

The Panel on **Fair Access** to the **Professions**

Fair Access: Good Practice

Phase 2 Report

May 2009

This paper has been prepared by the secretariat supporting the Panel. This Phase 2 Report contributes to the independent review and is not a statement of HM Government policy



Supported by the

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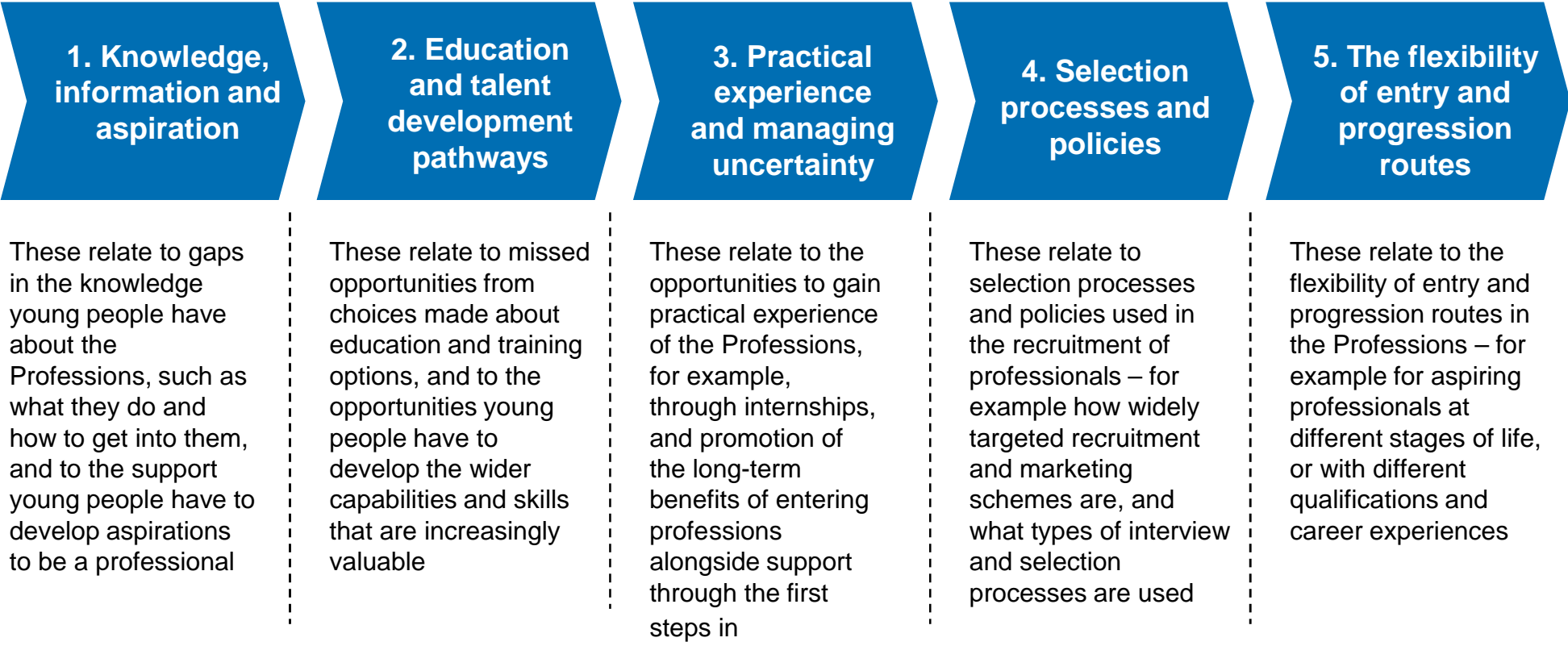
1. Analytical background: trends and issues in fair access to the Professions
2. Current initiatives supporting fair access to the Professions
3. Suggestions from the Professions on ways to improve fair access

Next steps for the Panel's work

This report reviews the good practice initiatives supporting fair access to the Professions

- In April 2009 the Panel published a Phase 1 analytical report outlining the issues regarding fair access to the Professions. It found that the Professions have made progress in opening access to more diverse groups and addressing issues such as the gender pay gap. However, it also found there is a long way to go in improving social mobility to the Professions
 - This *Fair Access: Good Practice* report reviews the considerable body of excellent work already underway to support fair access to the Professions. These initiatives are supported and delivered by a combination of professional bodies, third sector organisations, employers and government
 - This lays down a foundation to all the professions, as well as employers and the Government to rise to the challenge to now go further and faster in breaking down the practical barriers that stand in the way of talented young people across the country being able to realise their aspirations
 - Both the Phase 1 analytical report and this good practice review draw on extensive consultation including formal evidence hearings, youth forums, and a National Call for Evidence through which the Panel received more than 120 formal submissions comprising over 13,000 pages
 - A full summary of the National Call for Evidence is published alongside this paper. All publications from the Panel can be found at: www.cabinetoffice.gov.uk/accessprofessions
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The Phase 1 report identified that ensuring fair access for all will require tackling a number of related barriers across the five entry steps into the Professions



This Phase 2 *Fair Access: Good Practice* report reviews some best practice initiatives in each of these areas

The first group of initiatives help to raise the levels of knowledge and aspiration that young people have about the Professions

1. Knowledge and aspiration

- The quality and availability of information, advice and guidance for young people
- The extent of outreach and engagement from professions
- Levels of support from family, peers, mentors and significant others
- The access young people have to a range of different social networks
- The opportunities young people have to get a taste of different professions such as through short-term internships

These relate to ...

Best practice initiatives

- **Professional outreach** in schools and universities can help reach and inspire large numbers of young people. For example, the Citizenship Foundation co-ordinate professional outreach, with trained lawyers working with schools, providing fun interactive sessions and integrating the content with the curriculum
- Professionally-led **mentoring and e-mentoring** can help raise aspirations and provide support through the pathways into the Professions. Organisations that currently provide mentoring include the Sutton Trust and the Social Mobility Foundation
- Short **work tasters and internships** offer young people a transformative insight into professional life. Third sector organisations like the Brightside Trust help co-ordinate such opportunities

The second group of initiatives focus on supporting young people to develop their talents and skills and navigate their way into the Professions

2. Education and talent development pathways

- These relate to ...
- Support for young people to help them make choices about pathways into professions – for example through role models or careers guidance
 - Support for young people to develop the wider skills and capabilities increasingly valuable for the Professions – for example through soft skill development and extra curricula activity

Best practice initiatives

- Strong **role models** bring to life what opportunities are open to young people. For example a new website www.icould.com adopts an innovative technological platform to showcase a range of career role models
- Strong links with **school alumni** can provide powerful ambassadors and role models such as in Morpeth School in Hackney, London
- Innovative schemes designed to foster the **personal and soft skills** required by the Professions such as the arts initiative Creative Partnerships, which fosters partnership between schools and creative professionals
- **Widening participation** schemes can open professional pathways for non-traditional university applicants – some top universities are now adopting these for courses like law and medicine

The third group of initiatives help young people gain practical experience and reduce any risks they might face with entering a professional career

3. Practical Experience and Managing Uncertainty

- These relate to ...
- The costs associated with undertaking longer-term internships, which are increasingly required for professions (and often unpaid or very low paid). These can be exacerbated by geographical factors (e.g. for those outside London and the South East)
 - The costs and risks associated with very high risk professions or those requiring large investments in further qualifications

Best practice initiatives

- Some employers offer well structured, resourced and transparently advertised **internship programmes** such as Credit Suisse and 3i, as do other institutions such as the European Union
- A number of universities offer **student bursaries** to help with the costs of undertaking an internship. Australian universities are also looking at integrating internships into all degree courses
- A variety of organisations offer **scholarships** to help people into the Professions such as the Department of Health
- **Flexible accreditation and learning** can help reduce some of the costs of professional entry. Professional Career Development Loans can also assist with finance

The fourth group of initiatives help develop fair selection processes and procedures for the Professions

4. Selection processes and policies

- These relate to ...
- The types of selection processes and techniques used by employers
 - The scale and scope of marketing of professional opportunities
 - The adoption of best practice techniques and procedures for recruitment and selection
 - The training and capability of those charged with interviewing and selecting new entrants

Best practice initiatives

- A number of employers have proactive approaches for reviewing **workforce data** – for example local government uses equality targeting to set expectations about the diversity of the workforce
- Some employers are adopting wide **recruitment and marketing** – for example the Civil Service Fast Stream is now promoted at 50 universities across the country and there are plans to expand this in order to give more people the opportunity to apply
- A **toolkit** for best practice in recruitment and selection is available through the Department of Innovation, Universities and Skills' Gateway to the Professions website
- Innovative **recruitment procedures** that assess creativity and potential rather than purely sifting on qualifications are being used by organisations such as the BBC

The fifth set of initiatives help people enter the Professions through flexible progression routes

5. The flexibility of entry and progression routes

- These relate to ...
- Breadth of entry routes for aspirant entrants at all skill and experience levels
 - Entry routes for mid or late career entrants
 - Ability to transfer existing skills, experience and qualifications into other professions
 - Internal progression and career conversion (e.g. converting from being a nurse to a doctor)

Best practice initiatives

- **Flexible training and accreditation** routes allow for aspirant professions to enter at a range of steps and continue to develop – professions such as accountancy are leading the way in these
- Flexible learning routes such as **Distance Learning Foundation Courses** and **BTEC diplomas** can provide access to Vocational Accreditation Courses
- **Apprenticeships** and **Diplomas** can provide vocational training routes – these are common routes into professions such as engineering
- Experienced professionals are able to switch careers with recognition of their skills, through initiatives such as the new **fast track** route into teaching in six rather than usual twelve months
- **Internal progression routes** exist in some professions such as the armed forces and police where there is an in-service stream for movement from the ranks to officer level

Submissions received through the Panel's National Call for Evidence included suggestions for how to improve fair access in each of these five areas

1. Knowledge, information and aspiration

- Providing personalised support to young people through a national mentoring scheme between undergraduates (in professional subjects) and school pupils
- Improving information with a 'professions.com' website and map of careers support

2. Education and talent development pathways

- Strengthening links between schools and the Professions
- Improving the quality of careers advice and support with better, and ongoing, training for careers advisers

3. Practical experience and managing uncertainty

- Establishing a fair system for internships through a clearer set of guidelines
- Raising awareness about available financial support for professional qualifications with a website pulling together all sources of funding

4. Selection processes and policies

- Spreading best practice in recruitment and selection with a best practice charter for recruitment and selection into the Professions
- Improved monitoring of diversity information and trends

5. The flexibility of entry and progression routes

- Enabling a more diverse range of aspirant professionals to enter the Professions through establishing more flexible accreditation options
- Supporting vocational entry, looking at scope for professional apprenticeships

The full summary of the National Call for Evidence provides further detail on these and can be found at: www.cabinetoffice.gov.uk/accessprofessions

Next steps for the work of the Panel on Fair Access to the Professions

Phase 1: analytical paper (published April)

- In April the Panel published its Phase 1 Report reviewing the analytical trends and issues around fair access to the Professions
- It also found that while the Professions have made some progress on diversity issues such as the gender pay gap, the data shows that more action is needed to raise the chances of all in society to get into the Professions

Phase 2: review of best practice (published May)

- This Phase 2 Report has been prepared by the Secretariat supporting the Panel on Fair Access to the Professions
- It reviews the best practice initiatives currently underway to improve fair access for all, drawing on material provided through the Call for Evidence and other sources
- Any factual errors or omissions are the sole responsibility of the Secretariat supporting the Panel. The report is intended to provide evidence to contribute to the work of the Panel and, as an independent review, is not a statement of HM Government policy
- We welcome feedback on this report to: access.professions@cabinet-office.x.gsi.gov.uk or to 4.16 Admiralty Arch, The Mall, London, SW1A 2WH

Final Report (Summer)

- The Panel is expected to make its final report in the early summer
- This will make recommendations to HM Government and the Professions on actions to improve access for all groups

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Next steps for the Panel's work

The Panel on Fair Access to the Professions was established by the Prime Minister in January 2009

Scope

- The Panel was announced as part of the New Opportunities White Paper to examine what more can be done to “ensure fair access to careers in key professions”
- The Panel’s remit is to:
 - review the processes and structures that govern recruitment into the Professions
 - make recommendations to HM Government and the Professions on actions to improve access for all groups

Structure

- An independent review chaired by the Rt. Hon Alan Milburn MP
- Comprised of a panel of 18 representatives from a range of professions and 2 expert members – and consulting widely with all professional groups
- Supported by a Cabinet Office secretariat

Timeline

- A Phase 1 report was published on 14th April 2009. This outlined the importance of fair access, reviewed the social mobility evidence and the issues many face in getting into the Professions
- This is a Phase 2 report outlining the good practice currently ongoing to promote fair access. The report builds upon the Phase 1 report and should be read alongside the full summary of the National Call for Evidence through which 13,000 pages of evidence was received
- The Panel’s final report is due in early summer 2009
- All these reports can be found at: www.cabinetoffice.gov.uk/accessprofessions

Evidence for this paper has been drawn from a wide range of sources and supported by a number of key stakeholders

The Panel has received evidence through a wide range of sources

- From January until May 2009, the Panel conducted an extensive evidence gathering exercise. This included:
 - A national Call for Evidence through which more than 120 submissions amounting to over 13,000 pages have been received. A summary of this can be found at: www.cabinetoffice.gov.uk/accessprofessions
 - Three youth forums involving nearly 60 young people from across the UK with varying socio-economic backgrounds with differing aspirations
 - Multiple evidence hearings with employers, professional bodies, third sector delivery organisations, career advisers, government departments and MPs
 - Wider consultation and research including stakeholders from professional bodies, employers, third sector organisations, careers guidance professionals, young people and parents, academics and government departments

The Call for Evidence focused in three areas

- A National Call for Evidence was launched in January 2009 asking for submissions from all interested parties, covering:
 - Current barriers to entering the Professions
 - Current initiatives, programmes and policies to ensure fair access to the Professions
 - Suggested actions to extend fair access to the Professions

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The Panel on Fair Access to the Professions was established following the publication of the New Opportunities White Paper in January

- The New Opportunities White Paper (January 2009) put forward proposals to address social mobility at every stage of a person's life, and established the Panel to look at entry to the Professions. It committed to:
 - Extending a pilot scheme to ensure access to high quality early learning and childcare for two-year olds
 - Launching a £10,000 incentive to encourage the most effective teachers into the most challenging schools
 - Rolling out employer-led Group Training Associations to offer Apprenticeships in their sectors
 - Beginning to introduce up to 10 new Apprenticeship training associations
 - Starting to increase the number of Apprenticeships available within the public sector
 - Launching volunteer programmes
 - Starting to pilot new earned rights for those caring for adults and children
 - National roll-out of mentoring for care-leavers and families starts
 - Guaranteeing young people from a low income background with the potential to benefit from higher education a package of support and mentoring to help them reach their full potential
 - Since then the Government has committed to fund a further 21,000 apprenticeships in the public sector
 - A key announcement in the White Paper was the setting up the Panel on Fair Access to the Professions. The Panel's role was to look at the processes and structures that govern recruitment into the Professions, with a focus on the contribution and actions the Professions, supported by government, could undertake to improve fair access for all
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There are a wide range of professions in the modern economy, which operate in different ways

Common features of the Professions

- There are many different professions, which each operate in different ways – for example there are over 130 professional bodies in the UK
- Nonetheless common features include:
 - Recognisable entry points: for example with standard qualification requirements
 - A code of ethics: that sets out a code of professional responsibility
 - A system of self-regulation: for example setting and regulating standards for professional development
 - A strong sense of vocation and professional development

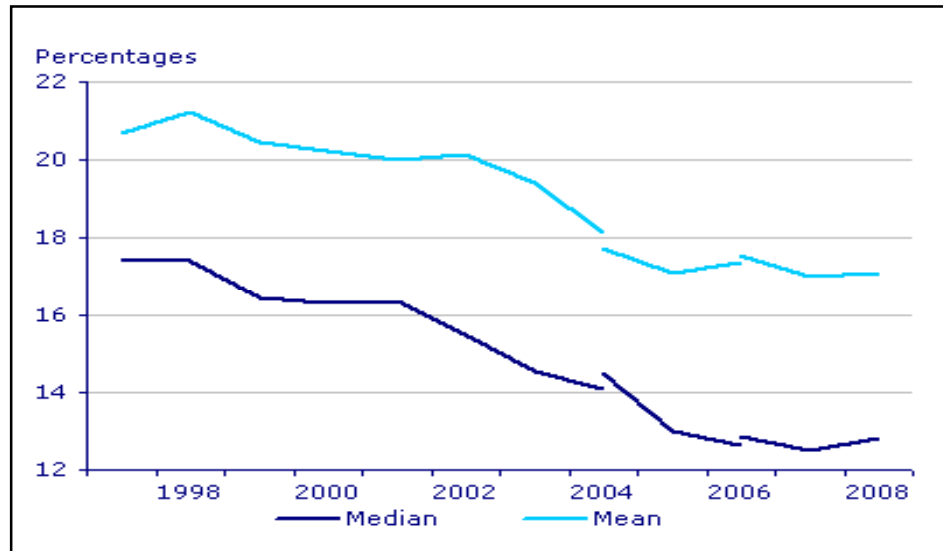
One can think of various different groups or typologies of professions

- The life science professions including medicine, dentistry, and veterinary science
- Legal professions
- Professions such as architecture, engineering, surveying and science
- Management and business services professions: such as executive positions in accountancy, banking, consultancy, and business advice
- The creative industry professions: including the top levels of journalism, publishing, media and the arts
- Public service professions: such as the senior and managerial levels in the civil service, local government, armed forces, police and academia

Overall, the Professions have made some progress on wider diversity and equality issues such as tackling the gender pay gap

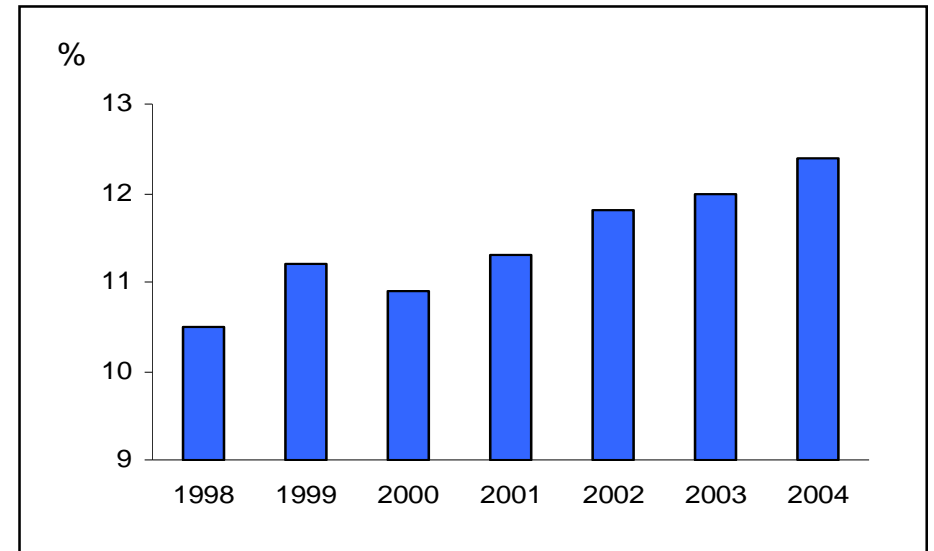
A gender pay gap still exists but has been considerably reduced over the last decade

% mean and median difference in pay by gender¹



The number of disabled people employed in professional sectors has increased

% of all employed disabled, employed in the public sector²



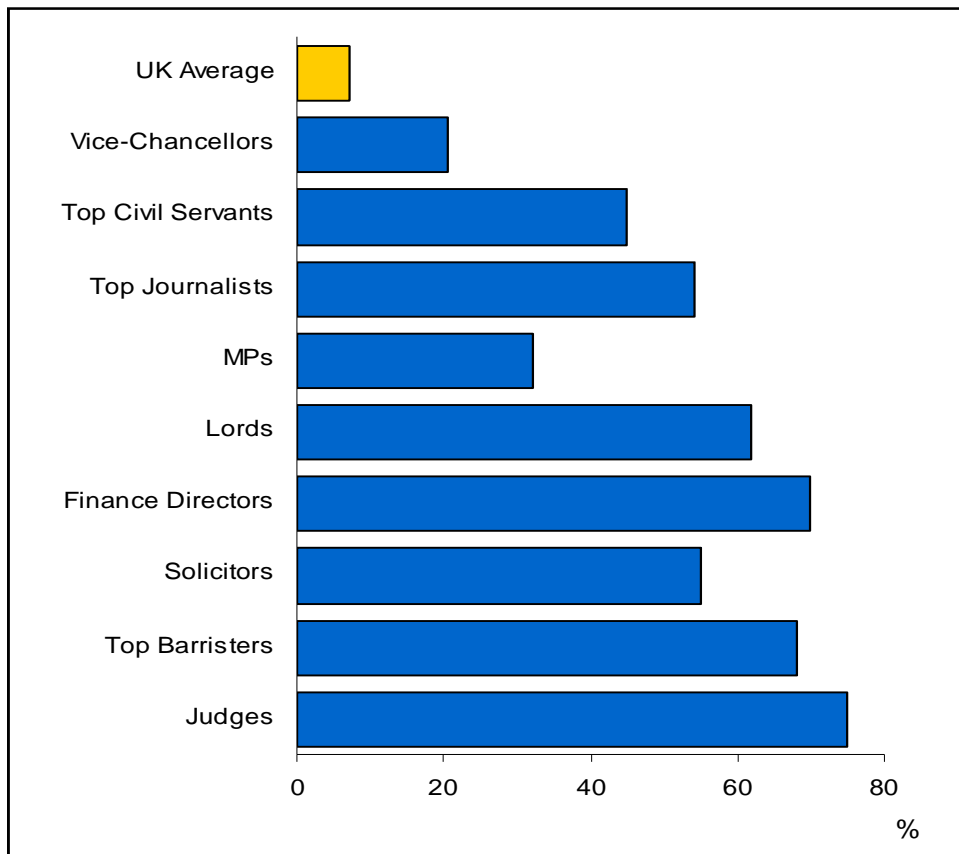
- The gender pay gap (as measured by the median hourly pay excluding overtime of full-time employees) narrowed between 2006 and 2007 to its lowest value since records began¹
- Over 840,000 disabled people were employed in the public sector in 2004, a third more than in 1998²
- Women represented over 40% of those employed in the Legal and Health professions in 2000 and over 60% of those employed in the teaching profession³

(1) ONS FOG (2007), (2) ONS Labour Market Trends (2005), (3) ONS (2000)

However, as identified in the Phase I Report the Professions are not representative – for example over half the professionals in a range of occupations went to independent schools

7% of the population attend independent schools up to age 16 (and 20% to age 18) yet those who attended independent schools represent over half of many professions

% having attended independent schools by profession¹



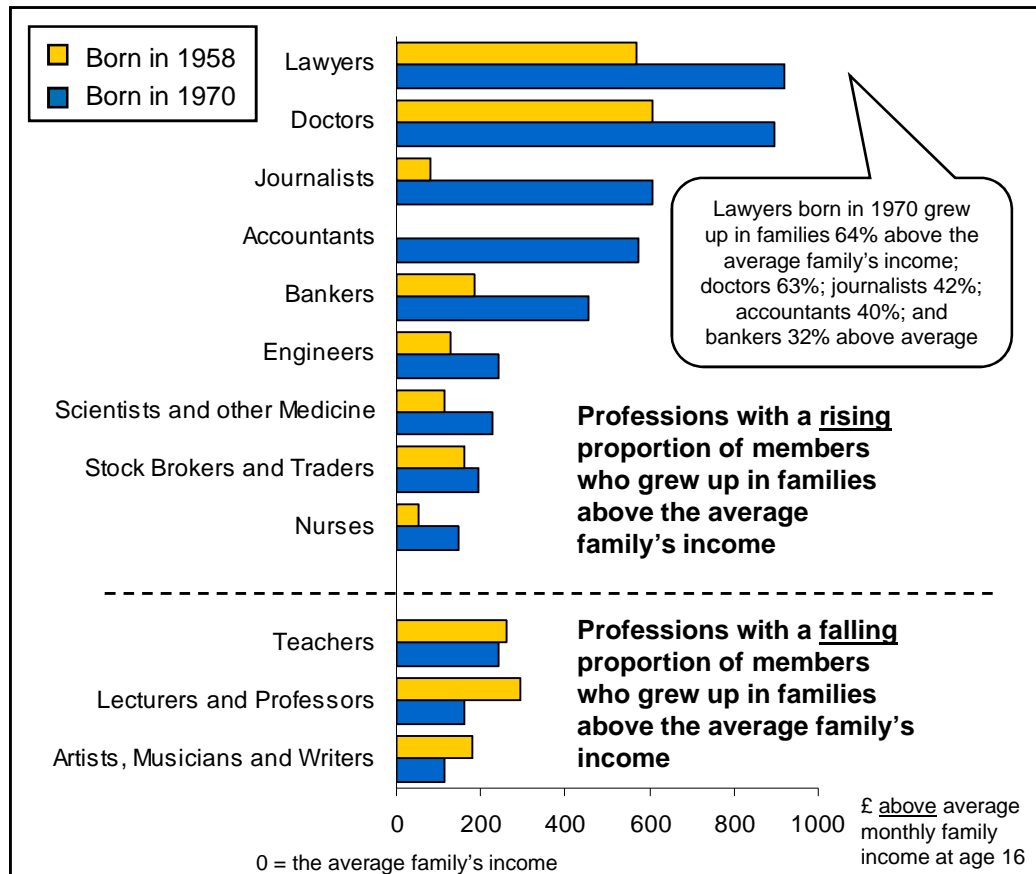
- Fair access is about ensuring people have equal chances to enter the Professions – and have a level playing field to make choices about how they fulfil their potential
- Yet at present there is strong evidence that wider factors, such as family background, influence these life chances
- For example, 75% of judges, 70% of finance directors, 45% of top civil servants, and 32% of MPs were independently schooled
- This contrasts to only 7% of the population attending an independent school up to GCSE (rising to 20% at A-Level age)
- However, it is important to note that at these very senior levels of the Professions this reflects trends from entry into the Professions dating back to the 1960s and 1970s

(1) Sutton Trust, amalgamation of various reports on educational backgrounds (various years)

Current professionals typically grew up in families with incomes well above the average, and the generation of professionals born in 1970 grew up in even better off families than those born in 1958

Professionals born in 1970 grew up in better off family backgrounds than the previous generation born in 1958

£ above average monthly family income at age 16 by professional status at age 33¹



- The 1970 birth cohort were educated in the 1980s and entered the labour market from the early-to-mid 1990s. The 1958 birth cohort were educated in the 1960s and 1970s and entered the labour market from the early 1980s
- In all professions sampled, and for both cohorts, professionals typically grew up in families with incomes well above the average
- In 9 of the 12 professions examined, the data records an increase in people coming from better off families between the 1958 and the 1970 generations
- For the 1970 birth generation, lawyers, doctors, and journalists on average grew up in families with the highest income of all professionals
- The greatest relative change in professionals growing up in above average family incomes has been for journalists and accountants

Notes: this data looks at people's professional occupation at age 33 and examines the family background they grew up in (specifically their family's income at age 16). It compares two cohorts – those born in 1958 (from the National Child Development Survey) and those born in 1970 (from the British Cohort Survey).

For both cohorts the average family income is indexed to 2001 prices

(1) Social Mobility and the Professions, CMPO (2009)

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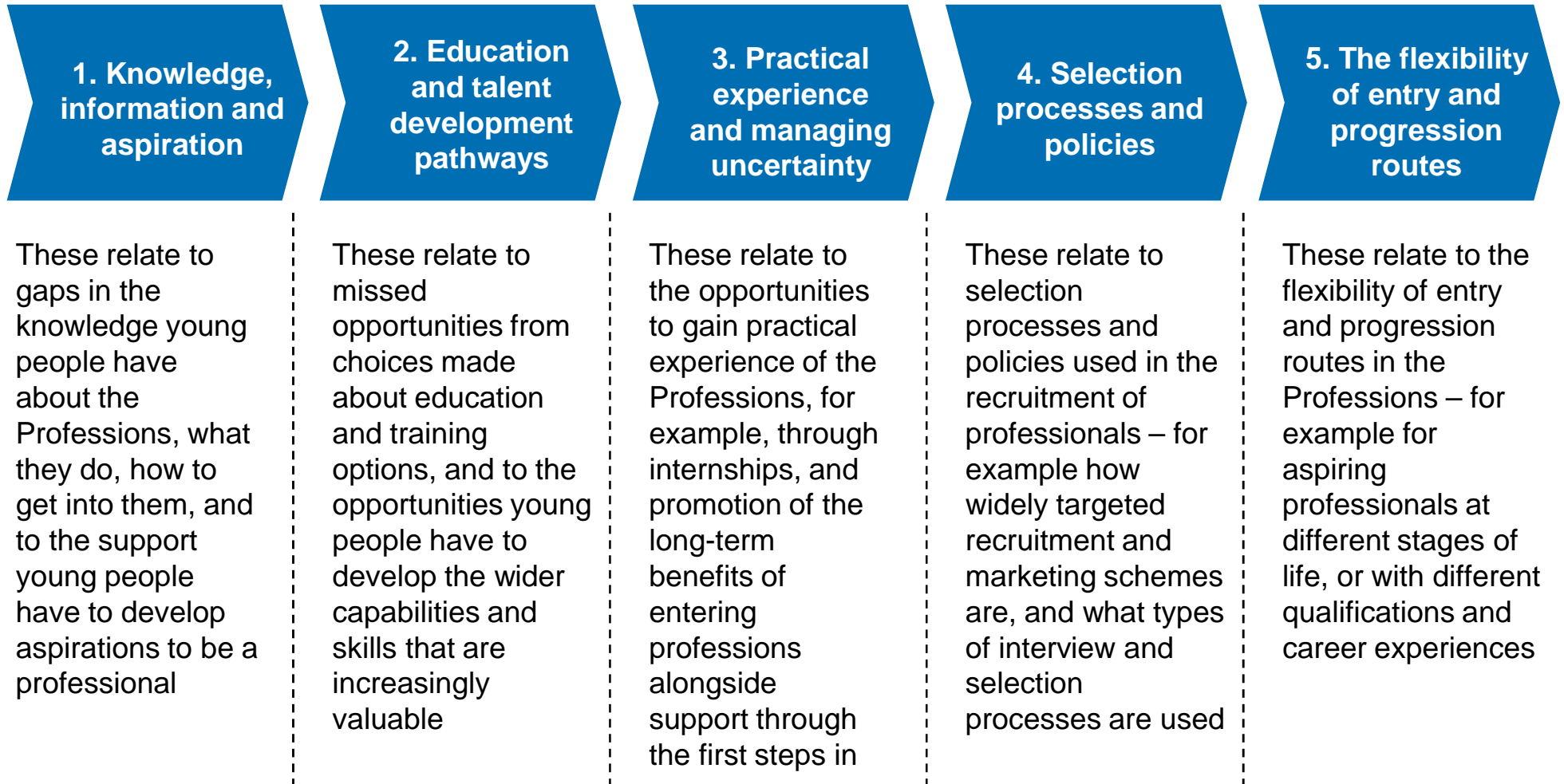
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Next steps for the Panel's work

Ensuring fair access means everyone having an equal chance to realise potential – which will require tackling a number of related barriers across the five entry steps into the Professions



There is currently a significant amount of good practice operating to improve the knowledge and aspirations young people have to enter the Professions

Category of Best Practice

Initiatives

Organisation

I: Professionally- led mentoring links up young professionals with young people to offer tailored advice and guidance

- E-mentoring and mentoring

- The Social Mobility Foundation
- Brightside Trust
- Sutton Trust
- The College of Law

II: Work tasters and short internships provide insights into the Profession

- Work shadowing and work experience opportunities

- MedEx
- Credit Suisse
- 3i
- Social Mobility Foundation

III: Professional outreach and engagement help inspire large groups of young people

- Professionals in schools
- Working with schools and integrating content with curriculum

- The Citizenship Foundation
- Bar Council
- House of Lords
- Armed Forces

Further detail on these is provided on the following slides

Professionally-led mentoring helps provide young people with tailored advice and guidance

Social Mobility Foundation

What it involves:

The **Social Mobility Foundation** aims to widen opportunities for young people from low socio-economic backgrounds. They provide e-mentoring for year 12 and 13 students, pairing them with young professionals in the sector of their choice. To be eligible the young people must be in receipt of the Educational Maintenance Allowance or free school meals and be expected to obtain at least one A and two Bs at A-level.

Brightside Trust

What it involves:

The Brightside Trust runs '**Bright Journals**', a healthcare careers e-mentoring scheme with years 10-13, which pairs them up with undergraduates studying the subjects they are interested in. The young people are all from under-represented groups in society. The scheme is designed to encourage participants to consider Healthcare and Medicine as possible professions. Brightside also run **Live Journals** for pupils interested in Engineering and **BigBangBlogs** for pupils interested in studying Physics at University.

Sutton Trust and the College of Law

What it involves:

The Sutton Trust run and the College of Law operate **Pathways to Law**. The programme is designed to attract fresh talent into Law through targeting year 11 students from low socio-economic backgrounds. The programme is aimed at students, whose parents have not attended HE and who are from lower performing schools. The programme offers career advice, help with applications, e-mentoring and work experience.

Work tasters and short internships can provide valuable insights into professions and professional life

MedEx

What it involves:

MedEx is a programme which offers year 12 students from underprivileged families and aspiring to be doctors the opportunity to learn more about medicine and the role of a doctor. MedEx targets AS level students who have no family history of higher education or the medical profession and the potential to excel at medical school. The MedEx course lasts four days. Participants first spend two days at the medical school gaining an insight into medical career options and life as an undergraduate and are offered advice on applying to university and good interview technique. Additionally they learn a basic clinical skill such as how to take a blood pressure reading. The second part of the experience consists of two days of shadowing a final year medical student as they go about their rounds on the hospital wards.

Credit Suisse and 3i

What it involves:

Credit Suisse and **3i** are among the employers working with the Social Mobility Foundation who provide '**repeat internships**' to young people from disadvantaged backgrounds. This recognises the fact that gifted students from poor backgrounds are known to develop later, but faster, than their more advantaged peers. This means that longer-term assessment – internships rather than interviews or assessment days (and, in this case, the longer 'repeat internships) provide a fairer method of recruitment.

Professional outreach and engagement helps inspire young people to pursue professions

The Citizenship Foundation

What it involves:

The Citizenship Foundation co-ordinate multiple initiatives aimed at giving young people from all backgrounds an insight into a variety of professions. They co-ordinate **National Mock Trial Competitions** with young people between years 8 and 13 from over 200 state secondary schools judged by Circuit Judges and senior barristers. Similar initiatives include a National Youth Parliament competition, Magistrates' Court Mock Trial Competition and Lawyers in Schools.

The House of Lords

What it involves:

The House of Lords have an active and innovative outreach programme, which includes regular talks by members to young people, an online blog, and co-hosting of the student parliament. There are also plans to extend this work through outreach visits, events within Parliament, online initiatives and cross-platform projects. The House of Lords also support the **Peers in Schools** initiative and the **Lord Speaker's competition**.

The Armed Forces

What it involves:

The Armed Forces make over 11,000 visits to schools each year, over 90% of which are to state schools. These are designed to encourage good citizenship and raise awareness of the services. Other initiatives to improve diversity include information monitoring and evaluation of background during recruitment, progression and retention; and a vigorous recruitment and outreach programme to encourage more people from diverse backgrounds to join the armed forces.

There is a growing body of good practice supporting young people's career choices and helping them develop skills

Category of Best Practice	Initiatives	Organisation
<p>I: Soft skills are increasingly important for accessing the Professions</p>	<ul style="list-style-type: none"> ▪ Social skills development courses ▪ Extra-curricular activities ▪ Independent and State School Partnership 	<ul style="list-style-type: none"> ▪ Fastlaners ▪ IntoUniversity ▪ Creative Partnerships ▪ Wakefield Grammar School Foundation ▪ Cramlington Learning Village
<p>II: Role models can help inspire young people</p>	<ul style="list-style-type: none"> ▪ Online role models and career stories ▪ Alumni presentations 	<ul style="list-style-type: none"> ▪ Morpeth school ▪ Icould ▪ Careers from Science
<p>III: Widening participation programmes help a range of non-traditional applicants get into University</p>	<ul style="list-style-type: none"> ▪ Additional support for potential entrants from lower socio-economic groups 	<ul style="list-style-type: none"> ▪ King's College ▪ Edinburgh University ▪ Brent Council

Further detail on these is provided on the following slides

Soft skills and extra curricular activities are highly valued by the Professions [1]

Fastlaners

What it involves:

Fastlaners is a two week intensive course for graduates at risk of not finding suitable employment. Designed by the Young Foundation, supported by the charity Edge, it focuses on the non-cognitive skills which are valuable to professional organisations such as team working, communication, assertiveness etc and can help participants secure appropriate graduate employment. The programme has been piloted across East London for the past year and subsequent versions will be open to those still in full-time higher education and from other London boroughs and then across the UK

IntoUniversity

What it involves:

IntoUniversity works with children and young people from the age of 7 and with talent and potential who are at risk of underachieving. The majority are from ethnic minority backgrounds and other social groups currently underrepresented in higher education. **IntoUniversity** deliver high quality, long-term academic support and help young people develop their soft and employability skills through a multi-stranded programme with the aspirations of each child at its heart. Initiatives include daily after-school academic support, mentoring with undergraduates and aspirational training courses

Creative Partnerships

What it involves:

Creative Partnerships is the Government's flagship creative learning programme, designed to develop the skills of young people, raising their aspirations and equipping them for their futures. It fosters innovative, long-term partnerships between schools and creative professionals, such as architects and artists, and works with **1,400 schools** throughout England. The organisation's impact report shows that young people attending these programmes consistently outperform students from the same school, demonstrating considerable improvements in students' confidence

Soft skills and extra curricular activities are highly valued by the Professions [2]

Independent and State School Partnership

What it involves:

Wakefield Grammar School Foundation plays a key role in the Wakefield Independent and State School Partnership (ISSP) and has forged close links with local schools. Initiatives include: running ISSP music groups; visiting A level examiners at local schools; inviting local schools to attend Oxbridge sessions at the sixth form careers conference with outside speakers from universities; and running the school's Junior Politics Society, through which candidates from all schools in the Wakefield area are involved in the elections for the UK Youth Parliament.

Cramlington Learning Village

What it involves:

Cramlington Learning Village is a large, community comprehensive for students aged 13-18 years. Cramlington uses innovative methods to develop a range of personal, social and academic skills in its pupils. Students learn how to work as a member of a team, respect diverse perspectives and develop leadership skills. For example, the school has shared flat-screen computers, which enable the students to work individually and as part of a team, while improving their IT skills and a thriving youth work department who organise a range of projects for young people throughout the community. The school has reorganised the curriculum putting more emphasis on the process of learning as well as outcomes. One key initiative is **Discovery Zone**, where all Year 9 pupils go through a Learning to Learn Course, aimed at teaching them skills which will make them good learners in the 21st Century.

Role models and alumni can help inspire young people to enter the Professions

Morpeth School

What it involves:

Morpeth School in East London has developed a strong alumni base for their school. As part of this project, former students go back to their school to talk to young people at Key Stage 4 about university and give advice about subjects to study for specific careers. Morpeth School also offers student and parental visits to universities and keeps in touch with students until aged 25 to help them manage the transition to university. Of 35 students from families with no history of higher education, who started the programme in year 9, 21 went on to university.

ICould

What it involves:

Icould is a free, inspirational resource, offering an insight into real career stories told by real people, delivered through www.icould.com. It contains around 1000 stories accessible to young people, on film, online. The stories cover a wide spectrum of experiences, occupations and career and education pathways across all sectors of work. The purpose of the site is to inspire young people to think differently about their futures, by giving them a vivid insight into the working lives of real people in real jobs. Professional sectors covered range from health care and education to creative crafts and computer gaming.

Careers from Science

What it involves:

Careers from Science is a primarily web-based initiative to inspire young people to continue with their education in Science, Maths, Engineering, Technology, and to help them understand the broad range of transferable skills they can develop from studying these subjects and consider future careers in those sectors. **Careers from Science** bring together careers information on their website futuremorph.org in a way which is focused on the requirement of young people at different stages of their education.

Widening participation schemes help enable non-traditional students to access professional education programmes

King's College London

What it involves:

King's College runs the **Access to Medicine** programme which provides 50 places a year with reduced entry requirement to students from non-selective state schools and low income families in the 15 worst performing London Boroughs. Students receive additional support throughout the six year course. These students have to sit the same exams and attain the same standards as other students attending the college.

Edinburgh University

What it involves:

Pathways into the Professions is a scheme run by Edinburgh University to encourage children from local state schools into Law, Medicine, Veterinary Science and Architecture through a programme of work observation, pre-application advice and interviews, shadowing undergraduates and information sessions for parents. The programme runs across all 46 schools in Edinburgh and the Lothians and has 600 pupils registered.

Brent Council

What it involves:

Brent Council has undertaken a number of initiatives to address under-representation at University. These include: training teachers about the application process, a central website linking to other HE websites, one to one assistance for students preparing applications, mock interviews and internships. In 2007, 44 Brent Students applied to Oxbridge and 22 gained a place (50%). 28 applied for Medicine and 18 gained a place (64%).

A number of good practice initiatives operate to provide professional experience and help people address the risks associated with accessing the Professions

Category of Best Practice

Initiatives

Organisation

I: Structured, well resourced and transparently advertised longer-term internships create a level playing field

- Paid, well-marketed and transparently advertised internships

- Centrica
- Path West Midland
- City Brokerage

II: Bursaries and scholarships help people from less advantaged backgrounds to access the Professions

- Fees paid courses
- Scholarships

- Crown Prosecution Service
- Finnish Government

Structured, paid internships help create a level playing field for those wishing to access the Professions

Centrica

What it involves:

Centrica won the overall National Council of Work Experience award for 2008/9. **Centrica** offer a 10 week summer placement. The programme is designed to give students an overview of a graduate jobs at Centrica. They aim to match people to roles which fit with their aspirations. The placements are in flexible locations and expenses are covered. The programme is highly structured with induction, development sessions, buddying and presentation. They also have a policy of actively offering high performing interns job offers.

Path West Midlands

What it involves:

PATH West Midlands helps employers recruit talented staff from diverse backgrounds to provide culturally diverse workforces. **Path West Midlands** matches talented young people from diverse backgrounds with organisations from various professional sectors for 1 year internships. To date 80% of interns completing the programme have found employment in the field where they undertook their internship.

City Brokerage

What it involves:

City Brokerage work in partnership with City employers to help young people aged 14 and over from deprived areas, gain work experience in the city and to raise their future career aspirations. **City Brokerage** offer internships, advice and mentoring and direct hire options. They run workshops in partnership with City employers designed to raise awareness of the finance sector and improve the CV and interview skills of potential applicants.

Bursaries, and scholarships help people undertake internships and gain crucial experience of the Professions

Crown Prosecution Service

What it involves:

Crown Prosecution Service run the **Legal Trainee Scheme** which provides legal training that exceeds the Law Society's requirements for trainee solicitors and complements the Bar's training for pupils. CPS pays the fees as well as travelling expenses incurred when attending courses. There are no minimum academic requirements, but applicants are required to have successfully completed the LPC or BVC. Many CPS trainees do not come through the 'traditional' route but have worked and studied part-time over many years – often after having left school with few academic qualifications.

Finland

What it involves:

In Finland, work experience, internships and career planning are integrated into the secondary schooling and HE system. Host organisations are encouraged to provide students with structured internships through a programme where universities pay two thirds of salaries for internships if the host organisation agrees to pay the additional third. These opportunities often lead to career paths for students. In addition, the expectation is set that all students will undertake some form of work experience during their studies as practical training and internships (often unpaid) form a compulsory part of HE education.

There are a number of best practice initiatives in the area of recruitment and selection

Category of Best Practice

Initiatives

Organisation

I: Workforce data: understanding situation in each profession

- Equality Targeting
- Professions reviewing current practices

- Local Government and the Armed Forces
- Neuberger report on entry to the Bar

II: Recruitment and selection procedures and marketing of positions

- Non Qualification-based selection
- Innovative recruitment tool
- Professional Recruitment Guide, DIUS

- BBC
- Institute of Practitioners in Advertising
- Civil Service
- Department of Innovation Universities and Skills (DIUS) and the Professional Associations Research Network (PARN)

Workforce data helps to identify the current situation in each profession, recognising good practice and areas of improvement

Local Government and the Armed Forces

What it involves:

In **local government** equality targeting has been used to set aspiration targets to ensure the employee profile reflects that of the local population. Where it was not possible to recruit a representative workforce councils have created their own programmes of career paths and sponsorship (e.g. university places linked to work).

The Armed Forces have also introduced equality monitoring in order to identify trends around selection and recruitment and retention in order to enable them to develop an increasingly representative employee base.

Neuberger Report on Entry to the Bar

What it involves:

In 2007, as part of a project to increase diversity in the bar, the Bar Council commissioned a working party on entry to the Bar, chaired by Lord Neuberger. The working party reviewed the selection and recruitment procedures used by the Bar. The result was a report recommending a set of proposals designed to significantly increase the number of able people from disadvantaged backgrounds who will seriously consider, and pursue, the Bar as a career. One key recommendation of the report was the creation of an **Access Monitoring Group** to ensure progress is made in implementing the recommendations and to report twice a year to monitor the situation and make further recommendations.

Consistent and inclusive recruitment and selection procedures can help widen the talent pool for the Professions

BBC

What it involves:

The **BBC Vision Intake Pool** is an entry level programme designed to develop a more diverse pool of talent within the organisation which better reflects the diversity of the organisation's audiences. The focus is on selecting people with a passion and interest in the media. The programme targets people with a real understanding – or direct experience – of the issues facing the diverse communities which make up the UK. Potential is more important than any prior experience or qualifications. As such qualifications are not part of the sifting process.

Institute of Practitioners in Advertising

What it involves:

IPA have developed '**Diagonal Thinking**' a concept which underpins a new tool designed to aid the recruitment of talent into the creative industries, especially from a more diverse range of people. This has been designed in recognition of the fact that traditional recruitment tools were not always identifying the right people for creative posts and excluding people who may have had great careers in the creative industries.

Civil Service

What it involves:

The **Civil Service Fast Stream** is now promoted at over 50 graduate on-campus career fairs and is focussing efforts on widening the talent pool to the best graduates from post-92 universities and Russell Group institutions. Other initiatives aimed at widening participation including, **Careers Advisers Newsletters** and half-day **skills workshops** for groups of 20 to 30 students. These include a policy game that illustrates many aspects of a career in the Civil Service.

Good practice recruitment and selection guides support the Professions to attract and employ a diverse workforce

Professional Recruitment Guide (DIUS/PARN)

What it involves:

The Professional Recruitment Guide can be found on the DIUS website. It aims to help employers attract and source a more diverse workforce and provides examples of how firms can look beyond their usual recruitment processes to access a larger pool of talent. The website pages show employers best practice for each stage of the recruitment process.

As well as including case studies from companies that have been successful in widening participation in their organisations, the guide also addresses diversity issues such as gender, sexual orientation, ethnicity and, to a lesser extent, socio-economic background (although coverage of this aspect could be extended in the future).

Case Study One

Ernst and Young have diversity and inclusion policies and fairer recruitment practices which make them leaders in their field. They are keen to deliver continuous improvement in this area and are using the Professional Recruitment Guide to improve the diversity of applicants from all universities and all backgrounds.

Case Study Two

Doughty Street Chambers was set up in 1990 by barristers aiming to break the mould of traditional chambers. Here diversity is not only seen as ethical it is seen as good business practice and as a way of widening the sort of business the chambers can attract. All in Chambers are committed to diversity and fair recruitment. Bias is avoided by involving multiple people in the selection process and by building on best practice developed by other companies and organisations such as DIUS.

Some best practice initiatives are currently operating to provide more flexible access routes to the Professions

Category of Best Practice

Initiatives

Organisation

I: Flexible learning and training routes

- Distance learning foundation degrees
- Flexible Entry
- Vocational pathways (including BTEC, NVQ, HNC)

- London School of Economics and Political Science (LSE)
- Royal College of Veterinary Surgeons (RCVS)
- Teaching, Engineering and the Armed Forces

II: Recognition of skills and experience between professions

- Exemptions from professional qualifications
- Teach First

- Teaching
- Accountancy, ACCA
- Australian further education system

Flexible learning and training routes help people from all backgrounds access the Professions

LSE Distance Learning Foundations Course

What it involves:

The LSE offers potential students from all backgrounds a variety of flexible routes for entering their courses. One such route is distance learning foundation courses, which are available in Economics, Management and Finance subjects amongst others. These courses offer a flexible learning route which can help overcome the barriers to the Professions which arise around geographic mobility, financing and previous qualifications.

Students can undertake training in their own time frames and from locations all over the country. On completion they are eligible to pursue further professional training and professional accreditation.

The Royal College of Veterinary Surgeons

What it involves:

The Royal College of Veterinary Surgeons supports alternative entry routes for able candidates who don't meet the standard entry requirements. As such, some universities consider applicants with relevant vocational qualifications, such as the BTEC Diploma in Animal Science, with distinction grades. Some universities also offer a 6 year course which is aimed at those students who do not have the required scientific qualifications, allowing them to achieve the required standards in science subjects during the first year of the course.

Vocational learning and training routes help people from all backgrounds access the Professions

Teaching

What it involves:

The teaching profession offers a number of flexible vocational routes to accreditation. For example, the **Graduate Teaching Programme** allows graduates to qualify while employed as a teacher in a school. There is also the **Registered Teacher Programme** which allows people with some experience of higher education to complete a degree and qualify as a teacher whilst employed by a school.

Engineering

What it involves:

Engineering offers a variety of entry routes into the profession depending upon speciality. For example, it is possible to enter through vocational routes such as BTECs and Apprenticeships. However, a degree is usually a requirement for progression to the top levels of the profession and for professional chartership.

The Armed Forces

What it involves:

The Armed Forces has established an in-service stream for promoting people to the Officer ranks. Candidates are offered the chance to gain experience and where required qualifications. This has been a very successful programme for improving diversity at the officer level and 28% of annual Officer intake is now from the ranks.

Flexible accreditation and movement between professions encourages flexibility and widens the talent pool

Teaching

What it involves:

Teach First is a programme designed to encourage top graduates, who would not normally enter teaching, to teach for at least two years in challenging secondary schools in London, the North West and the Midlands. With tailored leadership training developed with over 100 employers, **Teach First** aims to develop the leaders of the future. There are also plans for a fast track teaching qualification for high calibre candidates from alternative professions.

Accountancy, ACCA

What it involves:

The Accountancy body ACCA offer a number of flexible routes to accreditations. For example, mature students don't require any formal qualifications to take papers allowing them on to the ACCA course. In addition, qualified Certified Accounting Technicians can enter the ACCA course and receive exemptions from their first 3 papers. ACCA also offers **partial exemptions** for qualifying accounts who hold professional qualifications in a variety of other professional areas.

Australia

What it involves:

The Australian government subsidises further education, professional development and membership fees through the taxation system. An employee at any level can be reimbursed proportionally for any professional development or academic qualification they acquire during their working life. This encourages a culture on life long learning and flexible accreditation.

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Next steps for the Panel's work

Submissions received through the Panel's National Call for Evidence included suggestions for how to improve fair access in each of these five areas

1. Knowledge, information and aspiration

- Providing personalised support to young people through a national mentoring scheme between undergraduates (in professional subjects) and school pupils
- Improving information with a 'professions.com' website and map of careers support

2. Education and talent development pathways

- Strengthening links between schools and the Professions
- Improving the quality of careers advice and support with better, and ongoing, training for careers advisers

3. Practical experience and managing uncertainty

- Establishing a fair system for internships through a clearer set of guidelines
- Raising awareness about available financial support for professional qualifications with a website pulling together all sources of funding

4. Selection processes and policies

- Spreading best practice in recruitment and selection with a best practice charter for recruitment and selection into the Professions
- Improved monitoring of diversity information and trends

5. The flexibility of entry and progression routes

- Enabling a more diverse range of aspirant professionals to enter the Professions through establishing more flexible accreditation options
- Supporting vocational entry, looking at scope for professional apprenticeships

The full summary of the National Call for Evidence provides further detail on these and can be found at: www.cabinetoffice.gov.uk/accessprofessions

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Next steps for the work of the Panel on Fair Access to the Professions

Phase 1: analytical paper (published April)

- In April the Panel published its Phase 1 Report reviewing the analytical trends and issues around fair access to the Professions
- It also found that while the Professions have made some progress on diversity issues such as the gender pay gap, the data shows that more action is needed to raise levels the chances of all in society to get into the Professions

Phase 2: review of best practice (published May)

- This Phase 2 Report has been prepared by the Secretariat supporting the Panel on Fair Access to the Professions
- It reviews the best practice initiatives currently underway to improve fair access for all, drawing on material provided through the Call for Evidence and other sources
- Any factual errors or omissions are the sole responsibility of the Secretariat supporting the Panel
- The report is intended to provide evidence to contribute to the work of the Panel and, as an independent review, is not a statement of HM Government policy
- We welcome feedback on this report to: access.professions@cabinet-office.x.gsi.gov.uk or to 4.16 Admiralty Arch, The Mall, London, SW1A 2WH

Final Report (Summer)

- The Panel is expected to make its final report in the summer
- This will make recommendations to HM Government and the Professions on actions to improve access for all groups