

# Employer Standards for Careers Education

## Preview of self-assessment question set

Sole Trader, Micro & Small employers



To help you prepare to complete the self-assessment, we are providing the complete question set, to allow you to find any information that you don't have to hand. Once you have all the information, we anticipate that completing the digital self-assessment will take 20-30mins, giving real time results and recommendations.



# Inspire young people for their best next step



Provide meaningful opportunities

## 1 In the past year, which of these encounters have you engaged in to support young people's careers education?

Supporting Students:

- |  |  |  |
|--|--|--|
| 1. Careers talk: with students   | 7. Careers events: speed networking                        | 12. Preparing for job applications: CV workshop                                    |
| 2. Careers talk: on Apprenticeships and                                  | 8. Careers events: essential skills workshops              | 13. Employer mentoring   |
| 3. Technical pathways  | 9. Careers events: STEM activities                         | 14. Supporting extracurricular activities: school clubs                            |
| 4. Careers talk: with wider audiences e.g. parents, carers and guardians | 10. Preparing for job applications: mock interview         | 15. Supporting extra-curricular activities: skills or entrepreneurial competitions |
| 5. Careers events: careers choices events                                | 11. Preparing for job applications: mock assessment centre |  |
| 6. Careers events: careers/recruitment fairs                             |  |  |

[All listed with in person or virtual/online options]

## 2 In the past year, how many young people have you reached through these encounters?

Tick box:

- |     |     |     |       |       |       |         |         |      |            |
|-----|-----|-----|-------|-------|-------|---------|---------|------|------------|
| 1-2 | 3-5 | 6-9 | 10-29 | 30-49 | 50-99 | 100-249 | 250-499 | 500+ | Don't know |
|-----|-----|-----|-------|-------|-------|---------|---------|------|------------|

## 3 In the past year, which year group(s) were reached through all of your careers education encounters?

Tick box:

- |                     |                    |                     |                                     |
|---------------------|--------------------|---------------------|-------------------------------------|
| Reception (age 4-5) | Yr4 (aged 8-9)     | Yr. 8 (aged 12-13)  | 6th form / Year 12-13 / 16-19 study |
| Yr. 1 (age 5-6)     | Yr5 (aged 9-10)    | Yr. 9 (aged 13-14)  | - 19+ if SEND                       |
| Yr2 (age 6-7)       | Yr6 (aged 10-11)   | Yr. 10 (aged 14-15) |                                     |
| Yr3 (age 7-8)       | Yr. 7 (aged 11-12) | Yr. 11 (aged 15-16) |                                     |

(Tick all that apply)

## 4 In the past year, which of these workplace experiences have you engaged in to support young people's careers education?

- |  |  |  |
|--|--|--|
| Workplace visits                         | Short work experience (1-2 week block) | Longer Placements (Other industry placements for 16-19 year old's) |
| Job shadowing                            | Longer Placements (T Level Industry)   | Volunteer opportunities  |
| Short work experience (less than 1 week) | Placements for 16-19 yr. old's)        |  |

[All listed with in person or virtual/online options]

## 5 In the past year, how many young people have you reached through these workplace experiences?

Tick box:

- |     |     |     |       |       |     |            |
|-----|-----|-----|-------|-------|-----|------------|
| 1-2 | 3-5 | 6-9 | 10-29 | 30-49 | 50+ | Don't know |
|-----|-----|-----|-------|-------|-----|------------|



# Inspire young people for their best next step



## Provide meaningful opportunities

### 6 In the past year, which year group(s) were reached through your workplace experiences? Note: do not include those taking part in traineeships or apprenticeships.

Tick box:

Reception (age 4-5)	Yr4 (aged 8-9)	Yr. 8 (aged 12-13)	6th form / Year 12-13 / 16-19 study
Yr. 1 (age 5-6)	Yr5 (aged 9-10)	Yr. 9 (aged 13-14)	- 19+ if SEND
Yr2 (age 6-7)	Yr6 (aged 10-11)	Yr. 10 (aged 14-15)	
Yr3 (age 7-8)	Yr. 7 (aged 11-12)	Yr. 11 (aged 15-16)	

(Tick all that apply)

### 7 Do you have a process for young people and schools, special schools or colleges to access experiences of your workplace?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 8 When offering an experience of the workplace, do students get the opportunity to meet with a range of people and have extensive two-way interaction?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 9 As part of any experience of the workplace you offer do students get the opportunity to produce a piece of work relevant to your workplace and receive feedback on it?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 10 Do you define the aims and learning outcomes of the activity you are engaging in through consultation with the school, special school or college?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 11 Do you seek to find out more about the young people attending your activities so that you can tailor the activities?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 12 If you have graduates, apprentices, trainees, school leavers or T-Level students in your workforce, do you involve them in delivering careers education activities?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Inspire young people for their best next step



## Be inclusive

### 13 To what extent do you actively seek to work with schools, special schools or colleges most in need of employer engagement support to deliver careers education?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 14 Do you proactively seek to engage under-represented groups in your sectors workforce, ahead of engaging in any careers education activities in schools, special schools, colleges or activity providers?

Economically disadvantaged young people i.e. those eligible for Free School Meals (FSM)	All in a table with these options against them:
Young people with Special Educational Needs (SEND)	Yes – always
Looked After Children (LAC)	Yes –sometimes
Electively Home Educated (EHE) young people	Not yet – but we are looking at/plan to look at ways of doing this
Students in Alternative Provision (AP)	No – and we have no plans for this
Gypsy Roma Traveller (GRT) young people	Not applicable
Under-represented men or women in the workforce	Don't know
Under-represented ethnic groups in the workforce	
Other under represented groups in your sector	

### 15 Do your careers education activities actively challenge stereotypical thinking (in terms of protected characteristics, industry perceptions, etc.)?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 16 Do you typically ensure your careers education activities are inclusive for Special Educational Needs or Disability (SEND) students?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 17 Do you seek to find out the needs of the young people participating (inc. accessibility, religious requirements, etc.), ahead of engaging in any careers education activities ?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 18 Do you ensure your resources are inclusive for all young people you are working with?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Inspire young people for their best next step



## Be inclusive

### 19

**Do you consider digital access and digital accessibility when delivering virtual careers education activities (e.g. provision of laptops/ internet connectivity and ensuring disabled young people can access digital content)?**

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know

### 20

**Do you typically consider how you / your colleagues delivering the activities are relatable to the young people involved, ahead of engaging in any careers education activities?**

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know



## Evaluate and improve

### 21

**Do you evaluate your careers education activities to understand if they are having the intended impact?**

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know

You will only be asked Q22-Q30 if you answer yes to Q21.

### 22

**Do you work with the school, special school or college to ensure that the evaluation of your careers education activities take into account feedback from young people?**

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know

### 23

**When evaluating an activity, do you work with the school, special school or college to ask young people whether it has helped them to feel more ready for the world of work?**

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know



# Inspire young people for their best next step



## Evaluate and improve

### 24 When evaluating an activity, do you work with the school, special school or college to ask young people whether it has helped them to develop skills (e.g., essential skills and other career readiness skills)?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 25 When evaluating an activity, do you work with the school, special school or college to ask young people whether they have an improved understanding of your industry?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 26 When evaluating the activity, do you work with the school, special school or college to ask young people whether they have an improved understanding of your organisation?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 27 When evaluating an activity, do you work with the school, special school or college to ask young people whether they have an improved understanding of pathway(s) and any subject requirements to enter your profession/business?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 28 Does your evaluation activity take into account feedback from your employee volunteers who are taking part in/ delivering the activity?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 29 Does your evaluation take into account feedback from teachers/tutors?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 30 Do you adapt your careers education activities based on evaluation feedback?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Prepare young people to be career ready



## Build essential skills and explain their relevance

### 31 Through the careers education activities that you provide, are young people supported to build the following essential skills:

(tick all that apply)

Listening	Speaking	Problem Solving	Creativity	Staying positive	Aiming high	Leadership	Teamwork	Other
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### 32 Do you consistently name these essential skills in your encounters and supporting resources, with opportunities to practise them?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 33 Do you provide the opportunity to practise and progress in these essential skills in any workplace experiences it offers?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 34 Do you support young people to understand how these essential skills are used and valued in the world of work?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 35 Do you support teachers, Careers Leaders or other relevant members of school/special school/college staff to understand how these essential skills are used and valued in the world of work?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Prepare young people to be career ready



## Prepare young people for application processes

### 36 Do you support young people to understand the application processes that they might face if they wanted to work for your organisation?

(tick all that apply)

Listening	Speaking	Problem Solving	Creativity	Staying positive	Aiming high	Leadership	Teamwork	Other
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### 37 Do you offer young people opportunities to practise interview skills?

(online and in-person options for all yes options)

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 38 Do you offer opportunities to practise other assessment processes that form part of the recruitment process? (e.g. psychometric testing, assessment centres, task based questions)

(online and in-person options for all yes options)

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 39 Do you support young people to articulate their experience and skills in written documents (e.g. on a CV, LinkedIn, application form or assessment process)?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 40 Do you support young people to understand how to ensure that any social media presence they have now or in the future will not negatively affect their application process?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 41 Do you support young people to understand how they can use LinkedIn and other online platforms to aid their applications?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Prepare young people to be career ready



## Raise awareness of pathways into work

### 42 Do you share information about early careers opportunities in your organisation and / or your industry with young people?

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know

### 43 Do you share what you know about the pathway(s) and any subject requirements to enter your profession with young people?

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know

### 44 Do you work with local schools, special schools and colleges to ensure that young people have information they need about careers pathways in your sector prior to key transitions?

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know

### 45 Do you share information on the longer term career pathways that can be accessed in your sector with young people?

Yes – always

Yes – sometimes

Not yet – but we are looking at/plan to look at ways of doing this

No – and we have no plans for this

Not applicable

Don't know



# Prepare young people to be career ready



## Raise awareness of pathways into work

### 46 Have you worked with the same schools, special schools, colleges or activity providers deliver meaningful encounters?

Yes – for more than one year	Yes – for less than one year	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 47 Have you worked with the same schools, special schools, colleges or activity providers providers to deliver meaningful experiences of the workplace?

Yes – for more than one year	Yes – for less than one year	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 48 Have you engaged with the same young person or cohort of young people more than once over their time in education? (For example, in Year 7 and then again in Year 9 and Year 11)

Yes – most of the activities we deliver engage the same young people	Yes – some of the activities we deliver engage the same young people	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 49 Have you or any employees engaged in long term volunteering opportunities within schools, special schools and colleges?

Yes – for more than one year	Yes – for less than one year	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Prepare young people to be career ready



## Partner with others

### 50 When planning your careers education outreach, do you ask a school, special school or college what they most need in terms of careers education support?

Yes – always	Yes – sometimes	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 51 Do you share information about early career opportunities in your business and / or your industry with the following groups?

(select all that apply)

Teachers	Careers Leaders	Parents	Careers Hubs	Activity providers who support careers education	None of these
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### 52 Do you share what you know about the pathway(s) and subject requirements to enter your profession/company with the following groups?

(select all that apply)

Teachers	Careers Leaders	Parents	Careers Hubs	Activity providers who support careers education	None of these
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### 53 Have you supported the following groups to understand the changing world of work? (e.g. future jobs in your industry or sector)

(select all that apply)

Teachers	Careers Leaders	Parents	Careers Hubs	Activity providers who support careers education	None of these
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### 54 Which of these activities have you engaged in to support high quality teaching?

Supporting high quality teaching:

- |   |  |
|---|--|
| 1. Professional development for teachers: site visits, short placements for teachers, or longer term part-time working arrangements   | 3. Helping to design a course: feedback on curriculum content  |
| 2. Providing specialist input for classes: sharing specialist knowledge with students such as advising on new technologies, processes and services in a specific industry. This could be via a range of activities, presenting masterclasses, delivering workshops or lectures. | 4. Helping to design a course: co-designing courses  |
|   | 5. Setting and supporting student projects: setting a real-life challenge as the client, designing, set the task and review student's progress |

Columns

A - In person

B - virtual/online

### 55 Do you collaborate with other employers to deliver careers activities and/or workplace experiences for young people?

Yes – for more than one year	Yes – for less than one year	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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# Prepare young people to be career ready



## Value the engagement

### 56 Is supporting careers education for young people an integral part of your business plans?

Yes – for a long time	Yes – we recently started doing this	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 57 Can you articulate the impact of engaging with careers education for young people for you / your business?

Yes, to a great extent	Yes, to some extent	No
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### 58 Do you support employees to engage with careers education for young people?

Yes – for a long time	Yes – we recently started doing this	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 59 Do you track the impact of careers education activities with the outcomes you hoped to achieve? (e.g. developing talent pipeline; increased brand awareness; increased skills development of young people; achievement of social value requirements)

Yes – for a long time	Yes – we recently started doing this	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 60 Do you you track whether your careers education activities support the achievement of your recruitment goals?

Yes – for a long time	Yes – we recently started doing this	Not yet – but we are looking at/plan to look at ways of doing this	No – and we have no plans for this	Not applicable	Don't know
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### 61 Has careers education supported the achievement of your recruitment goals?

Yes, to a great extent	Yes, to some extent	No
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THE CAREERS &  
ENTERPRISE  
COMPANY