerships with your local health and care organisations
- promote the range of careers available to young people, including the opportunity to be involved in technology and innovation
- use Health Careers to build your careers advice and guidance resources. Step into the NHS helps secondary school age students explore their options
- invite Health Ambassadors (through Inspiring the Future) into your organisation
- work with your local university or medical school to develop activities to support your young people
- use current financial and human resources to support the work
- support the evaluation of programmes and impact measurement

This framework provides a signpost to resources developed by HEE, our NHS partners and a range of other organisations.

## What comes next: introduction

### What this strategic framework is about

This is a strategic framework for local health and care organisations to reach out to schools and others in the community who work with young people. It brings together current thinking and resources to help sustain a local pipeline of young people into health and care careers.

The main purpose is to achieve a caring and capable workforce to reflect the diverse communities it serves, a workforce with people from all walks of life and where success is based on merit, ability and motivation.

There are many good examples across the country of the NHS engaging with schools, and communities. However, we know from local feedback that there are still some barriers to effective partnership. We want to improve our work with young people to achieve significant national impact.

We have heard from contributors to this framework, that while schools are keen to engage with the health sector, many schools find the health service virtually impenetrable. Such is the scale and complexity of health and care networks that head teachers, careers advisers and young people themselves find it difficult to understand or know where to connect.

**This strategic framework seeks to:**

- help people in health, schools and communities to plan and deliver wider participation in health and care careers
- simplify the landscape of policy and practice by bringing information together in one place, with signposts to a range of national strategies and useful resources
- inspire people with examples of innovation and good practice

**This strategic framework is for:**

- board members and leaders of health and care organisations
- senior management teams in schools and colleges
- careers advisers and coordinators
- NHS staff in human resources, training or partnership roles
- sustainability and transformation planning leads in health and care
- local authority and community partnerships, for example, local enterprise partnerships and health and wellbeing boards
- networks and advocates involved in supporting vulnerable young people and under-represented groups
- staff in community organisations seeking to widen participation

## The case for action

### Summary of key points

- National policies require local health and care systems to forge links with schools and support young people into work experience.
- Diversity improves care quality and organisational performance.
- Engagement with schools and communities helps to secure and shape the right workforce for the future. It should be part of sustainability and transformation plans.
- The NHS is the largest employer in England. We could break the cycle of unemployment and make a profound impact on the health and wellbeing of local communities.
- Discovering the potential of young people is one of the main drivers for engaging with schools and communities. By getting closer to schools and young people we may learn the answers to some important questions:
  - What special qualities and skills do young people have to offer?
  - How could these improve care?
  - How could young people help to accelerate and spread the adoption of innovation?
  - What is needed to get the most from young people's skills?

### What we mean by widening participation

The term widening participation has its roots in education, being used to describe initiatives to increase the diversity of young people entering further and higher education and professional careers. It has become linked to social mobility.

In 2009, the Government commissioned a Panel on Fair Access to the Professions, which found that UK professions were increasingly closed off to individuals from non-privileged backgrounds. Since then, there has been a long-standing programme to improve access to the professions, including entry into nursing, medicine and other health professions.

In its 2011 social mobility strategy, the Government set out a broader goal that “for any given level of skill and ambition, regardless of an individual's background, everyone should have an equal chance of getting the job they want or reaching a higher income bracket.” In 2013, widening participation became part of the Government's mandate to HEE. Given the changing demographics of local populations, the Government felt the NHS would benefit from the support of HEE to develop a workforce that can remain responsive to patients and their diverse needs. This opened up the scope to initiatives across all aspects of diversity.

At the same time, there was a growing acknowledgement of the challenges of maintaining a viable health and care workforce including pressures, not just on workforce supply but retention too.

In October 2014, HEE published a strategy and initial action plan, Widening participation – it matters!, and launched a national programme for widening participation.

### SIGNPOST

Unleashing aspiration: the Government response to the final report of the Panel on Fair Access to the Professions

[www.gov.uk/government/publications/government-response-to-the-final-report-of-the-panel-on-fair-access-to-the-professions](http://www.gov.uk/government/publications/government-response-to-the-final-report-of-the-panel-on-fair-access-to-the-professions)

Opening doors, breaking barriers: a strategy for social mobility [www.gov.uk/government/publications/opening-doors-breaking-barriers-a-strategy-for-social-mobility](http://www.gov.uk/government/publications/opening-doors-breaking-barriers-a-strategy-for-social-mobility)

Widening participation: it matters! Our strategy and initial action plan. Health Education England [www.hee.nhs.uk/sites/default/files/documents/WES\\_Widening-Participation-Strategy\\_Booklet.pdf](http://www.hee.nhs.uk/sites/default/files/documents/WES_Widening-Participation-Strategy_Booklet.pdf)

Further information on Health Education England's widening participation programme [www.hee.nhs.uk/talentforcare/wideningparticipation](http://www.hee.nhs.uk/talentforcare/wideningparticipation)

### Widening participation: it matters!

The 2014 framework, Widening participation – it matters!, explains the national aim to develop a health and care workforce that can relate to the communities it serves. It includes some of the national and international evidence that links diversity to improvements in cost management, care quality and outcomes.

#### The 2014 framework set five strategic goals for the NHS and its partners to:

- 1.improve monitoring and reporting of widening participation activities
- 2.enhance visibility and targeting of health careers information, advice and guidance
- 3.increase, through research and evaluation, understanding and evidence of what works
- 4.increase collaborative approaches to outreach, for example, in communities and schools
- 5.increase work-related experience opportunities

The framework moves on to highlight the importance of engaging with schools, giving some examples of good practice and a suggested approach based on collaboration between health and care employers, education providers and schools.

One of the main recommendations in the framework is that there should be more long-term partnerships that would enable and sustain collaboration. This should deliver a range of coordinated activities rather than one-off, ad hoc attempts to engage children and young people.

“Any effective widening participation programme must provide access to education, employment and development opportunities for under-represented individuals (and groups) helping them to realise their personal potential and, in doing so, reduce cultural, social and economic disadvantage.”  
Widening Participation: It matters! Our strategy and initial action plan (HEE. October 2014)

## Why a diverse workforce is important for health and care

“The Five Year Forward View sets out a direction of travel for the NHS – much of which depends on the health service embracing innovation, engaging and respecting staff, and drawing on the immense talent in our workforce.”

“We know that care is far more likely to meet the needs of all the patients we’re here to serve when NHS leadership is drawn from diverse communities across the country, and when all our frontline staff are themselves free from discrimination. These new mandatory standards will help NHS organisations to achieve these important goals.”  
Simon Stevens, Chief Executive, NHS England

### Some groups are under-represented in the NHS workforce

England, according to the census, is becoming more diverse ethnically and culturally. The healthcare workforce should represent its communities. However, the diversity profile of the current NHS workforce is not representative of the general population.

Drawing upon research, the national framework, *Widening participation: it matters!* identified the following groups of people who are under-represented in the NHS workforce:

- 16 to 21 year olds (50 to 60 year olds are over-represented)
- males as a whole (but not in ambulance, medicine, estates and ancillary)
- black, Asian and minority ethnic groups

- older adults with numeracy and literacy difficulties
- people with disabilities

In professional training, for example, children from the most economically disadvantaged areas are only a third as likely to enter higher education as children from the most advantaged areas.

In medicine, dentistry and dental nursing there are lower numbers of students from state schools.

A survey by the General Medical Council in 2013 found that over a third of medical trainees attended private school, even though private schools educate only 7% of the population.

“There is increasingly robust evidence that a diverse workforce in which all staff members’ contributions are valued is linked to good patient care.”

Roger Kline, Middlesex University Business School  
The “snowy white peaks” of the NHS: a survey of discrimination in governance and leadership and the potential impact on patient care in London and England



## Diversity affects patient care

The case for diversity in the health and care workforce has been explored by many international research studies in the last decade. The common conclusion is that healthcare teams with minority representatives provide better care for minority and vulnerable patients. Where there is low diversity in the healthcare workforce, patients from minority or protected groups may experience poor care through breakdowns in communication, or a lack of understanding and empathy.

The General Medical Council's equality and diversity strategy for 2014-17 highlights that "Mid Staffordshire and other inquiries confirm that there are groups of patients who are at increased risk of poor treatment from health professionals."

NHS England commissioned a King's Fund report, Making the difference. Diversity and inclusion in the NHS (West, Kaur and Dawson, 2015), which looked at data from the 2014 NHS staff survey to analyse the impact of discrimination. Among its conclusions, the report found that "The key elements necessary for cultures of inclusion – respect and kindness – are also associated with high quality health care."

In terms of the impact of young people on care quality in England, evidence is hard to come by. People aged between 16 and 24 are one of our under-represented groups in the NHS workforce, and so it is difficult to measure their influence. Having said that, there are many anecdotal examples of exceptional results from apprenticeships and pre-employment schemes for young people.

**Diversity is not simply a matter of addressing the employee numbers. Even where there is a diverse workforce, there is still the challenge of creating equal opportunity.**

## How diversity affects organisational performance

Diversity is not simply a matter of addressing the employee numbers. Even where there is a diverse workforce, there is still the challenge of creating equal opportunity. This requires cultural as well as policy change.

Recent research by McKinsey and Company, Diversity matters (2015) found that private sector companies in the top quartile for diversity are more likely to outperform similar companies with low diversity. They are more able to win top talent, gain productivity benefits from employee satisfaction and make better decisions.

There are similar issues in healthcare. In 2014, University College London Hospitals NHS Foundation Trust constructed a hypothetical scenario to underpin its business case for workforce diversity. The scenario was based on a classic NHS hospital trust with 3,000 staff, a turnover of £150 million and treating 500,000 patients a year.

The estimate of the financial impact of inequality and low diversity was summarised at around 2.5% as follows:

Equality and diversity issue	£ lost per annum
Discouraged applicants and high staff turnover, leading to lost productivity and advertising and agency costs	1 million
Legal action taken out by staff who have experienced discrimination	0.3 million
Services being less accessible due to language problems, errors in diagnosis and treatment plans - could affect 5% patients	2 million
Low diversity in leadership and decision-making – lack of teamwork – inefficiencies	0.5 million
<b>Total impact per annum (around 2.5% of total turnover)</b>	<b>3.8 million</b>

Making progress with equality and diversity is complex, involving actions on many fronts. Engaging with schools and communities offers the opportunity to change culture at grass roots.

## SIGNPOST

NHS five year forward view  
[www.england.nhs.uk/ourwork/futurenhs](http://www.england.nhs.uk/ourwork/futurenhs)

For further information on widening participation in Health Education England  
[www.hee.nhs.uk/talentforcare/wideningparticipation](http://www.hee.nhs.uk/talentforcare/wideningparticipation)

NHS Workforce Race Equality Standard  
[www.england.nhs.uk/about/gov/equality-hub/equality-standard/](http://www.england.nhs.uk/about/gov/equality-hub/equality-standard/)

Health Education England's Widening participation directory is a good starting point for examples of work-related experience for young people  
[www.hee.nhs.uk/wideningparticipationdirectory](http://www.hee.nhs.uk/wideningparticipationdirectory)

General Medical Council National training survey 2013, which includes questions on socioeconomic status  
[www.gmc-uk.org/education/national\\_summary\\_reports.asp](http://www.gmc-uk.org/education/national_summary_reports.asp)

The "snowy white peaks" of the NHS: a survey of discrimination in governance and leadership and the potential impact on patient care in London and England  
[www.england.nhs.uk/wp-content/uploads/2014/08/edc7-0514.pdf](http://www.england.nhs.uk/wp-content/uploads/2014/08/edc7-0514.pdf)

General Medical Council's Equality and diversity strategy 2014-17  
[www.gmc-uk.org/publications/corporate\\_publications.asp#Equality\\_Scheme](http://www.gmc-uk.org/publications/corporate_publications.asp#Equality_Scheme)

King's Fund report analysing the impact of discrimination in the NHS 'Making the difference. Diversity and inclusion in the NHS'  
[www.kingsfund.org.uk/publications/making-difference-diversity-inclusion-nhs](http://www.kingsfund.org.uk/publications/making-difference-diversity-inclusion-nhs)

Research on how diverse workforces perform better financially by McKinsey's  
[www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters](http://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters)

Study on the business case for diversity at University College London Hospitals NHS Foundation Trust  
[www.nhsemployers.org/case-studies-and-resources/2014/04/the-business-case-for-diversity](http://www.nhsemployers.org/case-studies-and-resources/2014/04/the-business-case-for-diversity)

## Sustaining health and care into the future

Health and care services are going through a revolution to keep up with science and technology and the year on year growth in healthcare demands.

New possibilities mean more care for people at home and in the community, a greater emphasis on prevention and early intervention and joined up services to plan care around individuals. This needs a flexible workforce that can work across organisations, services, professional disciplines and geographical boundaries. Staff need to be able to adapt to new techniques and improve care through a deep understanding of the patient.

The NHS five year forward view published in October 2014, is the blueprint for this movement. One of its requirements is that every local health and care system must agree a Sustainability and Transformation Plan (STP) for the next five years. Part of these plans will require investment in the current and future workforce. Although the NHS workforce overall has increased over the last 15 years, there are serious skills shortages in some areas that are essential for integrated care in the future, such as general practice, nursing and social care.

Engagement with schools and communities helps to create and shape the next generation workforce. As well as securing more staff in the right places, it offers a chance to develop the right attitudes and values for a new culture of care.

**Making progress with equality and diversity is complex, involving actions on many fronts. Engaging with schools and communities offers the opportunity to change culture at grass roots.**

## Socially responsible employers

### Around 40% of all unemployed people in the UK are currently under the age of 25

Youth unemployment is a persistent problem, according to Catch 16-24: youth employment challenge, a report published by the UK Commission for Employment and Skills in February 2015.

Research in 2015 by the Government-funded Careers and Enterprise Company also found that in all sectors, there are weak links between careers guidance and local opportunities with too few partnerships between schools, employers and others. This has led to the establishment of a network of enterprise advisers, senior business advisers who are paired with schools to develop employer engagement plans.

### The NHS is the largest employer in England and the fifth biggest employer in the world

As the nation's largest employer, with over 350 potential career options, the NHS could and should lead the way to tackling the youth employment challenge.

The health sector is making good progress in increasing the number of apprenticeships. From having 9,640 apprenticeships in 2012/13, this has more than doubled to 19,820 in 2015/16.

There is undoubtedly a strong commitment to apprenticeships in healthcare, but uptake from diverse and younger applicants is not as high as it could be. Current HEE data suggests that around 80% of apprenticeships are taken up by female applicants, around 80% are of apprentices are white, around 6% have a disability and most are over the age of 24.

There remains significant untapped potential in younger age groups. By engaging with schools and communities we can help raise aspiration and promote opportunity that can then help break the cycle of unemployment and make a further impact on the health and wellbeing of local communities.

## SIGNPOST

NHS five year forward view  
[www.england.nhs.uk/ourwork/futurenhs](http://www.england.nhs.uk/ourwork/futurenhs)

Catch 16-24: youth employment challenge  
[www.gov.uk/government/publications/catch-16-24-youth-employment-challenge](http://www.gov.uk/government/publications/catch-16-24-youth-employment-challenge)

Careers and Enterprise Company's enterprise advisers are senior business volunteers who are paired with schools to build employer engagement plans.  
[www.careersandenterprise.co.uk/get-involved/enterprise-adviser-network](http://www.careersandenterprise.co.uk/get-involved/enterprise-adviser-network)

Further information on apprenticeships from Health Education England  
[www.hee.nhs.uk/apprenticeships](http://www.hee.nhs.uk/apprenticeships)

Widening Participation for South Asians: a pilot collaborative-targeted outreach programme (CTOP) for nursing & midwifery funded by HEE. Further information available from [nasreen.Ali@beds.ac.uk](mailto:nasreen.Ali@beds.ac.uk) or [www.beds.ac.uk/research-ref/ihr](http://www.beds.ac.uk/research-ref/ihr)

## Feedback from stakeholders

As part of the development of this strategic framework, we have listened to teachers and young people from schools, representatives of health and care employers and people in education and training.

Even with excellent, high quality information and programmes available nationally (like the Health Careers website and local programmes offering health ambassadors, careers events and work experience), we hear that schools and young people find it difficult to know what the health and care system offers. Myths, media and misconceptions compound the issue. Some young people hold very poor perceptions of working life in health and care, based on stories of long working hours and low pay.

Feedback also suggests that both schools and healthcare employers find it difficult to prioritise and sustain a schools and community engagement strategy. All partners experience pressures on time and competition for resources.

What we learn from feedback and from examples of good practice is that success is often owed to the enthusiasm and tenacity of a handful of determined individuals who succeed in breaking through cultural, practical and financial barrier.



*Dr Nasreen Ali from the Institute for Health Research at the University of Bedfordshire led a team to pilot an outreach programme (CTOP) in Luton to encourage people from South Asian backgrounds into nursing and midwifery courses and careers*

## What's happening now

### Summary of key points

- Good practice engagement is evident in many areas of health and care, but feedback suggests that this remains under-developed.
- Outreach to schools and communities is well developed in higher education and demonstrates good outcomes.
- National policies and information are important, but it is also essential to create the right local setting and investment for activities to flourish.
- Leaders and decision-makers should be more aware of the need for widening participation and what is happening on their own patch.
- Local champions need recognition and support.



### Current engagement led by Health Education England

#### Local action

There is a range of engagement activities between healthcare, schools and communities in each local HEE area.

Following the release of Widening participation: it matters! there was a call for case studies, which have been compiled into a Widening participation directory.

In 2015/16, HEE's widening participation programme supported several school and employer engagement projects and three research projects. These projects investigated the barriers and enablers to progression for students from disadvantaged backgrounds entering and participating in NHS-funded training.

#### SIGNPOST

For further information on what HEE is doing in your area

[www.hee.nhs.uk/hee-your-area](http://www.hee.nhs.uk/hee-your-area)

To download the Widening participation directory of best practice initiatives, including engagement with schools and communities

[www.hee.nhs.uk/wideningparticipationdirectory](http://www.hee.nhs.uk/wideningparticipationdirectory)

### HEE's national widening participation projects

The national widening participation programme ensures that the NHS workforce is representative of the communities it serves, where development and progression are based on merit, ability and motivation and

not social background or networks, including access to the professions and medicine.

The following information provides summaries of projects that took place during 2015/16

#### 2015/16 schools and community engagement projects within the HEE's widening participation programme

##### 1. Portsmouth and South East Hampshire Education Business Partnership - Stepping stones into healthcare (year 5)

Range of professionals from healthcare providers and students from the University of Portsmouth involved in activities with schools, targeting primary schools in the most deprived areas of Portsmouth, Havant and Gosport.

##### 2. Exeter Medical School (year 7)

An immersive six-week programme for all year 7 pupils to role-play a World Health Organisation team faced with developing a global response to a deadly virus. The project covered the entire school curriculum.

##### 3. Manchester- Inspiring young minds: care leavers programme

Provided bespoke careers support to a group of young people in care aged 14 to 19. It explored the particularly complex and challenging issues for this group of people and made recommendations for future work.

##### 4. NHS journeys – A toolkit for teachers and ambassadors

Piloted in one of the deprived areas of north east of England, this project delivered an interactive toolkit for young people, teachers and advisers.

##### 5. Lincolnshire Partnership Foundation Trust - Get into Lincolnshire

Promoted employment opportunities in the NHS and the wider health and care sector in Lincolnshire through partnerships between educators and employers. Increased by three-fold the number of social care and NHS work experience placements in the area.

##### 6. Education and Employers Taskforce

Research project in collaboration with the University of Manchester expanded work related experiences for young people from disadvantaged backgrounds. The project found one or two days of job shadowing to be comparable, or better than one or two weeks of work experience.

##### 7. Hospice UK: scoping review on work experience in hospices

Review and recommendations for work experience in hospices, including case studies, key learning points and aids.

##### 8. City and Hackney Community Education Provider Network

Based in an area of social deprivation, this project piloted a coordinated local health economy approach for 16-year-old students to offer experiences of work and improve employability.

For further information, contact Katie Adams, Strategic Adviser and National Programme Manager Widening Participation, Health Education England, [wideningparticipation@hee.nhs.uk](mailto:wideningparticipation@hee.nhs.uk).

## Health Careers

Health Careers, formerly NHS Careers, offers a range of services to support the current and future workforce in their career decisions through high-quality careers information and advice.

It also offers resources and campaigns to raise awareness of the range of career opportunities in health. This includes the Health Careers website [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk), a helpline (0345 60 60 655) and a range of careers literature.

The website has sections to support teachers and careers advisers as well as a wide range of information for young job hunters. It also gives a picture of what's involved in health and care, the range of work opportunities and how to access them. It provides online tools for career planning, decision-making and how to succeed with applications and interviews.

As part of the Health Careers service, HEE has developed a network of national and local careers teams. By sharing best practice and developing joint plans, the network aims to help people of all ages to achieve their career ambitions and seek to inspire those with the right values and skills to pursue a career in health.

Health Careers also runs the Step into the NHS programme for secondary school age students that includes a website, teaching resources and an annual competition for schools.

### Step into the NHS schools' competition

[www.healthcareers.nhs.uk/schoolscompetition](http://www.healthcareers.nhs.uk/schoolscompetition)

Step into the NHS schools' competition aims to raise awareness of the range of career opportunities in health. It supports the non-statutory framework for careers education, and has strong links to the curricula for PSHE, citizenship and English.

Students in years 8 and 9 choose an NHS career that interests them and are then asked to create a job description and an advert to tell their friends and other young people about it.

Over 3,000 students entered in 2016, with a further 5,000 estimated to have taken part. Around 95% of teachers said that it is either good or excellent at helping students understand the range of career opportunities in health.

## ThinkFuture

HEE has commissioned NHS Employers to run a campaign called ThinkFuture, which supports and encourages healthcare employers to widen the opportunities for young people.

Through a variety of mechanisms, the campaign has gathered intelligence from 16 to 24 year olds about their preferences, attitudes and experiences of recruitment, both in and outside of the health sector. The campaign used this information to develop evidence-based tools and resources to support NHS organisations to attract and recruit more young people into their workforce. Within this campaign staff and employers from NHS organisations have been encouraged to engage with their local schools and communities to attract and recruit a wider group of staff.

## Inspiring the Future

Inspiring the Future is a campaign run by UK charity Education and Employers. It connects schools and colleges with employers and people from the world of work.

The Inspiring the Future website not only provides information and resources for employers, schools and colleges, it also has a database of contacts and volunteers to match with requests from schools and colleges.

### SIGNPOST

For further information from ThinkFuture  
[www.nhsemployers.org/ThinkFuture](http://www.nhsemployers.org/ThinkFuture)

For further information on Inspiring the Future  
[www.inspiringthefuture.org](http://www.inspiringthefuture.org)

For further information on HEE's health ambassador scheme  
[www.hee.nhs.uk/healthambassadors](http://www.hee.nhs.uk/healthambassadors)

## Higher education and medical schools' outreach

Universities have well-developed programmes for schools and community engagement, including an emphasis on raising the aspirations and achievements of under-represented groups. Such programmes have been evolving since the 1980s

Most, if not all, universities have an explicit strategy for engagement with schools and a wide-ranging programme of outreach activities, run by a team of full-time staff.

With the introduction of tuition fees in England, higher education is required to spend a proportion of its fee

income on measures to widen participation and access. This is regulated by the Office for Fair Access. Activities include aspiration raising programmes, access schemes and student support measures.

Alongside this additional funding has been made available in England to build National Collaborative Outreach Programmes, which are local partnerships led by higher education and involving other local partners including schools and communities. The programme aims to support the most disadvantaged young people in England progress into higher education.

Medical schools have stepped up their engagement with schools and communities in the last five years. In 2014, the Medical Schools Council published Selecting for excellence report, which outlined the challenge to medicine alongside the action to be taken to improve diversity within the medical profession. The actions involved outreach, admissions practices and student support. The work has the support of the Department of Health and Office for Fair Access together with the royal colleges and others with an interest in attracting talented young people into medicine.

The Medical Schools Council has published guidance on outreach called A journey to medicine, which promotes action with children and young people in primary school, through secondary school to post-16 study and on to university application.

During 2015/16, the Medical Schools Council commissioned a survey of medical schools' outreach. The results show substantial activities across the country, but with some gaps in areas that are outside the immediate proximity of a medical school, such as in parts of Lancashire, Teesside, Cumbria, Norfolk and Wales.

## Case example: The University of Sheffield's outreach programme

The University of Sheffield has established a substantial resource for sustained engagement with schools, colleges and community groups.

The main elements of activities include:

- strategic partnerships and communications
- pre-16 engagement
- post-16 engagement

The activities are aimed at young people aged 11 to 16 and the university reaches out to schools and other agents in local communities such as local authorities and voluntary sector organisations. Targeting young people from disadvantaged backgrounds, programmes include student mentors providing one-to-one or in-class support. The university is in its third year of running an Excellence Hub, which has an annual programme of events to introduce young people to academic life and how it works.

Sheffield's Outreach and Access to Medicine Scheme is aimed at helping students who have the potential to become good doctors, but would not normally consider higher education as an option open to them. The scheme provides support and guidance through a range of activities. The students who complete the scheme are offered a guaranteed interview for an offer of a place to study medicine.

## SIGNPOST

Office for Fair Access  
[www.offa.org.uk](http://www.offa.org.uk)

National Collaborative Outreach Programme  
[www.hefce.ac.uk/sas/ncop](http://www.hefce.ac.uk/sas/ncop)

Selecting for excellence  
[www.medschools.ac.uk/AboutUs/Projects/Widening-Participation/Selecting-for-Excellence/Pages/Selecting-for-Excellence.aspx](http://www.medschools.ac.uk/AboutUs/Projects/Widening-Participation/Selecting-for-Excellence/Pages/Selecting-for-Excellence.aspx)

A journey to medicine: outreach guidance published by the Medical Schools Council  
[www.medschools.ac.uk/Publications/Pages/A-Journey-to-Medicine-Outreach-Guidance.aspx](http://www.medschools.ac.uk/Publications/Pages/A-Journey-to-Medicine-Outreach-Guidance.aspx)

For further information on outreach activities at the University of Sheffield  
[www.sheffield.ac.uk/schools/outreach-programmes](http://www.sheffield.ac.uk/schools/outreach-programmes)

## Action

### Key points

The building blocks for long term sustainable engagement are:

1. goals for engagement – awareness, aspirations, access and achievement
2. annual cycle of engagement
3. partnerships
4. resources
5. measuring success

Here we set out a framework for action, helping health and care leaders, NHS staff and schools, colleges and community organisations reach out to young people and the opportunities the NHS provides.

This framework establishes five key elements that will help to ensure a successful, long term and sustainable partnership between health and care and schools and communities. There is no single approach. This framework sets out the building blocks that can be used to develop a programme that works in your local area with the resources available, meeting the needs of your organisation and local community.

Within each element we highlight best practice – showcasing just a very small sample of the effective engagement that is happening across the country.

### Building blocks for long-term, sustainable engagement

In this section, we commend the various individual exercises and projects that are already achieving outcomes. We feature just a few current examples.

There is no single recommended approach, but a need for local services to work together to determine what works best, to make the best use of available resources and to meet the needs of local employers and communities. However, there are some common themes among local engagement plans. We highlight five key elements to ensure long-term, sustainable engagement between health and care and schools and communities.

## 1. Setting goals for engagement with schools and communities

### Awareness

Improving perceptions, knowledge and understanding of potential opportunities in health and care.

#### What young people have told us

- There is a perception gap and a need to build images of health and care as a dynamic place to work with opportunities for career progression.
- Digital and social networking channels offer effective ways of reaching young people, as well as face to face.

### Aspirations

Encouraging young people to recognise their potential and set ambitious aims, including specific efforts to inspire disadvantaged and under-represented groups of young people.

#### What young people have told us

- Young people and those who work with young people need continuing information about career opportunities, for example, the chance to be involved in innovation and technology and that it's not all about medical and nursing careers.
- Children and young people need to experience what it feels like to be part of a great public service.
- Ambassadors, champions and mentors can have a lasting impact on young people. We should prioritise the development of champions from under-represented groups and disadvantaged backgrounds.

## Access

Expanding access to work-related experiences and opportunities to progress to further education and training.

### What young people have told us

- Young people and schools need knowledge of and simpler access to work experience, academic support and bridging opportunities.

## Achievement

Supporting young people to increase their academic attainment and reach personal goals through education, training and preparation for a successful working life.

### What young people have told us

- There is a need for timely information about jobs in health and care and the best way to get into them, for example, what subjects to choose to get on the right career pathway.
- Schools and young people would benefit from regular bulletins about local jobs and work experience, for example, upcoming vacancies and competition ratios in the local area.

### We are asking health and care leaders to:

- establish organisational goals for engagement with young people
- build specific programmes that engage and support young people from disadvantaged or under-represented groups
- ensure that your preparation for work programmes (including work experience) are easily accessible to those that would benefit and that there is appropriate support (including, where appropriate, for onward progression)

### We are asking NHS staff working in human resources, training or partnership areas to:

- encourage the establishment of organisational goals for widening participation with young people

- use ThinkFuture and other resources developed to help attract and recruit more young people into the workforce
- encourage staff to volunteer to become health ambassadors and engage directly with schools, colleges and other educational organisations. Target recruitment of volunteers from under-represented groups
- engage with young people through digital and social media channels. Ensure that health and care are seen as dynamic places to work, with opportunities for career progression

### We are asking schools, colleges and organisations working with young people to:

- find out what your local HEE team, trust and other health and care organisations are doing for young people
- promote the range of careers available to young people, including the opportunity to be involved in technology and innovation
- use Health Careers to build your careers advice and guidance resources. Step into the NHS helps secondary school age students explore their options
- invite health ambassadors (through Inspiring the Future) into your organisation



### Case example: Extended medical degree

One of the UK's leading programmes for widening access to medicine is an extended degree course run by King's College, London, which is now in its 15th year. The programme runs for six years rather than the usual five and gives students greater support in the first two years.

The programme is open to A-level students at state schools in Greater London and some students from other parts of the UK who have been supported by a Realising Opportunities scheme to help talented young people prepare for academic study.

For further information about the King's College, London's extended medical degree [www.kcl.ac.uk/study/undergraduate/courses/extended-medical-degree-programme-mbbs.aspx](http://www.kcl.ac.uk/study/undergraduate/courses/extended-medical-degree-programme-mbbs.aspx)

For further information about Realising Opportunities [www.realisingopportunities.ac.uk](http://www.realisingopportunities.ac.uk)

### Case example: Health ambassadors

The health ambassadors programme first started in the east of England and now operates across HEE. The aim is to build a national pool of volunteers from the healthcare workplace who can spend a minimum of one hour per year helping young people with career choices. The work can involve leading a workshop, working with teachers, acting as a mentor or helping to run events.

Volunteers to become a health ambassador can sign up through Inspiring the Future's website. Schools and communities can then call on this resource for whatever they need.

For further information [www.inspiringthefuture.org](http://www.inspiringthefuture.org)

## 2. Annual cycle of engagement

Since September 2012, schools have been legally responsible for securing access to independent and impartial careers guidance for all students in years 9 to 11. Local authorities are responsible for careers advice to vulnerable students.

Some schools are looking for local employers as partners who can help to set a strategy and provide a range of annual activities that will fit with the school year and curriculum. Examples of activities include:

- mentoring and coaching
- speakers from the world of work in schools
- an insight into the labour market and the needs of employers
- workplace visits and work experience placements
- work 'taster' events such as games and competitions
- careers fairs and career networking events
- access to open days
- access to creative online resources and labour market intelligence
- help with basic career management skills like CV writing, CV building, job searches and job interviews

Some schools may already have their plans and may be seeking ad hoc solutions from local employers from something as simple as a visiting speaker to opportunities for larger annual events such as a local careers fair.

### Case example: HealthTec Birmingham

HealthTec Birmingham is one of the country's best examples of sustained and coordinated engagement between health and education. Supported by HEE, HealthTec is a partnership between schools, colleges, voluntary organisations and health and care employers.

It provides an exciting programme of experiences that bring the health and care workplace to young people. HealthTec Birmingham is hosted by The Baverstock Academy, an inner city mixed secondary school and sixth form, but access to the HealthTec is open to all schools in the West Midlands.

HealthTec is based in a centre at The Baverstock Academy run by a small staff with a background in education and nursing. The centre is booked five days a week, delivering over 6,500 interventions a year across some 40 schools, colleges and other organisations. One of the most popular activities is a patient journey simulation with participants taking on job roles. These scenarios explore all aspects of health and care from health awareness to emergency care.

Programmes are planned in partnership and linked to the school curriculum, working closely with a group of champion schools. There is a multi-agency steering group with members from local healthcare employers. The steering group aims to link the HealthTec to other career development pathways such as work experience, health ambassadors and apprenticeships to create an effective pipeline for young talent.

For further information [www.healthtec.org.uk](http://www.healthtec.org.uk)

We are asking health and care leaders to:

- develop long-term partnerships with local schools, colleges and other organisations to support awareness, aspirations, access and achievement utilising our annual planning model
- work with your local HEE team who are leading a range of widening participation programmes

We are asking NHS staff working in human resources, training or partnership areas to:

- promote long-term partnerships with schools, colleges and organisations working with young people utilising our annual planning model
- communicate regularly with local schools, colleges and community organisations about vacancies, events and other opportunities

We are asking schools, colleges and organisations working with young people to:

- work with your local university or medical school to develop activities to support your young people

### A model for annual plans

Influenced by good practice, HEE's strategy, Widening participation: it matters! includes a model, which suggests the best times to raise awareness, aspirations and achievements.

We have updated the model, which includes some examples of methods and when to apply them.

### Securing our future workforce through sustained engagement with schools and communities

Goals	Awareness	Awareness	Aspiration	Achievement	Sustained engagement
Target Groups	Teachers Careers advisors Employers Partnerships BME / community groups	Primary and years 7-9 Children in care	Years 10-11 Young people in care	Years 11-13 Groups e.g. care leavers, vol. sector, mental health, criminal	Beneficiaries
Activities	Partnership plans / meetings Network events Online Information Webinars Toolkits Access to resources	Fun workshops Tell the story Hands-on discovery Large events	Schemes for those at risk of being NEET Taster days After school clubs Mentoring visits/tours Open days Large events	Board ownership System-wide partnerships Ambassador / mentor schemes Bridging programmes	
Partnerships for delivery	HEE workforce networks Further, higher education hubs Skills for Health Skills for Care Education charities Business in the Community Local Enterprise Partnership	Further, higher education hubs Education charities ThinkFuture Local Enterprise Partnerships Health Careers	HEE Workforce networks Local Enterprise Partnerships Further, higher education hubs Health Careers, ThinkFuture, Investing in the Future Skills for Health, Skills for Care Health and care employers Sustainability and Transformation programmes Career academies Educational charities Business in the Community	HEE Workforce networks Local Enterprise Partnerships Further, higher education hubs Educational charities Sustainability and Transformation programmes	

### 3. Partnerships

#### Bringing health, care and education together

Areas that are advancing with schools and community engagement have established mechanisms, such as leadership groups and regular meetings to help understand each other's needs and to develop planned programmes.

This is best achieved when system-wide organisations work together, rather than individual employers taking ad-hoc, on-off approaches.

By "system", we include GP and primary care employers, mental health, community and hospital trusts, clinical commissioning groups (CCGs) and local authorities responsible for social care.

There are several advantages to having a system-wide plan, such as:

- shared workload and resources associated with engagement
- a coordinated plan saves time and confusion for local schools and community groups
- simplified, single access for schools
- employers can avoid the disadvantages of competing with each other
- activities may be wider in scope, introducing young people to the whole picture of health and care opportunities and the idea of flexible and transferable skills
- open doors to flexible pathways, for example, rotational apprenticeships

Some of these advantages could be extended further if the partnership includes the voluntary and independent sectors, such as care homes, social care providers, housing associations and voluntary sector.



#### Case example: Partnerships in the north east

Health and care partners in the north east have maximised their engagement with schools and communities by working with not-for-profit organisation, North Yorkshire Business Education Partnership (NYBEP). NYBEP brings together schools, colleges, community organisations, universities and some of the regions largest employers, including the NHS.

Each year there is a large-scale careers fair called The Big Bang, which takes place in two locations and is part of a UK-wide programme to get young people interested in science, technology, engineering and mathematics. At each event, some 400 young people get involved in taking a patient journey and learning from health ambassadors.

The Big Bang is by no means the only engagement with schools and communities in the north east, but it is a focal point and a catalyst for strengthening partnerships with schools and other advocates for young people. NYBEP provides an extension to resources for both schools and health and care organisations by running five education programmes, three employer programmes and an annual calendar of events.

Working with partnerships such as NYBEP has delivered outcomes that would not otherwise have been possible through individual actions. HEE in the north east is currently extending their reach through brokers to create specialist ambassadors and outreach that can engage with young people who are under-represented.

For further information on partnerships in the north east [www.nybep.org.uk](http://www.nybep.org.uk)

#### Case example: Greater Manchester NHS Careers and Engagement Hub

Seven NHS trusts in partnership with the University of Manchester and HEE have created a single careers hub, hosted by Central Manchester University Hospitals NHS Foundation Trust. Other hubs are set to follow in Cheshire, Merseyside, Cumbria and Lancashire.

The hub will promote work experience opportunities, health ambassadors and guidance from NHS Careers. It will coordinate liaison with schools, colleges and community groups and manage careers events.

For further information on the Careers and Engagement Hub [www.cmft.nhs.uk/careers/greater-manchester-nhs-careers-and-engagement-hub](http://www.cmft.nhs.uk/careers/greater-manchester-nhs-careers-and-engagement-hub)

## Partnership possibilities

Most current arrangements are through existing workforce and education partnership networks, but emerging new system-wide planning footprints in health and care offer new opportunities to connect young people with the future workplace.

## Sustainability and Transformation Plans (STPs)

Across England, NHS and local authorities have formed 44 health and care systems to agree their plans for the next five years. These STPs will include strategic plans for the health and care workforce.

One area of innovation that most areas are pursuing, is to bring all parts of health and care together as one based in local primary care hubs or neighbourhood teams. In terms of career planning, these hubs could offer single access to a wide range of opportunities in each local community.

### SIGNPOST

To find out more about what is happening in your local area, contact your nearest clinical commissioning group (CCG) [www.nhs.uk/Service-Search/Clinical%20Commissioning%20Group/LocationSearch/1](http://www.nhs.uk/Service-Search/Clinical%20Commissioning%20Group/LocationSearch/1) or contact your local HEE office through their website [www.hee.nhs.uk/hee-your-area](http://www.hee.nhs.uk/hee-your-area)

## National Skills Academy for Health's Excellence Centres

The National Skills Academy for Health is developing a network of Excellence Centres across England to bring together employers from the NHS and independent and voluntary sectors to coordinate and implement high quality skills programmes for support workers.

The Academy's network of Excellence Centres will improve access to training and skills support for local employers. Each Excellence Centre:

- provides a local hub for employers and learners to access high quality relevant training

- plans and runs training events for support workers in all organisations within the region
- manages new e-learning development and facilitates e-learning for local support workers
- helps training providers ensure their development programmes are viable
- recognises and promotes high quality training provision through the Skills for Health Quality Mark scheme
- provides an accessible and relevant on-line resource through which employers, managers and individuals can stay up-to-date with matters affecting education and skills

### SIGNPOST

For further information on National Skills Academy for Health's Excellence Centres [www.nsahealth.org.uk/nsa-health-excellence-centres](http://www.nsahealth.org.uk/nsa-health-excellence-centres)



## Local enterprise partnerships (LEPs)

Across the country there are 39 LEPs. The LEPs bring together local businesses and civic leaders. In some LEPs there is representation from health and care. The LEPs can provide a source of funding and innovation to promote strategic employment opportunities, or simply help individuals to get their business ideas off the ground.

To help bring these partnerships together with schools and community groups, the Department for Education has invested in The Careers and Enterprise Company, which offers a wealth of information to schools, communities, employers and young people.

The Careers and Enterprise Company has invited all LEPs to participate in the enterprise adviser network. Enterprise advisers are volunteers who work directly with schools to help develop effective employer engagement plans.

### SIGNPOST

NHS Confederation briefing on local enterprise partnerships [www.nhsconfed.org/supporting-members/integration-and-new-care-models/local-planning/growing-local-economies/local-economic-growth-leaders](http://www.nhsconfed.org/supporting-members/integration-and-new-care-models/local-planning/growing-local-economies/local-economic-growth-leaders)

For further information on The Careers and Enterprise Company and the enterprise adviser network [www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)

## The role of local authorities in supporting vulnerable and disadvantaged young people

Local authorities have a number of statutory duties to ensure that all young people take part in education, employment or training. Schools should work with local authorities to identify students who may be at risk of not participating after the age of 16. The local authority should have arrangements in place to make sure that 16 and 17 year olds have agreed plans for education training or employment.

Some vulnerable and disadvantaged young people may need intensive support from local training support services. Young people with special educational needs and disabilities should have access to professional help to develop their skills and experience, such as study programmes and other transition programmes into paid employment. Personal budgets can be used to help young people with special education needs to access activities and training.

### SIGNPOST

For further information on the duties of local authorities [www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training](http://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training)

We are asking health and care leaders to:

- lead on the development of system-wide programmes that involve GP and primary care employers, mental health, community and hospital trusts, clinical commissioning groups and local authorities responsible for social care
- develop joint programmes with your local university and medical school. Universities (and their medical schools) have significant outreach programmes to widen participation

We are asking NHS staff working in human resources, training or partnership areas to:

- develop joint programmes with other partners, including your local university and medical school. Universities (and their medical schools) have significant outreach programmes to widen participation

We are asking schools, colleges and organisations working with young people to:

- develop partnerships with your local health and care providers

## 4. Resources

All areas of health, care and education have to balance austerity measures with investments. The risk is that schools and community engagement loses out to the challenge to make savings year on year.

### Exploring sources of funding

There are many potential sources of funds for careers promotion and development that can support engagement plans. LEPs may be the best starting point for information on these. LEPs have a responsibility for economic growth, for which they have access to significant European funds. One of the current spending priorities is employment and social inclusion.

### Working with the voluntary sector

In many examples of good practice, often there are one or more charitable organisations involved. Voluntary sector agencies exist across the country to provide skills and resources. They have the expertise to manage the whole engagement plan or individual projects.

It is often small voluntary sector projects that offer the best route to reaching children and young people who are under-represented or disadvantaged by background. Employers and schools may not have the specialist knowledge and dedicated resources for this.

Most local volunteer centres have a directory or information about voluntary sector services for schools.

#### SIGNPOST

To find your nearest volunteer centre, visit the National Council for Voluntary Organisations' website [www.ncvo.org.uk/ncvo-volunteering/find-a-volunteer-centre](http://www.ncvo.org.uk/ncvo-volunteering/find-a-volunteer-centre)

For an example of a directory of voluntary services for schools, here is one from Tower Hamlets Volunteer Centre [www.vcth.org.uk/files/VSCYFDirectoryL.pdf](http://www.vcth.org.uk/files/VSCYFDirectoryL.pdf)

Step up to serve and the #iwill campaign aims to encourage increase youth social action [www.stepuptoserve.org.uk/get-involved/young-people/](http://www.stepuptoserve.org.uk/get-involved/young-people/)

### Case example: Internships across Yorkshire and the Humber

Career Ready is a UK-wide charity linking employers with schools and colleges. In 2015, HEE commissioned Career Ready to provide 20 paid internships for students aged 16 to 19 working in health and care across Yorkshire and the Humber. The project's objectives included:

- encouraging new organisations to become involved in supporting career ready students
- developing longer-term relationships between employers, schools and colleges
- raising the profile of the spectrum of roles and apprenticeships in the NHS

With the benefit of matched funding, a total of 33 paid internships were offered to students in a variety of workplaces including medical centres, GP surgeries, trusts, CCGs and HEE offices.

Feedback from both students and internship supervisors was extremely positive and this has helped to secure further funding for 50 paid internships in Yorkshire and Humberside, 20 in the north west and 20 in Kent, Surrey and Sussex during 2016.

For further information [www.careerready.org.uk](http://www.careerready.org.uk)

We are asking health and care leaders to:

- work with other organisations to identify financial and human resources to support the work

We are asking NHS staff working in human resources, training or partnership areas to:

- partner with other organisations to identify further financial and human resources to support the work

We are asking schools, colleges and organisations working with young people to:

- use current financial and human resources to support the work

## 5. Measuring success

With a coordinated and planned programme for engagement, the practicalities of measuring success are simpler than if engagement is largely through small-scale, one-off exercises. Partners will gain significant benefits from evaluating the effectiveness of both individual activities and the year on year impact.

For schools this will support and contribute to measurements against the Quality in Careers standard, which has been set by the Department for Education (DfE), and reviews against standards for careers advisers.

DfE guidance on careers guidance:

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, universities (including selective universities), traineeships, and other positive destinations such as employment or a further education college. It is anticipated this will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use destination measures data, published by the DfE, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment.

For health and care employers, key performance indicators included within trust provider contracts are the Workforce Race Equality Standard (WRES) and Equality Delivery System (EDS2). The WRES requires employers to demonstrate progress against a number of indicators, including a specific indicator to address low levels of black, Asian and minority ethnic board representation. The EDS2 is a toolkit to improve services for local communities and provide better working environments for all groups of people.

#### SIGNPOST

For further information on careers guidance and inspiration in schools, see the Government's statutory guidance

[www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](http://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)

For further information on equality and diversity within the NHS

[www.england.nhs.uk/about/equality](http://www.england.nhs.uk/about/equality)

We are asking health and care leaders to:

- promote the value of evaluation and encourage impact measurement

## Resources and information

### Policies and national context

#### Careers guidance for schools produced by Department for Education. (March 2015)

[www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools](http://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)

#### Equality Act 2010

Single public sector equality duty covering protected characteristics

[www.gov.uk/guidance/equality-act-2010-guidance](http://www.gov.uk/guidance/equality-act-2010-guidance)

#### Health Careers

HEE's national service for careers in health. It delivers national campaigns and accessible careers information and advice through a variety of channels, including websites, literature, social media and national careers events, such as the Skills Show. It also offers a variety of resources to support local careers engagement that can be ordered for free.

[www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk)

#### HEE Framework 15

Framework 15 gives the future view of the health and care system and the workforce the system is likely to need.

[www.hee.nhs.uk/our-work/planning-commissioning/strategic-framework](http://www.hee.nhs.uk/our-work/planning-commissioning/strategic-framework)

#### Inspiring the Future

Mechanism for developing health ambassadors that can work with schools and communities.

[www.inspiringthefuture.org](http://www.inspiringthefuture.org)

#### Report on understanding the links between employers and schools

[www.gov.uk/government/publications/recruiting-the-right-talent-employers-links-with-schools-and-the-role-of-the-national-careers-service](http://www.gov.uk/government/publications/recruiting-the-right-talent-employers-links-with-schools-and-the-role-of-the-national-careers-service)

#### Selecting for Excellence

Programme coordinated by the Medical Schools Council to enhance access to medical professions.

[www.medschools.ac.uk/AboutUs/Projects/Widening-Participation/Selecting-for-Excellence/Pages/Selecting-for-Excellence.aspx](http://www.medschools.ac.uk/AboutUs/Projects/Widening-Participation/Selecting-for-Excellence/Pages/Selecting-for-Excellence.aspx)

#### Talent for Care

HEE framework for developing the health and care support workforce, including promoting opportunities for work experience, access to jobs and career progression.

[www.hee.nhs.uk/talentforcare/wideningparticipation](http://www.hee.nhs.uk/talentforcare/wideningparticipation)

#### ThinkFuture

NHS Employers' resource and support for health and care employers to think about widening participation for young people.

[www.nhsemployers/thinkfuture](http://www.nhsemployers/thinkfuture)

#### Values based recruitment

Values based recruitment is an approach which attracts and recruits students, trainees and employees on the basis that their individual values and behaviours align with the values of the NHS Constitution.

[www.hee.nhs.uk/our-work/attracting-recruiting/values-based-recruitment](http://www.hee.nhs.uk/our-work/attracting-recruiting/values-based-recruitment)

### Useful toolkits

#### Employability toolkit

The sector employability toolkit is a health sector specific pre-employment programme developed by Skills for Health. The toolkit supports Jobcentre Plus target groups in gaining employment.

[www.skillsforhealth.org.uk/resources/guidance-documents/health-sector-specific-pre-employment-programmes/41-sector-employability-toolkit](http://www.skillsforhealth.org.uk/resources/guidance-documents/health-sector-specific-pre-employment-programmes/41-sector-employability-toolkit)

#### Work experience toolkit for careers advisers and teachers

HEE have produced a toolkit for schools and colleges to support teachers and advisers in arranging and improving work experience programmes for students within the NHS.

[www.healthcareers.nhs.uk/work-experience](http://www.healthcareers.nhs.uk/work-experience)

### Further information

#### Business in the Community

Supports organisations to address social issues, for example, helping to ensure that age, gender, health, race do not limit success in the workplace.

[www.bitc.org.uk](http://www.bitc.org.uk)

#### Education and Employers

[www.educationandemployers.org](http://www.educationandemployers.org)

#### Health Careers

Website: [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk)

Telephone: 0345 60 60 655

Email: [advice@healthcareers.nhs.uk](mailto:advice@healthcareers.nhs.uk)

#### Health Learning and Skills Advice line

Website: [www.healthcareers.nhs.uk/career-planning/developing-your-career/learning-and-development](http://www.healthcareers.nhs.uk/career-planning/developing-your-career/learning-and-development)

Telephone: 08000 150 850

#### Jobcentre Plus

It shares knowledge and experience of what employers need and work with schools to set up work placements.

[www.gov.uk/jobcentre-plus-help-for-recruiters/overview](http://www.gov.uk/jobcentre-plus-help-for-recruiters/overview)

#### National Careers Service

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

#### NHS Jobs

[www.jobs.nhs.uk](http://www.jobs.nhs.uk)

#### Office for Fair Access

[www.offa.org.uk](http://www.offa.org.uk)

#### Social Mobility Foundation

[www.socialmobility.org.uk](http://www.socialmobility.org.uk)

#### Step into the NHS

[www.stepintothens.nhs.uk](http://www.stepintothens.nhs.uk)

#### The Sutton Trust

Charity to improve social mobility through education.

[www.suttontrust.com](http://www.suttontrust.com)

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- Medical Schools Council
- NHS Employers
- National Skills Academy for Health
- Natural Learning
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- The Prince's Trust
- The Sutton Trust
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