

## THE D2N2 EMPLOYABILITY FRAMEWORK

### Mapping Criteria for Standards, Frameworks and Awards



The criteria for mapping is the D2N2 Employability Framework Self-Evaluation Assessment Guide for Schools, Specialist Schools and Colleges and the Framework Impacts and Goals. Where the mapping is used to qualify an organisation as working to the D2N2 Employability Framework the organisation must commit to the Six D2N2 Aspirations:

1. Every young person leaving school in D2N2 to aim to have at least 6 'purposeful and impact measured' employer interventions by the time they reach 16.
2. Every young person to have access to impartial, independent and personalised careers education which includes information and advice of the full range of opportunities available to them within their local community and across the Derby, Derbyshire, Nottingham and Nottinghamshire area.
3. Every secondary school to have access to a dedicated Employer Advisor who works with the school at a strategic level to help them to:
  - Develop a publicised Careers, Enterprise and Employability Policy
  - Develop a careers, enterprise and employability action plan with clear targets and impact measures.
  - Align the organisation values and vision to the goals of the Framework.
  - Have a dedicated senior leader committed to employability with an allocation of resource and attention to Careers, Enterprise and Employability.
  - Have a Careers/employability co-ordinator with lead responsibility for careers, enterprise and employability.
4. Every secondary school to have a governor with oversight for monitoring and reviewing the impact and success of support to all students in relation to Careers, Enterprise and Employability.
5. Every secondary school and college to have access to up-to-date, user friendly labour market intelligence/information (LMI) specific to the D2N2 locality.
6. Every secondary school to commit to delivering the D2N2 Employability Framework.

### D2N2 Employability Framework Self-Evaluation Assessment Guide for Schools, Specialist Schools and Colleges

<u>E1: The Strategy – how the organisation is led and managed to develop effective Careers, Enterprise and Employability</u>	
1.1 The organisation has a developed CEEE Strategy which is linked to the wider organisational strategic aims.	<ol style="list-style-type: none"> <li>a) A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers &amp; enterprise education as part of overall school policy and a clear understanding of the national and regional drivers.</li> <li>b) The Strategy is clearly linked to the School Improvement Plan and there is a clear vision for employability and enterprise education.</li> <li>c) There is a shared definition of 'Employability, Careers &amp; Enterprise' for students, staff, governors and parents/carers.</li> <li>d) Local employers advise on the employability, careers &amp; enterprise strategy to ensure the programmes enable children and young people to achieve the 10 D2N2 Employability Goals before they leave school.</li> <li>e) Specific ring fenced funding is available within the overall school budget for employability, careers &amp; enterprise activity to take place.</li> <li>f) The 10 D2N2 Employability Goals are explicit throughout school and underpin both strategic planning and enterprise activity.</li> <li>g) The organisation has national or local standards which link to the D2N2 Employability Framework.</li> </ol>

<p>1.2 CEEE is provided with clear leadership and direction.</p>	<p>a) A member of the board of governors from a business background has specific responsibility for employability, careers &amp; enterprise.</p> <p>b) Specific responsibilities and roles in the field of employability, careers &amp; enterprise reflect the schools commitment to its employability, careers &amp; enterprise education strategy (e.g. SLT, Employability, careers &amp; enterprise coordinator).</p> <p>c) CPD opportunities and or knowledge sharing in Employability, careers &amp; enterprise are available to all teaching and support staff (e.g. Industry Placements, Local Labour Market updates)</p> <p>d) A monitoring and evaluation plan is in place to assess impact of programmes and cost effectiveness of all resources</p>
<p><u>E2: The Curriculum – how the organisation embeds Employability, Careers and Enterprise into the Curriculum.</u></p>	
<p>2.1 The organisation has a coherent CEEE programme across all year groups with clear progression pathways.</p>	<p>a) There is evidence of an employability, careers &amp; enterprise audit across all year groups and curriculum areas to identify current programmes and potential gaps in children and young people.</p> <p>b) Implementation and improvement plan in place to effect gaps in the Activity Audit.</p> <p>c) All curriculum areas have elements of employability &amp; enterprise learning embedded within them.</p> <p>d) Each young person leaving school to have at least 6 ‘purposeful and impact measured’ employer interventions by the time they reach 16.</p> <p>e) Employability, careers &amp; enterprise education is the responsibility of all teaching and support staff irrelevant of subject area.</p> <p>f) Children &amp; Young People, staff and parents have access to up to date LMI e.g</p> <ul style="list-style-type: none"> <li>• D2N2 Escalators which provide clarity about the progression routes for occupations</li> <li>• across the priority sectors</li> <li>• National Careers Service – What Work?</li> <li>• Careers Fairs</li> </ul> <p>g) The content of all activities are challenging and engaging to students.</p> <p>h) Employability, careers &amp; enterprise programmes include activities such as; work experience, volunteering, industry sponsored competitions, careers fairs, job search, CV’s, interview skills, industry sponsored competitions, business mentoring, work place shadowing and networking opportunities.</p> <p>i) Working with local employers is embedded in the delivery of employability, careers &amp; enterprise programmes.</p> <p>j) Businesses support Project Based Learning opportunities (e.g. real business challenges and competitions) throughout the curriculum.</p>
<p>2.2 The organisation has clearly defined methods of engaging with providers of employability activities.</p>	<p>a) The school or academy has established relationships with quality employability providers.</p> <p>b) Employability providers work to the D2N2 Employability Framework, for example all activities are based around the 10 goals.</p>
<p><u>E3: The Business and Employer Engagement: the organisation works and interacts with employability stakeholders and partners</u></p>	
<p>3.1 The organisation has clearly defined methods of working with employability stakeholders.</p>	<p>a) Within the Careers, Enterprise and Employability Education Strategy clearly defines the process for engaging with employability stakeholders (employers) and partners.</p> <p>b) The organisation has an audit of who they are working with, why and impact.</p> <p>c) The organisation has established relationships with local businesses and employers that are mutually beneficial.</p> <p>d) Local employers offer a range of workplace activities such as placements, shadowing and tours for students.</p> <p>e) The school or academy is a member of a local business network and actively networks with local employers.</p>

	f) Local employers participate in a wide range of student activities in school to enable children and young people to achieve the 10 D2N2 Employability Goals, activities such as e.g master classes, business mentoring, speed networking.
3.2 Clear protocols are in place to safeguard staff, students and employability stakeholders.	a) Processes are in place for working with employers, including pre-event briefing and protocols for hosting business visitors. b) Processes are in place for Health & Safety and safeguarding when employers are on site. c) DBS protocols are in place for all visitors (where appropriate)

**D2N2 Employability Framework IMPACTS – the Framework will be working when:**

- I1. Employers have fewer difficulties recruiting young people with the right skills and behaviours
- I2. More young people complete their courses
- I3. More young people from disadvantaged background attend university
- I4. More young people achieve through apprenticeships
- I5. Fewer young people become NEET
- I6. Young people express greater confidence in their ability to make the right choices for themselves

**D2N2 Employability Framework GOALS - all young people have opportunities to:**

- G1. Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. **Self-motivated**
- G2. Have the tools and skills required to present themselves to a future employer. **Self-assured.**
- G3. Have high aspirations for themselves. **Aspirational.**
- G4. Understand the opportunities available to them locally and beyond and make realistic choices. **Informed.**
- G5. Have experiences of work that is rewarding and fulfilling. **Experienced.**
- G6. Achieve qualifications valued by employers. **Achieving.**
- G7. Understand that employers want people who will work hard and are accountable for their actions. **Accountable**
- G8. Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. **Resilient**
- G9. Work creatively to achieve their potential and that of the business. **Entrepreneurial**
- G10. Have effective communication and co-working skills. **Co-operative.**

**THE D2N2 EMPLOYABILITY FRAMEWORK**  
**Overview of Mapping**



<b>The D2N2 Employability Framework</b>	<b><u>The Matrix Standard</u></b>	<b><u>NCS Toolkit</u></b>	<b><u>Career Mark</u></b>
E1.1	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.2, 3.2, 3.3, 4.5, 4.8	1.1.1.2	1.1, 1.3, 1.9
E1.2	1.2, 1.3, 1.5, 1.7, 2.1, 4.1, 4.3	1.1,	1.2, 1.3, 1.7, 1.9
E2.1	1.5, 2.2, 3.4, 3.5, 3.6, 4.2, 4.4	1.2	1.3, 1.4, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 4.2, 4.3
E2.2	1.8, 3.1	2.1	1.8, 1.9, 2.3, 4.1, 4.2
E3.1	1.8	3.1	1.8, 1.9
E3.2			1.8
I1	1.1, 1.2, 3.1, 3.3, 3.6, 4.1, 4.2, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 4.2, 4.3
I2	1.1, 1.2, 3.1, 3.3, 4.1, 4.2, 4.4, 4.8	4.1	1.1, 1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 4.2, 4.3
I3	1.1, 1.2, 1.3, 3.1, 3.3, 4.1, 4.2, 4.4, 4.8	4.1	1.1, 1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 4.2, 4.3
I4	1.1, 1.2, 1.4, 3.1, 3.3, 4.1, 4.2, 4.4, 4.8	1.1, 1.2, 2.1, 3.1	1.1, 1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 4.2, 4.3
I5	1.1, 1.2, 1.4, 3.1, 3.3, 4.1, 4.2, 4.8	1.1, 2.1	1.1, 1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 4.2, 4.3
I6	1.1, 1.2, 1.3, 3.1, 3.3, 3.4, 4.1, 4.2, 4.8	1.2, 2.1, 3.1, 4.1	1.1, 1.2, 1.3, 1.5, 1.8, 2.2, 2.3, 4.2, 4.3
G1	1.1, 1.2, 1.5, 3.1, 3.3, 4.8	1.1, 1.2, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G2	1.1, 1.2, 1.5, 3.1, 3.3, 3.5, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G3	1.1, 1.2, 1.5, 3.1, 3.3, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G4	1.1, 1.2, 1.5, 2.2, 3.1, 3.3, 3.4, 4.8	2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G5	1.1, 1.2, 1.5, 3.1, 3.3, 3.6, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G6	1.1, 1.2, 1.5, 3.1, 3.3, 4.1, 4.4, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G7	1.1, 1.2, 1.5, 2.2, 3.1, 3.3, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G8	1.1, 1.2, 1.5, 2.2, 3.1, 3.3, 4.8	1.1, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G9	1.1, 1.2, 1.5, 3.1, 3.3, 4.8	1.1, 1.2, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4
G10	1.1, 1.2, 1.5, 3.1, 3.3, 4.8	1.1, 1.2, 2.1, 3.1, 4.1	1.1, 1.3, 1.4, 1.8, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4