



## **Review of the National Curriculum in England**

### **An IEBE Response Guide**

January 2011

**iebe**  
part  
of it

# Contents

Introduction	3
Responding to The Review	4
1. What, How & When	4
2. Key Messages to Draw Upon	5
3. Supporting Arguments	6
Facts, Figures & Quotations	7
What Next?	9



# Introduction

The government has launched a [Review of the National Curriculum](#) in England for primary and secondary schools. To help inform the Review, they have also launched a [“call for evidence”](#) consultation.

The government wants to start a debate about what is taught in schools, the consultation represents an important opportunity for education business professionals to demonstrate how work-related learning can support a new National Curriculum.

IEBE has produced this guide to help members respond to the consultation. We suggest you use the key messages, supporting arguments and facts and figures to guide and inform your response. We encourage as many members - affiliated organisations and individuals - to respond as possible. You may also wish to encourage the business, schools and colleges you work with to respond too.

With over 400,000 employers and 3,500 schools involved with 1,300 IEBE members in one way or another, there is huge potential for the sector to make a significant impact on the consultation.

**Matthew Chiles**

Director of Communications & Marketing

**iebe**

Institute for education  
business excellence



# Responding to the Review

## What, How & When

The consultation questionnaire is structured into the following sections:

- Section A:** About you
- Section B:** For parents and carers only
- Section C:** General views on the National Curriculum
- Section D:** English, mathematics, science and physical education
- Section E:** Other subjects currently in the National Curriculum
- Section F:** Supporting and recognising progress
- Section G:** International comparisons
- Section H:** How children learn
- Section I:** Transition
- Section J:** Implementation
- Section K:** Other issues and completing this call for evidence

**Section K** asks for “any other evidence or views you wish to feed into the review at this stage”.

## Evidence that Demonstrates Positive Impact

The government is particularly interested in any evidence that demonstrates the positive impact of your ideas and proposals. This might, for example, be formal research, examination/test results, or evidence of progress for particular groups of students.

You can make your submission by completing the consultation form [online](#) or [downloading the word document](#).

**The deadline for submissions is 14 April.**



# Responding to the Review

## Key Messages to Draw Upon

These key messages can be used to provide the wider context for your response.

### The aims of education should include:

- **Mastering the basics** - especially English, maths and basic scientific concepts
- **Understanding the world we live in** - including family, community, society and the economy
- **Preparing for the next steps** - further learning and a career
- **Developing skills and attributes needed in adult life** - including taking responsibility, solving problems and working with others

### Businesses can help in so many ways:

- **Employee volunteers**- support reading, writing and maths in primary and secondary schools
- Links with employers **bring the curriculum to life**, showing how knowledge is used in the wider world
- Work-related learning helps **develop valuable skills** including problem solving, enterprise and working with others
- Work experience gives young people **a taste of working life**, helps them decide what courses to do next, and what sort of careers would suit them best
- Employers help **teachers keep their subject knowledge up to date**, for example through professional development placements

### Business links with education:

- **Are very effective** - they help motivate and inspire young people, showing how knowledge is used outside the classroom and opening their eyes to the huge range of careers offered in the modern economy
- **Will be as important as ever in a new, slimmer National Curriculum** - showing how English, maths, science, humanities and languages are used in the world of work, and supporting high-quality vocational options from 14 upwards
- **Aren't new** - partnerships date back over 20 years
- **Aren't party political** - successive governments have all recognised the value of business links with education
- **Need professional support** - underpinned by nationally-recognised quality standards and professional development



# Responding to the Review

## Supporting Arguments

- The **Institute for Education Business Excellence** welcomes plans for a slimmer National Curriculum because it will give teachers more scope to develop links between classroom learning and the wider world.
- **Showing how knowledge is used brings it to life.** One way to achieve this is through links between business and education.
- **Young people enjoy links with business.** They help them understand how knowledge and skills are used in the modern economy. As a result, they work harder, achieve better results and raise their ambitions.
- **And it's not just about better exam results.** Practical experience helps young people develop skills valued by employers such as teamwork, enterprise and problem solving. Links with business also help young people learn about careers.
- **Business engagement doesn't happen by chance:** someone has to introduce employers to schools and colleges and make sure young people stay safe. Members of the Institute for Education Business Excellence make it easier for business and education to work together, while safeguarding young people's health, safety and welfare at all times.
- Figures from the Young Peoples' Learning Agency show that in **2009-10, over 400,000 employers got involved with education** - 60,000 of them for the first time.
- Between them, these **400,000 employers provided more than 520,000 work experience placements** for young people during the 2009-10 academic year.
- Employers also supported a **wide range of activities** ranging from one-off enterprise competitions to mentoring students for the whole year, in **primary schools as well as secondary schools and colleges.**
- **IEBE's members know what works.** They speak the language of business and the language of education. They find out what schools and colleges need, and link them with employers who can help.
- **IEBE members are committed to maintaining high quality standards.** Only a year after it was launched, 73 organisations have achieved our national quality standard, the **Award for Education Business Excellence**, and a further 60 are awaiting accreditation.
- IEBE, OCR and the University of Wolverhampton are currently completing a **suite of professional qualifications** for individual members, ranging from Associate of the IEBE to a full Masters programme.
- **Schools and employers say IEBE members make it easier to work together.** In fact, research for the Edge Foundation showed that employers who work with an education business partnership organisation are up to seven times more likely to engage in some activities than employers who don't.
- **IEBE members provide outstanding value for money.** In 2010-11, the Young People's Learning Agency allocated £25 million to local authorities for education business partnerships. In return, they brokered **in-kind support from employers worth £750 million.**



# Facts, Figures & Quotations

These facts, figures and quotations are supplied to help to make the case for strong links between business and education. Just as importantly, you should use your own evidence and examples of good practice to illustrate the value of what you do to create and maintain effective partnerships .of what you do to create and maintain effective partnerships.

Topic	Facts, Figures, Quotations	Source
Government support for employer involvement in education	Employer support for education can make a genuine difference to attainment, progression and to the transitions young people must make between school, Further and Higher Education and into work. Those contributions are low cost to the taxpayer and in our view represent exactly the sort of thing the Prime Minister means when he speaks of the 'Big Society'.	Nick Gibb, Schools Minister, in a letter to Bob Wigley, Chair of the Education and Employers Task Force, 23 September 2010
Ofsted support for employer links	<p>Working with employers clearly increases the relevance and quality of the vocational offer for schools, colleges and work-based learning providers. This is an aspect of curriculum development that is really taking off in some of the most successful providers. Where it is most effective, it involves a deep understanding of conditions in local and regional labour markets, combined with strong relationships with individual employers to help shape the design and content of courses. The benefits for young people are clear. They have opportunities to gain skills in industries that are growing and in which employment prospects are good.</p> <p>In schools where partnerships with business are well established, the impact can be considerable. For example, some schools are developing a more flexible approach to their curriculum by organising days when young people work on cross-curricular themes. Business partners make a unique contribution to these by creating briefs and tasks that are highly relevant to the world of work.</p>	'The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2009/10', Ofsted 2010
QCA support for employer links	Curriculum activities, such as work experience, workplace visits, enterprise experience, industry days, work simulation and mock interviews, provide compelling learning experiences. They are real and relevant and give students the opportunity to develop a sense of autonomy, encourage cooperation and raise aspirations.	'Career, work-related learning and enterprise 11-19: maximising learning from work-related experiences', Qualifications and Curriculum Authority, 2009

# Facts, Figures & Quotations

School leaders want more links with employers	87% of senior school leaders, split equally between primary and secondary schools, want to work more closely with employers.	BITC survey of 400 school leaders, 'Business in school research findings', 2007
Classroom teachers want more links with employers	59% of classroom teachers working with 11-19 year olds want more employer engagement and just 1% feel there is too much.	YouGov/Edge annual programme of stakeholder research: business in schools, 2010
Employers benefit from links with education	63% of employers feel they benefit from contact with schools.	BMG survey of 974 employers for DCSF, 'Diploma Employer Communications Tracking', 2010
Parents want children to learn about jobs and work	94% of parents want their children to learn about jobs and work while at school but only 37% of parents feel this need is met.	YouGov/Edge annual programme of stakeholder research: business in schools, 2010
Employers have an important role in careers education	Employer involvement in a young person's education is an important aspect of the careers education they receive. This contribution often involves employers volunteering to participate. Whether through classroom talks, course delivery, careers fairs, mentoring, or any number of other activities, exposure to employers when done properly motivates, inspires and informs young people, and can equip them with skills needed to succeed in the workplace.	Deloitte, 'Helping young people succeed: how employers can support careers education', Education and Employers Task Force, 2010
Employers as role models	[Our] results clearly highlight the importance of role models in influencing decisions to go into STEM careers. Aside from the obvious importance of teachers as role models (ranked as an influence to some degree by almost four-fifths (79%) of respondents), visiting the workplaces of scientists or engineers was identified as one of the most influential factors.	Survey of 1141 scientists and engineers by the Royal Society, 'Taking a leading role: scientists survey', 2004
Employers as school governors	We will make it easier for governors to set high expectations and ask challenging questions. We will work with the Education Employer Taskforce, Business in the Community, the Institute for Education Business Excellence, the School Governor's One Stop Shop, and others to encourage business people and professionals to volunteer as governors.	Schools White Paper, 'The Importance of Teaching', Department for Education 2010

# What Next?

Use social media, as well as tried as well as traditional techniques to generate debate about the Review, share and collaborate on submissions and raise awareness of your views and comments amongst your partners and clients.



Tweet your views on the Review and what you said/will say in your submission. Use the hashtag #ncr, so followers can track all the comments. Liberally retweet the views of colleagues and don't forget to follow the **IEBE**. We will follow you right back.



Post your submission and/or a link to it to your Facebook page and the **IEBE's**.



Raise awareness of your submission and generate debate through your personal Linked In Networks, Groups and the IEBE's **Education Business Professionals Group**



When a tweet is just not enough. Commit to your thoughts and opinions to the blogosphere and tell us about it.



**Write to your local MP** advising him/her what you and X number of businesses, schools and colleges have contributed to the Review, why its important and why they should take note.



Issue press releases/write letters to your local press. Provide them with simple user-friendly quotes and offer up local education - including students and parents - and employer spokespeople so they can follow up the story.



During the consultation period make the Review a feature of any events you have planned. Raise the subject during ANY presentations you are giving.



Send copies of what you, your clients and partners submit to the Review to **members@iebe.org.uk** and keep us up to date with any other tactics you use to generate debate and raise the profile of the issues.

