



London Careers Festival 2019

Evaluation Report

Contents

Background	3
The Festival	4
Events	4
Guildhall Complex	4
Fringe Events	5
Cost	5
Figure 1: Cost breakdown for LCF 2019	6
Turnout	6
Figure 2: LCF quantitative breakdown of participation and attendance (Guildhall Events)	7
Figure 3: LCF quantitative breakdown of participation and attendance (Fringe Events)	7
Evaluation method	8
Figure 4: Response rate	8
Strengths	9
Pupil experiences	9
Figure 5: Pupil evaluations of what they saw, heard and learned at the Guildhall Events	9
Figure 6: Pupil evaluations of how LCF has helped them	10
Pupil aspirations and skills	11
Figure 7: Word cluster of pupil responses to 'what would you like to do when you leave school?	11
Figure 8: Pupil responses to 'what careers are you interested in?'	12
Figure 9: School staff responses to pupils' development of Fusion Skills during LCF	13
Organisation/business participation	14
Figure 10: Number of organisations and sessions on Fringe Days compared with offers from organisations	14
Figure 11: Experiences of participating organisations	15
Location and venues	15
Event management and support	16

Areas for improvement	16
Timetable and format of events	16
Figure 12: Total number of bookings on each day of LCF	16
Onsite management	17
Figure 13: Sample comments from school staff, event organisers and hospitality staff on suggested improvements to crowd control	18
Exhibition and workshop content	18
Website and marketing	19
Data collection	19
Recommendations for LCF 2020	20
Event format	20
Sign-up and cancellation	20
Logistics and management	20
Website and marketing	21
Exhibitions and workshops	21
Evaluation and data collection	21
APPENDICES	22
Appendix 1: London Careers Festival Working Party Membership	22
Appendix 2: List of participating organisations	22
2.1 List of Livery Companies participating in LSL Careers Showcase	22
2.2 List of organisations participating in Apprentice 19	22
2.3 List of organisations running workshops at Guildhall Events	23
2.4 List of organisations participating in Fringe Events	23
Appendix 3: Survey Questions	23
3.1 Online pupil survey	23
3.2 Online school and education providers survey	24
3.3 Online companies and organisations survey	26

Background

In 2019, the City of London Corporation (City Corporation) published a tripartite of strategies establishing its ambitions for learners in the rapidly changing world. As a central principle across all three strategies, the City Corporation committed to ensuring that learning is linked to the world of work at all stages to enable learners to make informed career choices. In particular, the Education and Skills Strategies commit to the following outcomes:

- ❖ All pupils in the Family of Schools will hear from and be inspired by employers and apprenticeship providers
- ❖ Apprenticeship opportunities are promoted, and all pupils can receive well-informed and impartial advice about apprenticeship options
- ❖ There are clear progression routes through technical and professional education (including apprenticeships) into skilled employment
- ❖ Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their age, background or personal connections
- ❖ Pupils are exposed to professionals in the cultural and creative industries, and self-employment and entrepreneurship are reflected in the offer

The City Corporation has many long-standing and well-developed partnerships with businesses, charities and cultural organisations in and out of the Square Mile and is rightly proud of its historic and thriving Livery tradition through which the City of London connects with a range of industries and professionals. Like the City Corporation, many of the Livery Companies have shown an ongoing commitment to link education and employment and have a long history of outreach and partnership with schools to expose learners to the trades and professions which they represent.

In 2018, the Stationer's Company hosted **Apprentice 18** at which 30 businesses and potential employers in the communications and content industries hosted stands at Ravensbourne University to discuss apprenticeship opportunities with over 300 pupils from academies across Greater London. For several years, the Livery Schools Link (LSL) have hosted the **Livery Showcase** which invites pupils from across London to hear from trades and professionals related to the Livery Companies to learn about the jobs on offer, talk to employers, and receive advice on pathways and routes to employment.

The vision for the London Careers Festival 2019 (LCF) was to bring together these two highly-valued and successful events and amplify them with the links to schools across London and through the further industry partnerships of the **City Corporation** to collaborate on a week-long festival focused on linking learners to professionals, employers and apprenticeship providers across a range of jobs and sectors. Schools across London, including the City Family of Schools and the Livery Schools, would be invited to participate with a choice of events and workshops across the week.

The LCF 2019 Working Party was established composed of representatives from the City Corporation, Livery Schools Link, The Stationer's Company and industry professionals. The full membership of the Working Party is included in **Appendix 1**. At the first meeting, the Working Party agreed on target KPIs for the festival:



- ❖ 1,000 work experience offers
- ❖ 10-12 fringe events taking place within workplaces
- ❖ 250 participating employers
- ❖ 50 participating livery companies
- ❖ 5,000 pupils attending
- ❖ A strong presence from other Greater London Local Authorities, teachers and school governors

The Working Party agreed that a key ambition for LCF was to support London schools to deliver their statutory duties around careers education and employer encounters as specified in the Gatsby Benchmarks¹². As such, it was agreed that the festival would be marketed at schools and the events would be targeted at pupils in Years 5 and 6 where the event would support them to think about their careers before their transition to secondary school; Pupils in Years 8 and 9 to support subject choices; and Year 10, 11 and 12 to influence aspiration and provide practical advice and pathways for pupils who would soon be leaving compulsory education. The event also aimed to substantially boost the number of businesses offering substantial Work Experience placements.

The Festival

Events

The LCF ran from Monday 17 – Friday 21 June 2019. The week-long events included traditional ‘Careers Fair’ style events over two days at the Guildhall Complex and three ‘Fringe Events’ where employers hosted pupils at their workplaces.

Guildhall Complex

❖ Apprentice 19

This event was managed and sponsored by The Stationer’s Company. Apprentice 19 featured stalls and interactive displays over two days at the Guildhall Complex and spotlighted apprenticeship and/or work experience opportunities with employers ranging from Google, BBC, the Evening Standard, Pearson, Barclays, Capgemini and M&G Investments. In addition to the stalls and interactive stands, apprentices were on hand to talk with pupils and answer their questions.

❖ LSL Careers Showcase

This event was managed and sponsored by LSL. LSL Careers Showcase featured interactive displays and demonstrations for pupils over two days at the Guildhall Complex and spotlighted the diverse range of trades and professions represented by over 30 Livery Companies of the City of London. The stalls and displays included both the historic trades which the Livery Companies represent as well as the contemporary job roles which currently exist in those industries.

¹ Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation. Available at: https://www.goodcareerguidance.org.uk/assets/file?filePath=___/the-benchmarks/gatsby-sir-john-holman-good-career-guidance-2014.pdf

² Department for Education (2018) Careers guidance and access for education and training providers. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

❖ Workshops

The City Corporation partnered with organisations to host a range of ‘breakout’ workshops running alongside Apprentice 19 and LSL Careers Showcase over two days at the Guildhall Complex. The workshops were focused on aspiration building and skills development.

Fringe Events

Additional to the two days of events at the Guildhall Complex, the City Corporation contacted organisations in and out of the Square Mile asking them to host events in their workplaces over the three remaining days of the week. These days were themed on three prominent industry areas in London:

❖ Creative Industries

This themed day was organised by Culture Mile Learning (CML) and included representation from many of the 27 cultural partners in the CML network as well as several organisations which identify as creative industries, and those organisations which have ‘creative’ professions working within them. Workshops and events were hosted by organisations such as The Barbican, Museum of London, London Metropolitan Archives, Bloomberg, St Paul’s Cathedral and Big Sky Studios.

❖ Financial and Professional Services

This themed day was organised by City Corporation officers in the Town Clerk’s department and represented the City of London as a global hub for financial and professional services, driving the economic life of the United Kingdom (UK). Participating organisations included AON, Investment 2020, Mace and Societe Generale.

❖ Digital Industries

This themed day was focused on the range of technologically mediated businesses such as communications technology, software, cyber security, medical and science technology and new and emerging digital sectors such as a ‘fintech’ and ‘ed-tech’. Participating organisations included Google, Microsoft, Barclays, Metropolitan Police Cyber Team and London South Bank University.



The full list of the partnering organisations across both the two days at the Guildhall Complex and the Fringe Days is included in **Appendix 2**.

Cost

The cost to the City Corporation to deliver and evaluate LCF was c.£51,000. The participating organisations were not charged by the City Corporation to take part in the festival and the main costs incurred were for central staffing to administer and organise the festival, branding and promotional materials, and hospitality during the two days at the Guildhall Complex. A cost breakdown is included in Figure 1 below.

Figure 1: Cost breakdown for LCF 2019

London Careers Festival Project Staff	£32,500
Branding and promotional materials	£8,400
Event hospitality	£7,500
Workshops	£1,300
Website development	£1,000
Working party and planning meetings	£300
Total	£51,000

It should be noted that this cost breakdown does not include the staff time of salaried staff in the City Corporation, or any costs incurred by participating organisations, including the co-founders: LSL and the Stationer's Company. The event generated considerable amounts of in-kind support and although not specifically measured this year, it is estimated that the value of this was in excess of ten times this amount including staff time, locations, stalls, give away resources, promotion and advertising and other support.

Turnout



**5,046 pupil
bookings**



**113 different
schools attended**



**127 organisations
hosted events**

A total of 113 different schools and sixth form colleges registered for London Careers Festival, including:

- ❖ The City of London Family of Schools
- ❖ Partner schools of LSL
- ❖ Partner schools of the Stationer's Company
- ❖ A range of schools from the London Boroughs of Islington, Camden, Southwark and Hackney
- ❖ A number of schools engaged through social media, word-of-mouth, advertising with Multi-Academy Trusts and education organisations

Almost 6000 tickets were booked for events over the week. This number fell to around 5000 bookings 'on-the-day' due to last minute cancellations. A full quantitative breakdown of stalls, schools and bookings for each event is detailed in Figures 2 and 3 below. Preferential booking was given to schools with more than 40% pupil premium; Pupil Referral Units; Looked After Children (through the virtual school); young people not in Education and Employment (NEET); SEND schools and other higher priority groups as identified by the local authorities.

Figure 2: LCF quantitative breakdown of participation and attendance (Guildhall Events)

	No. of bookings	No. of schools	No. of organisations
Apprentice 19	Day 1 – 984 Day 2 – 1164 2,148	Day 1 – 34 Day 2 – 30 59 different schools	57
LSL Careers Showcase	Primary Day – 662 Secondary Day – 1331 1,993	Primary Day – 12 Secondary Day – 38 49 different schools	42
Workshops	Lego: Build the City of the Future – 228 Primary Futures: ‘What’s my line?’ – 147 Inspiring the Futures: Speed Networking – 82 457	Lego: Build the City of the Future – 9 Primary Futures: ‘What’s my line?’ – 6 Inspiring the Futures: Speed Networking – 5 13 different schools	2
	4,598 bookings	113 different schools	101 organisations

Figure 3: LCF quantitative breakdown of participation and attendance (Fringe Events)

	No. of schools	No. of bookings	No. of sessions	No. of organisations
Creative Careers	16	312	19	13
Financial and Professional Services	3	60	4	4
Digital Industries	13	76	12	9
	20 different schools	448 bookings	35 sessions	26 organisations

Combing bookings for the Guildhall Events and Fringe Events, there were 5,046 bookings for LCF 2019. It should be noted that since some pupils attended more than one event, the total number of bookings is not equal to the total number of different pupils who participated in the events. It is not possible to identify this value since we do not hold the names of individual pupils to uniquely identify them and eliminate duplicates. However, we know anecdotally from schools who participated that for the most part they booked different pupils onto different events which suggests that the number of bookings is a relatively accurate indication of the number of pupils for both the Guildhall Events and the Fringe Events.

After removing all duplicate cases where schools attended more than one event over the week, 113 different schools attended events at LCF 2019.

Based on the combined values for the Guildhall Events and Fringe Events, LCF did not quite reach its target that there would be 250 participating organisations delivering events over the week. However, although the total number of organisations who delivered events over the week was less than 250, the actual number of organisations who offered to host experiences on the Fringe Days was 120. Some planned events were cancelled due to lack of pupils attending certain sessions. Therefore, 247 organisations (including 42 Livery Companies) is a more accurate total for the number of organisations who were engaged and willing to host events over the week.

LCF exceeded its target of offering 10-12 ‘fringe events’ over the week and delivered 35 sessions from 26 participating organisations. There is no data on the number of work experience placements offered throughout the week. The Education Unit are identifying ways that this can be captured for LCF 2020, and through follow-up evaluations of LCF 2019 after one year. Once again, anecdotally, a number of teachers and pupils identified that they had secured offers of work placement and closer links between the businesses and the schools. Education and Employers (one of the participating organisations) also used the week to generate more industries to join their expanding base of businesses who are happy to work with schools.

Evaluation method

The evaluation of LCF is based a combination of the quantitative data on participation and attendance of pupils, schools and organisations and the qualitative data on the experiences of pupils, teachers, organisations, the Working Party and event organisers. The qualitative feedback was collected in the following ways:

- ❖ **Hardcopy pupil surveys** were given to pupils whilst they were at the Guildhall Complex after they had completed their event/workshop
- ❖ A link was sent to schools to an **online pupil survey**
- ❖ Schools and education providers were sent a link to an **online school survey**
- ❖ Participating organisations were sent a link to an **online organisation survey**
- ❖ The **Working Party** had a reflection session, identifying strengths, areas for improvement, and recommendations for LCF 2020
- ❖ **Email feedback** was collected and analysed
- ❖ **Reflections from the event organisers** were collected and analysed

In total 534 responses were received to surveys. Figure 4 below shows the responses per type of survey and stakeholder group.

Figure 4: Response rate

455 pupils responded to the hardcopy surveys	12 pupils completed surveys online	26 school and education providers completed surveys online	41 companies and organisations completed surveys online
--	------------------------------------	--	---

The survey questions are included in **Appendix 3**.

Strengths

Pupil experiences



94% of pupils agreed that LCF was inspiring



92% of pupils agreed that LCF helped them to think of new jobs

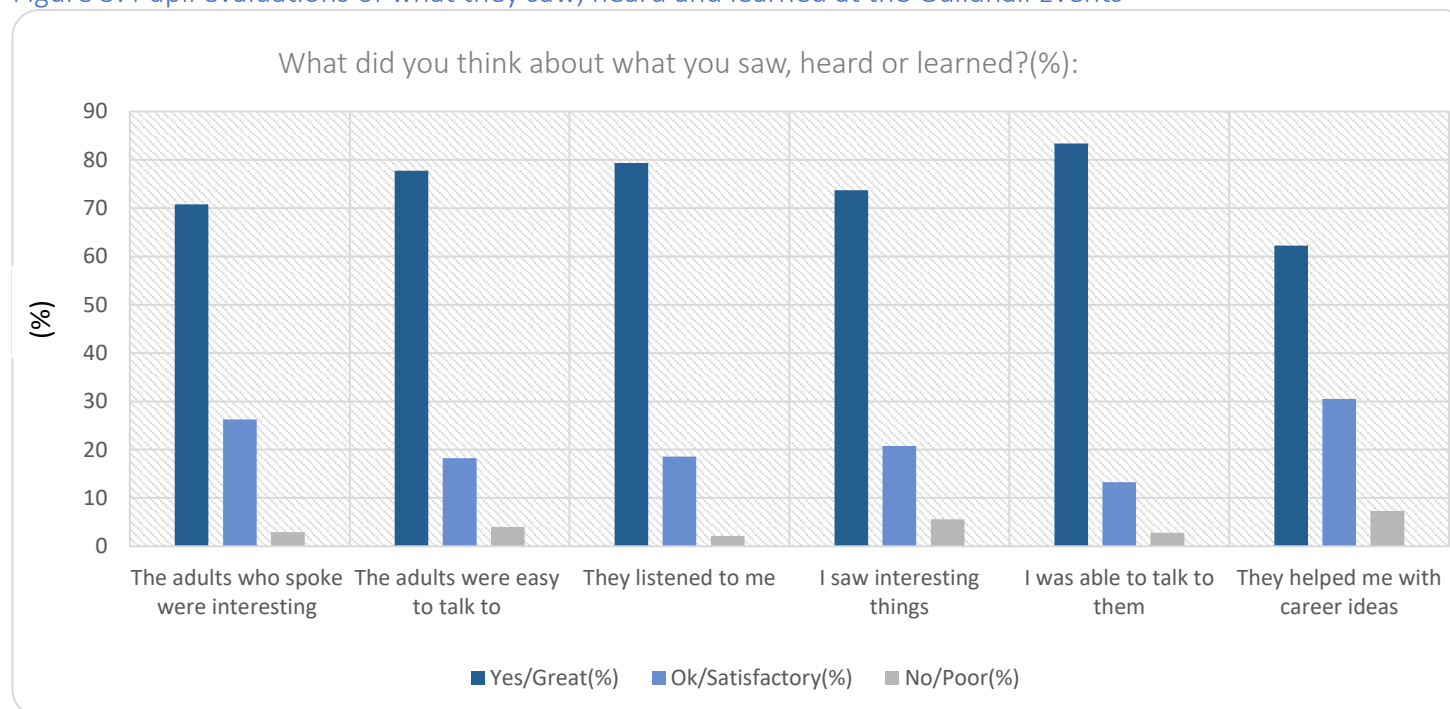


100% of teachers agreed that LCF was informative

The responses to the hardcopy and online pupil surveys identified that overall pupils had positive and enjoyable experiences. 76.4% of pupils said that they found LCF interesting; 70.5% of pupils said they would like to come to LCF again; 71.2% of the pupils said they would recommend LCF to other young people.

When asked to evaluate different aspects of their experience, most pupils responded positively as indicated in Figure 5 below. In the free-text comment boxes, many pupils and teachers commented particularly on the diversity of experiences available, and the range of jobs and industries which pupils were exposed to during the Guildhall Events. There were also comments from pupils and teachers that pupils had a good amount of time to speak to exhibitors and ask questions.

Figure 5: Pupil evaluations of what they saw, heard and learned at the Guildhall Events



"I liked the range of interactive activities and careers that were there and getting involved in them. It was an interesting event to attend and I would love to come back."
A pupil

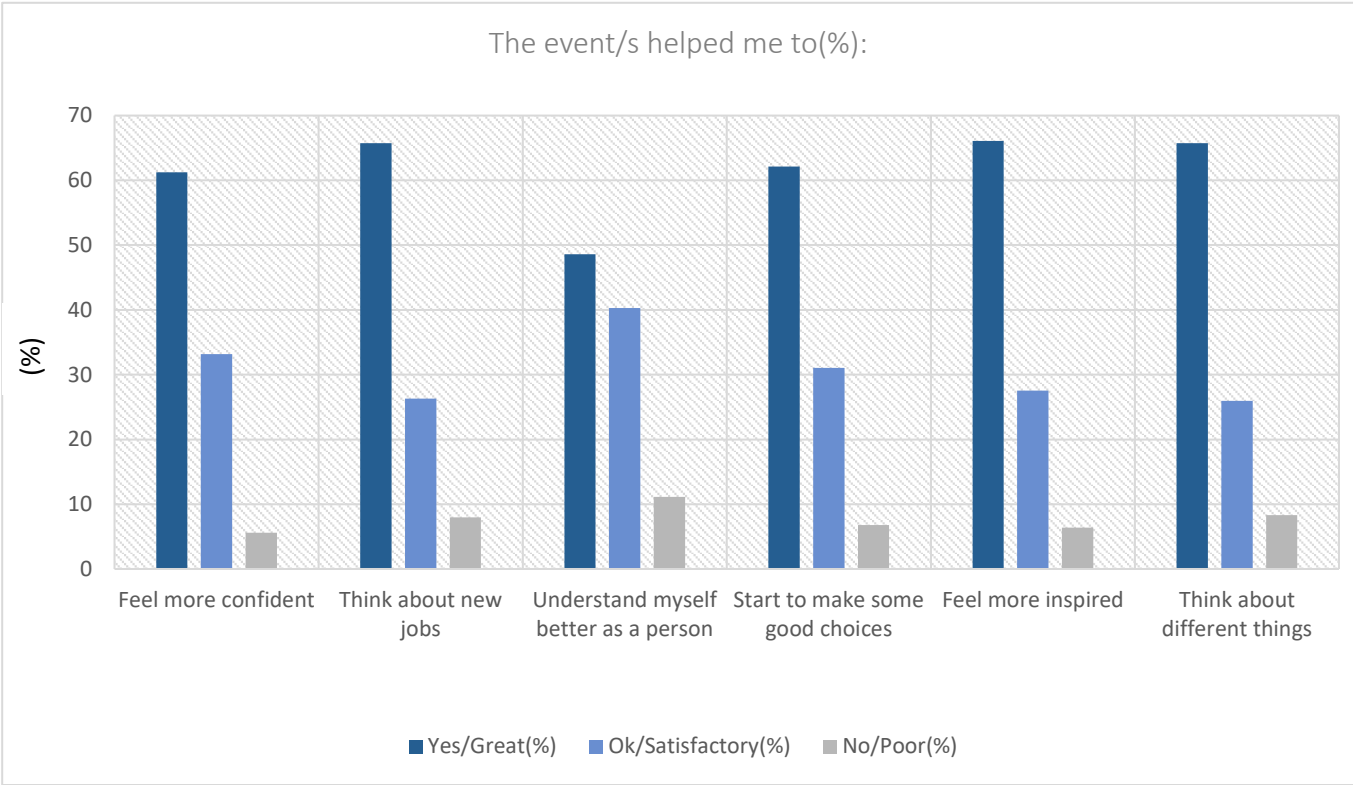
"Thanks again for the Livery showcase. Our year 9 students were saying on the way back, 'that was actually quite good, I thought it was going to be dead, but it was good.' Consider this the highest form of accolade! In all seriousness it was fantastic."
A teacher

Drawing on the aims for the Education and Skills Strategies, Key Performance Indicators (KPIs) for pupil experiences were that pupils felt inspired, informed, and were encouraged to think about their future careers. In the hardcopies and online surveys, pupils were asked how LCF has helped them: 94% of pupils answered that LCF helped them feel more inspired; 92% pupils answered that LCF helped them to think about new jobs; and 93% of pupils answered that LCF helped them to start to make good choices.

“It was a great experience getting hands on with robots. Very insightful and educational. Being able to work independently and overcome challenges has expanded my horizons. Overall great experience.”
A pupil

“The diversity and highlighting of careers which students might not have known about. The hands-on methods of getting students involved which engaged them more than any other careers event I have been to.”
A teacher

Figure 6: Pupil evaluations of how LCF has helped them



It should be noted that the pupil feedback is on the Guildhall events. This is a data gap which we will rectify during the data collection for LCF 2020.

The feedback from pupils was echoed by school staff who completed the online survey. When asked to think about their pupils who attended and answer in relation to their experiences, 96% agreed that LCF was ‘useful’, 100% agreed that it was informative, 100% agree that it helped pupils to think about new careers and 93% agreed that it was inspiring.

Pupil aspirations and skills

A key aim for LCF was to encourage pupils to think about their future careers, both in terms of the general skills and lifestyles attached to various roles (e.g. traveling as part of a job; being in a job which is customer facing) and the specific routes and pathways to particular roles and sectors. From the survey responses, we learnt that 94% of pupils felt that LCF helped them to think about new jobs which is further strengthened by the data collected from pupils on their preferred future job roles and sectors are.

To support pupils to self-reflect on their career ambitions whilst expiring the events, three different activities were developed pitched at the three age-groups who attended. A 'Careers Passport' was developed for primary school children to support them to reflect on what they're learning, a 'Scavenger Hunt' was developed for lower secondary pupils, and a 'Snakes and Ladders' pathway worksheet for post-16 pupils to identify the 'ladders' into careers and the potential risks ('snakes') which could arise. There was also a resource for teachers to take back to schools with ideas for school activities based on LCF.

Whilst pupils were waiting between events, we asked them to write what they would like to do when they leave school on a whiteboard. Analysis from 157 whiteboards presents an interesting picture of the popular aspirations and desired job roles of the young people who participated. This is represented as a word cluster in Figure 7.



Figure 7: Word cluster of pupil responses to 'what would you like to do when you leave school?



After they had attended an event at the Guildhall, pupils were asked in the hardcopy survey to identify the professions (categorised into their sector) which they were interested in for their future careers. 23.5% of pupils selected ‘Arts and Communication’ as the sector they would like to work in, making this the most popular choice. This was followed by Health Science (12%), Sports (10.5%), Science, Technology and Engineering (7.5%) and Online Social Media (7%). The full results are presented in Figure 8 below.

The responses show that participating pupils reflected and thought about their careers while they were at the Guildhall Events of LCF. These conversations were with both primary and secondary school pupils. The responses also provide interesting intelligence into the career aspirations of young people which can be used to inform future events to ensure that there is a strong presence from organisations in the most popular industries.

Through conversations with pupils we discovered that many pupils will not always identify the ‘what’ they want to be but will have ideas about the skills which they might want to use (e.g. being creative; something sporty). This highlighted an opportunity for supporting pupils to think more broadly about their skills development and aligns closely with the Education Board’s Fusion Skills agenda which is committed to supporting learners to develop the transferrable skills which are most highly valued by employers.

We also asked school staff who completed the online schools survey to rate how well LCF supported their pupils to develop Fusion Skills. This data is presented in Figure 9.

Figure 8: Pupil responses to ‘what careers are you interested in?’

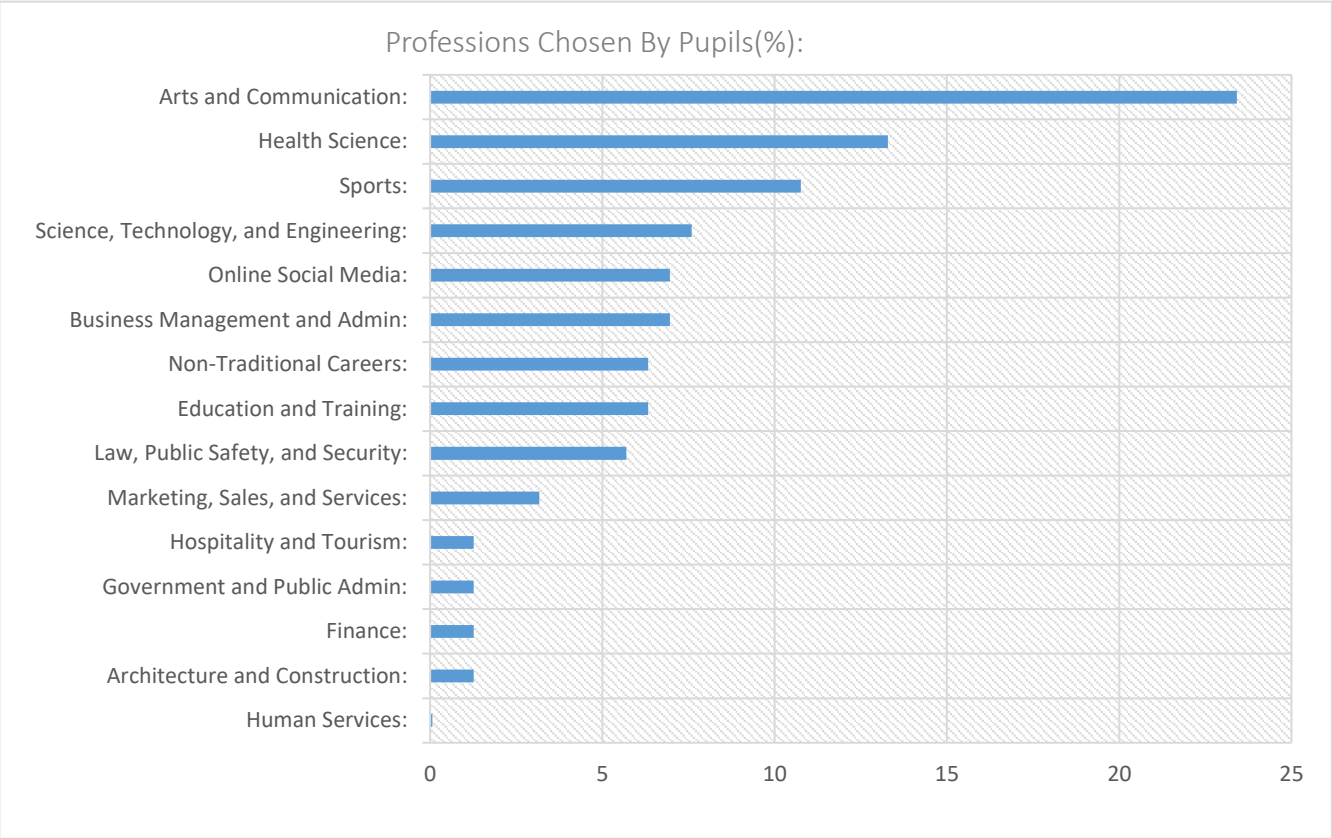
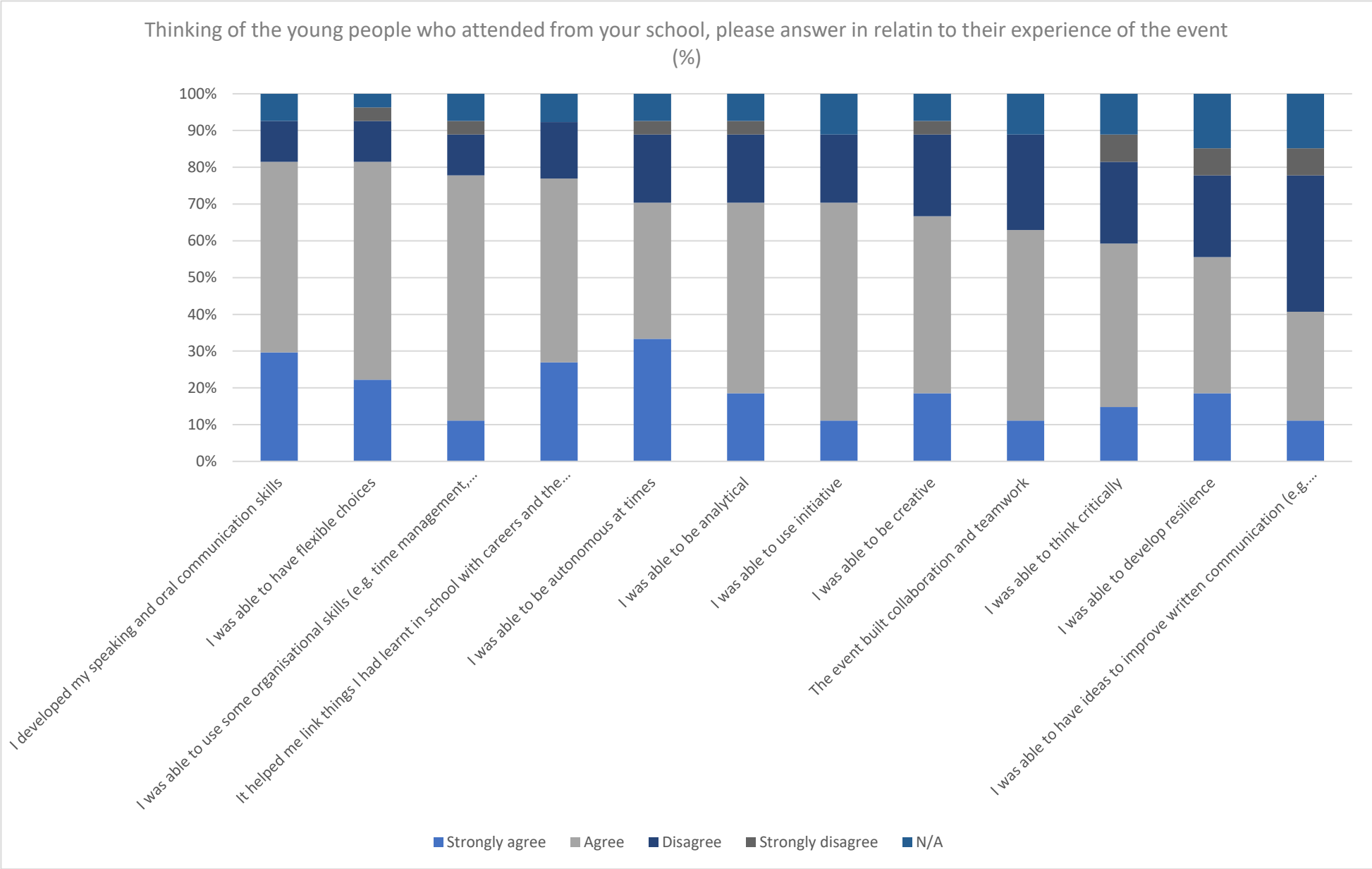


Figure 9: School staff responses to pupils’ development of Fusion Skills during LCF.



It is positive to see that most school staff agreed that pupils developed 11 out of the 12 Fusion Skills and the development of fusion skills was highlighted as a strength of the festival. However, given that the development of Fusion Skills is a key priority of the Education, Skills and Cultural and Creative Learning Strategies, LCF 2020 will have a greater emphasis on pupils’ Fusion Skills development and the aspirational aspects of using skills in future careers.

Organisation/business participation



At the first meeting of the Working Party, attendees agreed a target to engage 250 employers and 50 Livery Companies. In total ‘on the day’ 42 Livery Companies hosted stalls at the LSL Careers Showcase events, 57 organisations hosted stalls at Apprentice 19, and 26 organisations hosted sessions over the three Fringe Days. In total, this equals 125 organisations who actually hosted experiences for pupils over the course of the week. Whilst this falls under the original target, it should be noted that the number of organisations who offered to host sessions for pupils was much higher, however there wasn’t enough demand from schools to fill the spaces. The number of organisations who offered sessions and the total number of sessions which were on offer for pupils is included in Figure 9 below mapped beside the actual ‘on-the-day’ values.

Figure 10: Number of organisations and sessions on Fringe Days compared with offers from organisations

	No. of organisations	No. of organisations who offered sessions	No. of sessions	No. of sessions offered
Creative Careers	13	71	19	145
Financial and Professional Services	4	11	4	15
Digital Industries	9	38	12	42
	26	120	35	202

“It was fantastic to meet a variety of companies, young people and schools. I felt we were able to make a great connection with those that attended.”
Organisation which participated in Apprentice 19

This shows that there were over four times as many organisations offering sessions for pupils over the three Fringe Events than actually took place. Therefore, more accurately, 247 organisations offered experiences for pupils over the course of the week which very closely meets the original target.

The Working Party had agreed a target of 10-12 ‘fringe events’ over the course of the week where organisations would host pupils in their workplaces. Despite the demand for Fringe Events being less than what was on offer, 35 sessions were delivered across the week which was more than double the target.

The level of enthusiasm and willingness from organisations who were contacted to take part in LCF was a definite strength of the project. In the case of the Creative Careers Day, CML was a major asset in engaging CML partners as well as a range of organisations which are not traditionally Creative Industries, but which identify as having a large number of creative job roles or who value creativity as an

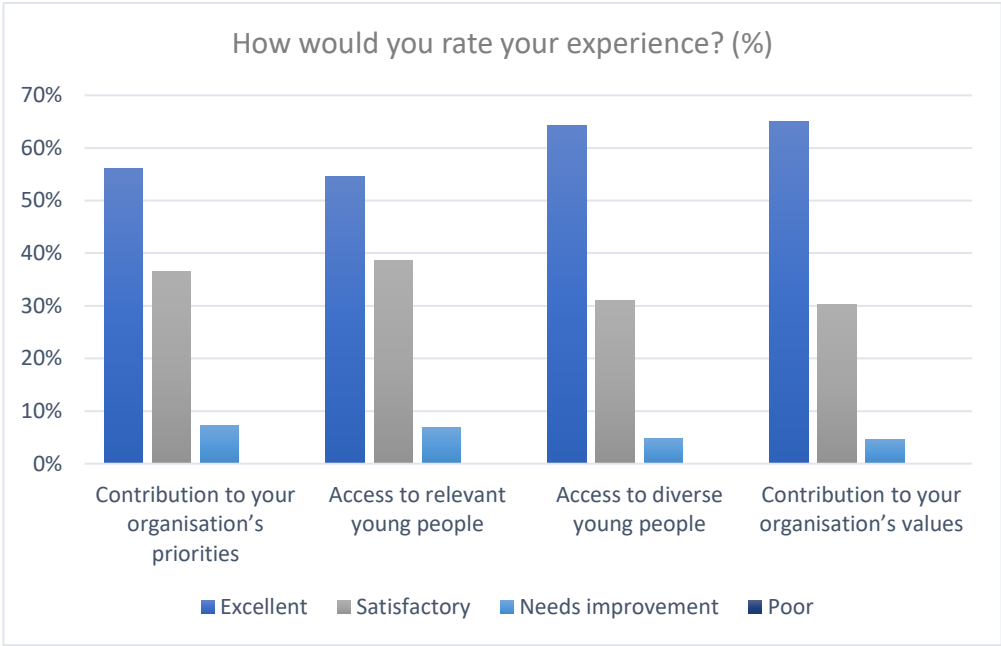
“The opportunity to discover how young people relate to different encouragements and opportunities.”
Organisation which participated in LSL Careers Showcase when asked “what did you like about LCF?”

important workplace skill. ‘Creative Careers’ was the most popular category which organisations identified with, a trend which was reflected in the number of organisations and offers and was matched a high level of demand from pupils.

The programme delivering the Lord Mayor Peter Estlin’s mayoral theme ‘Shaping Tomorrow’s City Today’ supported engagement with businesses and organisations in Digital Industries. This was further enhanced by regular cold calling of organisations inviting them to take part which proved very successful in securing business engagement.

Overall, participating organisations were positive about their experience of participating in LCF with 67% responding that they would be ‘very likely’ to encourage other organisations to participate in LCF next year, and 29% responding ‘somewhat likely’. Most participating organisations were also satisfied with how LCF contributed to their priorities and values and supported them to have access to young people. These responses are captured in Figure 11.

Figure 11: Experiences of participating organisations



Location and venues

There was consensus among pupils, school staff and participating organisations that in the case of the Guildhall events, the venues and location were a strength of LCF. 76.8% pupils who completed the hardcopy survey responded that they ‘liked the room they were in’; 74% of pupils found the room ‘interesting’. There were also positive comments on the venues and location in the responses to the school and education provider survey.

For stallholders and participating organisations, many of the online survey responses praised the venues as inspirational and impressive. It was also commented that the location was central and easy to get to which was considered convenient.

One school commented that it would have been more convenient if these were in one location. However, noting that it is a requirement of secondary schools to support pupils to have workplace experiences, being in workplaces is an important outcome.



“The location was so central and at the same time novel for the audience.”

Organisation participating in LSL Careers Showcase

Event management and support

In the feedback from stallholders, many comments included praise for the communication and support leading up to the event and the on-site support during the Guildhall Events. Stallholders praised the use of City Corporation apprentices as on-site support and stewards over the course of the two days of Guildhall Events.

In total, **18 City Corporation apprentices supported the events**, providing a range of support including: registering schools as they arrived, signposting and stewarding groups of schools, providing support to stallholders, and distributing pupil resources. The presence of apprentices throughout the events also provided pupils the opportunity to ask apprentices about their experience of being an apprentice and the large presence of apprentices demonstrated that many organisations recruit apprentices and it is a prestigious route to many roles within organisations and industries.

“There was loads of support in the run up and on the day.”

Organisation participating in LSL Careers Showcase

Areas for improvement

Timetable and format of events

The ambition for LCF was to be a full week of events for pupils with two days dedicated to Guildhall Events and three days dedicated to Fringe Events. Whilst aspects of this approach did work, in particular that it avoided clashes and enabled schools to access multiple events across the week, this format did also create an imbalance of bookings and pupil footfall across the week. Figure 10 below shows the total number of bookings for each day of the festival.

Figure 12: Total number of bookings on each day of LCF.

Monday	312
Tuesday	1,905
Wednesday	2,693
Thursday	76
Friday	60

Figure 10 shows the imbalance of activity on each of the days across the week, with Friday (quietest day) having 97% less pupil experiences than Wednesday (busiest day). One reason for this imbalance is the comparatively low number of bookings on the three days of the Fringe Events, which as identified in an earlier section, was largely because of low numbers of demand from schools. One reason cited by schools as to why they cancelled bookings on the Fringe Events at last minute, or did not book on at all, was the cost of travel and the requirement to get staff cover. Anecdotally, some schools explained that since they were attending events at the Guildhall it would preclude additional staff cover and travel expenses on another day of the week to attend the Fringe Events.

The imbalance across the Fringe Events (four times as many bookings on Monday than on Thursday or Friday) is both due to the lack of demand from schools and the choices of organisations on which Fringe Event they most identified with. Anecdotal evidence suggested that many organisations which work in technologically-mediated environments, and some which deliver financial and professional services, actively chose to identify with the 'Creative Careers' day because of the emphasis of that skill in their work contexts. This therefore suggests that another reason for the imbalance across the days is the theming of the Fringe Events under broad industry categories.

The Working Party discussed the timetable and format of events in the context of the data and anecdotal feedback and suggested trialling a different approach for LCF 2020. The Working Party suggested:

- ❖ Delivering the event over three consecutive days (rather than five) and running Guildhall Events and Fringe Events simultaneously on those days so that schools can alleviate the burden of travel and staff cover costs by focusing their attendance to LCF on one day.
- ❖ Changing the format of Fringe Events so that they are not categorised under industry areas but by the skills which they prioritise. This suggestion also supports the conversations with pupils who were clearer on the skills they like to use than the industry they want to work in and supports pupils to reflect on their skills development as move through the festival.

These suggestions are reflected in the recommendations for LCF 2020.

Onsite management

In the responses to the hardcopy survey of pupils on their experiences of the Guildhall Events, 81% of pupils said they felt safe during the events, and 17% of those pupils only rated their safety as 'OK/satisfactory'. The obvious target for all LCF events is that 100% of pupils feel completely safe at all times. Whilst there are no comments from pupils who rated their feelings of safety as 'Satisfactory' or 'Poor', and the feedback on the venues was generally positive, we are investigating the feedback on the onsite management to identify the areas for improvement in these areas.

Analysis from the survey responses and email feedback suggests that one area for improvement was that even more signage and onsite communication could have aided the movement of pupils through the events. When asked about 'Communication during the event', 64% of participating organisations answered that this was 'Satisfactory' and 11% answered that it 'Needs Improvement' or is 'Poor'. For schools, 'registration at the event', 'communication during the event' and 'physical facilities' were areas where respondents were most likely to select 'Needs improvement'. Similarly, many of the suggestions from schools and event organisers was on



improvements to the signage and designation of areas, including a space for pupils to eat lunch. Sample comments, which are representative of some of the key themes from this area of feedback, are presented in Figure 11 below.

Figure 13: Sample comments from school staff, event organisers and hospitality staff on suggested improvements to crowd control

Suggestions from schools	More seating needed. Covered area to eat lunch. Access arrangements at the main entrance should be clearer. When inviting a wide range [of ages] it is important for schools to know if students from some colleges and schools are coming unescorted.
Suggestions from event organisers	Thought needs to be given to better signposting, successful event separation and briefings. All stallholders and staff need to be clearly badged.

Taking these suggestions into consideration, the Working Party have suggested the following changes for CLF 2020:

- ❖ Increased and augmented signage around the Guildhall Complex.
- ❖ Introduce a centralised reception area.
- ❖ All people participating in the event (pupils, school staff, organisations and visitors) should wear badges to clearly show which events they are participating in.
- ❖ Designated areas for pupils to wait between events, eat their lunch, and congregate with their schools. Increased and augmented signage should support this.

Exhibition and workshop content

Whilst many pupils and school staff responded that pupils’ experiences of LCF were inspiring and informative, two areas for improvement which were highlighted in the feedback was the age-appropriateness of the exhibitions and stalls, and the relevance of the content for disadvantaged pupils. 19% of school staff who responded to the online survey stated that the relevance to their disadvantaged young people was an ‘area for improvement’ (81% selected that it was excellent or satisfactory). This is an area which requires further conversations with school staff to identify the main barriers which might have been facing disadvantaged pupils during the event so that these can be addressed for LCF 2020. Some school staff also commented that the content of exhibitions and workshops was not always age-appropriate, however this may have been caused by the format of the event which allowed multiple age groups to visit events in one day. For next year’s event, age groups will be assigned to particular days.

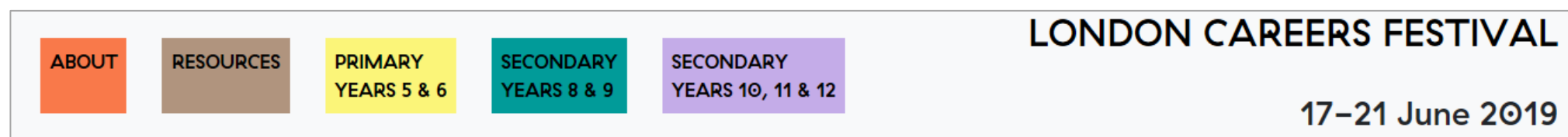
The LCF Working Party discussed the feedback on age appropriateness and identified that a potential solution would be to demarcate age groups even further and use the three consecutive days to tailor the content to three distinct age groups. The Working Party suggested the following format:



- ❖ Day 1: Years 5 and 6
- ❖ Day 2: Years 9 and 10
- ❖ Day 3: Years 11, 12 and 13.

It was also felt that this model could prevent issues with onsite management since on Day 1 and Day 2, and all pupils must be accompanied by teachers, however on Day 3 where pupils would be 16+, they could walk around the exhibition unaccompanied thus eliminating any confusion. These suggestions are captured in the recommendations for LCF 2020.

Website and marketing



LCF had a distinct brand and identity, with a logo, colour themes, and bespoke marketing materials including GIFs and animations for social media distribution. Overall, the look and feel of the branding was considered a strength of LCF and was consistently used in promotional materials and in the on-the-day information packs and pupil resources.

A unique website was developed for LCF with a distinct URL (www.londoncareersfestival.org.uk). The website pages included an 'About' page with information on the event, a 'Resources' page including details of the partners and participating organisations, and links to EventBrite booking links for schools to book pupils onto events which were separated by pupil age groups. Whilst the website supported the organisation of the event in allowing schools to self-book and act as an information point, it did not have the full functionality which would be rectified for LCF 2020. This was largely due to time constraints (website development began in December to be launched in March) and also a tight budget window. It should also be noted that due to the timescales and the available budget, only £1K was spent on the development of the website which is remarkably cheap in comparison to benchmark costs for website development in the region of £15K.

46% of schools and organisations found the website 'Satisfactory' and 15% suggested that the website 'Needs improvement'. Relatedly, 8% of schools felt that the booking process 'Needs improvement'. Some schools also commented that the website was 'unavailable' for one week close to the events which prevented them from booking pupils onto events. This feedback from schools was anticipated, and the development of a fully functional website with an integrated booking system was identified by the Working Party as a priority for LCF 2020.

Data collection

As LCF 2019 was the first full week of its kind, it was important to conduct a detailed evaluation to provide baseline data for determining impact and to be used as a tool for continued improvement for partners and stakeholders including pupils, teachers, businesses and the event organisers. Whilst the data monitoring and collection

before and during LCF was adequate to provide this evaluation and establish a baseline, this is also an area for improvement since it was largely reliant on manual aggregation and analysis which is more resource intensive. For LCF 2020, the central team will improve its data collection and monitoring systems and seek to automate this through a more effective online booking system for LCF events which has integrated data analysis functions. The monitoring and evaluation of LCF 2020 should also gather information on the number of work experience placements secured by pupils as a result of the event and further consideration should be given to measuring the long-term impact of the festival of pupils' aspiration, choices and pathway.

Recommendations for LCF 2020

Seeking to enhance the strengths and address the areas for improvement, the LCF Working Party and officers from the Central Team have provided the following recommendations for LCF 2020.

Event format

1. To give schools optimal opportunity to travel pupils back to the school in reasonable time, LCF 2020 events should start earlier and finish by 3pm.
2. To support schools who require transport and staff cover to attend LCF events, Fringe Events in LCF 2020 should run on the same days as the Guildhall Events so that schools can take pupils from one to the other without the need for additional staff cover.
3. To ensure consistent and manageable numbers spread across the days of LCF (avoiding very busy days and quieter days), LCF 2020 should run over three consecutive days with equal numbers of slots on each day, including both Fringe Events and Guildhall Events.
 - a. To augment the benefits of having a 'primary day' and noting that many post-16 pupils have different requirements than younger pupils, consider organising the three consecutive days according to age group: Years 5 and 6; Years 9 and 10; Years 11, 12 and 13.
4. To support pupils to reflect on their skills development, LCF 2020 Fringe Events should not be themed by industry but by the Fusion Skills they prioritise. This will support pupils to identify which skills they would like use in the future and therefore broaden the opportunities which might be available to them.
 - a. The data collected on pupils' future career ambitions should be used to inform how job roles can be grouped under the skills they use (e.g. 'footballer' was a popular career ambition and could be linked with other roles which prioritise teamwork and resilience).

Sign-up and cancellation

5. To support schools where there may be issues with staff cover, schools should be invited to making bookings for a whole class of pupils.
6. To prevent last minute cancellations due to travel and/or staff cover, schools should be asked to book events after these arrangements have been confirmed and not before. Since the biggest area for cancellations was the Fringe Events, running these on the same day at the Guildhall Events will allow schools to book travel and staff cover for a consolidated period of time.

Logistics and management

7. To continue to ensure the events are well-organised and managed, LCF 2020 should have a designated Project Officer who is the central point of contact for schools and participating organisations.

8. To ensure the safety of the pupils and prevent congestion during the Guildhall Events, there should be increased and augmented signage around the Guildhall Complex, and all people participating in the event (pupils, school staff, organisations and visitors) should wear badges to clearly show which events they are participating in.
9. To prevent bottlenecks and increase the flow of traffic at the Guildhall Events, LCF 2020 should have designated areas for pupils to wait between events and eat their lunch. Increased and augmented signage should support this.

Website and marketing

10. To further increase the attendance from schools, LCF 2020 should be advertised early, preferably in the Autumn Term, and shared through social media platforms, schools' networks and local authorities well in advance. Advertising should use pictures and videos from LCF 2019 to help showcase the event.
11. To improve the website and booking system and minimise complications leading up to the event, preparations for LCF 2020 should prioritise commissioning a new website with an integrated booking system and calendar.

Exhibitions and workshops

12. To ensure that exhibitions and workshops are relevant and age-appropriate, participating organisations in LCF 2020 should be asked to complete a short brief of their stall/exhibition including the targeted age group. Running the event over three consecutive days themed on 'age group' should support us to ensure that the events are being accessed by the appropriate aged pupils and will support organisations to develop/modify their exhibitions as needed.

Evaluation and data collection

13. To ensure effective data collection for the event, and so support proper evaluation and impact measurement, the new booking system for LCF 2020 should ensure effective measurement of: number of bookings, number of different schools (primary and secondary), number of different participating organisations, and number of cancellations.

APPENDICES

Appendix 1: London Careers Festival Working Party Membership

Henry Colthurst (Chair)	Chairman of Education Board
James Adeleke	CEO Generation Success
Anne Bamford	Strategic Education and Skills Director
Timothy Campbell	Co-opted Member of Education Board
Helen Esmonde	Past Master Stationer, Stationers' Company
Caroline Haines	Member of Education Board
Lis Goodwin	Chair of Livery Schools Link
Barbara Hamilton	Head of Adult Skills and Apprenticeships, City Corporation
Claire Holdgate	Events Manager, City Corporation
Mark Jarvis	Head of Finance, City Corporation
Hamish Mackay	Acting Head of iWork, Islington Council
Rosemara Mather-Lupton	Culture Mile Partnerships Officer, Culture Mile Learning
Chris Oldham	PA and Events Coordinator, City Corporation
Chandni Tanna	Media Officer, City Corporation
Claire Tunley	Head of Employability, City Corporation

Appendix 2: List of participating organisations

2.1 List of Livery Companies participating in LSL Careers Showcase

Accountants	Insurers
Air Pilots	Joiners & Ceilers
Architects	Management Consultants
Bakers	Marketors
Barbers (Medicine)	Masons
Basket Makers	Master Mariners
Blacksmiths	Nurses
Brokerage City Link	Painter-Stainers
Butchers	Patternmakers (Shoes)
Clockmakers	Paviors
Coachmakers	Pearsons
Cooks	Poulters
Educators	Public Relations
Farmers	Saddlers
Fishmongers	Salters (Chemistry)
Foodie Group	Santander
Framework Knitters	Scientific Instrument Makers
Gardeners	Shipwrights
Goldsmiths	Spectacle Makers
Horners	Surveyors
Information Technologists	Upholders

2.2 List of organisations participating in Apprentice 19

AAT	LDN Apprentices
Accenture	Leadership Through Sport & Business
ADA	Leigh Academy Trust
AELP	N2 Group
AON	Paragon
Barclays	Pearson College
Babington	Pearson PLC

BBC Bloomberg British Army The Brokerage BPIF Builders Merchants Federation F E Burman BA Big Creative Capgemini City & Guilds City Corporation CH & CO Group CPI Delga Group Euromonitor Evening Standard/ ESI Media Good Schools Guide Google Hawk Training Hobs 3D HS2	Park Communication Peabody Trust Precision Printing The Prince's Trust PWC Queen Elizabeth Scholarship Trust Queen Mary University RAF Ravensbourne University Ricoh Royal Navy Shepherds Bookbinders + QBAS Skills Training UK Southwark Council The Telegraph Troup Bywaters + Anders University of West London White Hat KPMG J.P.Morgan Investment 2020
--	---

2.3 List of organisations running workshops at Guildhall Events

Education and Employers	Bricks McGee
-------------------------	--------------

2.4 List of organisations participating in Fringe Events

Creative Careers Event	
21 Construction Arts Emergency Barbican Centre Backstage Tour Beaumont Business Centres Big Sky Studios Bloomberg Culture Mile Learning Workshop	GSMD London Metropolitan Archives Open Spaces Workshop St Paul's Cathedral The City Centre Workshop DG Cities (City challenge workshop)
Financial and Professional Services Event	
AON Indigo Planning	Mace Societe Generale
Digital Industries Event	
Barclays Birbeck & Makers Google HubHub	LendInvest London South Bank University Metropolitan Police Cyber PPG Team Microsoft Makers Champion

Appendix 3: Survey Questions

3.1 Online pupil survey

Question	Answer options
----------	----------------

➤ What is your age? What school do you currently attend?	<i>Comment box</i>
➤ What did you like about the event? (Please tick all that apply) <ul style="list-style-type: none"> ○ Did you like the room you were in? ○ The room was nice and appealing? ○ Was it interesting? ○ I felt safe in the environment ○ Did you feel safe? ○ The programme was interesting 	<ul style="list-style-type: none"> • Yes • No • Satisfactory (Ok)
➤ What did you like about the event? (Please tick all that apply) <ul style="list-style-type: none"> ○ The adults who spoke were interesting ○ The adults were easy to talk to ○ The people listened to me ○ There were interesting things to look at ○ I had the chance to speak to people ○ I received help with my career ideas 	<ul style="list-style-type: none"> • Yes • No • Satisfactory (Ok)
➤ The event helped me to (Please tick all that apply) <ul style="list-style-type: none"> ○ To feel more confident ○ To think about new jobs ○ To understand myself better as a person ○ To start making some good choices ○ To feel more inspired ○ To think about different things 	<ul style="list-style-type: none"> • Yes • No • Satisfactory (Ok)
➤ Would you like to come to another careers event?	<ul style="list-style-type: none"> • Yes • No
➤ Would you recommend the London Careers Festival to other young people?	<ul style="list-style-type: none"> • Yes • No
➤ What did you particularly like about the event?	<i>Comment box</i>
➤ What do you think could improve the London Careers Festival or the event/s you attended?	<i>Comment box</i>
➤ Is there anything else you would like to tell us?	<i>Comment box</i>

3.2 Online school and education providers survey

Question	Answer options
➤ What aspect of the London Careers Festival was your school involved in?	<ul style="list-style-type: none"> • Creative Industries Fringe Day (Monday) • Apprentice 19 (Tuesday) • Apprentice 19 (Wednesday) • Livery Showcase (Tuesday) • Livery Showcase (Wednesday) • Tech Industries Fringe Days (Thursday) • Financial & Professional Services Industries (Friday)
➤ The main age groups that were the focus of your school's involvement (mark all that apply)	<ul style="list-style-type: none"> • Primary (aged 9-11 years) • Secondary (aged 12-16 years) • Upper Secondary (post 16 years)
➤ Rate your overall event experiences <ul style="list-style-type: none"> ○ Overall event ○ Invitation to participate ○ Booking process ○ Information prior to the event ○ Communication during the event 	<ul style="list-style-type: none"> • Excellent • Satisfactory • Needs improvement • Poor

<ul style="list-style-type: none"> ○ Communication after the event ○ Website ○ Physical facilities at the event ○ Event staff and volunteers ○ Accessibility (ease of getting to the event) ○ Registration procedures at the event ○ Value for money ○ Links to your school's careers curriculum ○ Relevance to your young people ○ Relevance to your disadvantaged young people ○ Contribution to your school's priorities ○ Contribution to social mobility of your young people ○ Overall impact 	
<p>➤ Thinking of the pupils or young people who attended from your school please answer in relation to their experiences of the event & their learning</p> <ul style="list-style-type: none"> ○ It was useful ○ It was engaging ○ It was inspiring ○ It provided new ideas ○ It was informative ○ It made me think ○ It was aspirational ○ It helped me learn about new careers ○ It helped me link things I had learnt in school with careers and the world of work ○ There were encounters with employers ○ There were encounters with employees ○ There were experiences of workplaces ○ There were encounters with apprentices ○ There were encounters with further education ○ There were encounters with higher education ○ I received personal career guidance relevant to me ○ I am enthusiastic about possible future careers ○ I developed my speaking and oral communication skills ○ The event built collaboration and teamwork ○ I was able to use initiative ○ I was able to use some organisational skills (e.g. time management, multi-tasking) ○ I was able to have flexible choices ○ I was able to have ideas to improve written communication (e.g. CV's, emails, style) ○ I was able to be autonomous at times ○ I was able to develop resilience ○ I was able to be creative ○ I was able to be analytical 	<ul style="list-style-type: none"> ● Strongly Agree ● Agree ● Disagree ● Strongly Disagree ● Not Applicable
<p>➤ What you liked about the London Careers Festival was...?</p>	<p><i>Comment box</i></p>
<p>➤ What could be improved about the London Careers Festival was...?</p>	<p><i>Comment box</i></p>
<p>➤ My role in the school is best described as being a:</p>	<p><i>Comment box</i></p>
<p>➤ Optional: I am happy to be contacted about future events related to the London Careers Festival</p>	<p><i>Comment box</i></p>

3.3 Online companies and organisations survey

Question	Answer options
➤ What aspect of the London Careers Festival was your organisation in? (mark all that apply)	<ul style="list-style-type: none"> • Creative Industries Fringe Days (Monday) • Apprentice 19 (Tuesday) • Apprentice 19 (Wednesday) • Livery Showcase (Tuesday) • Livery Showcase (Wednesday) • Tech Industries Fringe Day (Thursday) • Financial and Professional Services Industries Fringe Day (Friday)
➤ The main age groups that were the focus of your organisation's involvement? (mark all that apply)	<ul style="list-style-type: none"> • Primary (aged 9-11 years) • Secondary (aged 12-16 years) • Upper Secondary (post 16 years)
➤ The length of your organisation's participation in the London Careers Festival was:	<ul style="list-style-type: none"> • Too short • About right • Too long
➤ Rate your overall event experience <ul style="list-style-type: none"> ○ Overall event ○ Invitation to participate ○ Support prior to the event ○ Communication prior to the event ○ Communication during the event ○ Communication after the event ○ Website ○ Physical facilities ○ Event staff and volunteers ○ Accessibility ○ Registration procedures ○ Value for money ○ Networking opportunities ○ Access to relevant young people ○ Access to diverse young people ○ Contribution to your organisation's priorities ○ Contribution to your organisation's values ○ Contribution to social mobility ○ Overall impact 	<ul style="list-style-type: none"> • Excellent • Satisfactory • Needs improvement • Poor
➤ What we liked about the London Careers Festival was...	<i>Comment box</i>
➤ What could be improved about the London Careers Festival was...	<i>Comment box</i>
➤ What value do you think is delivered back to your organisation from Careers Festival?	<i>Comment box</i>
➤ How likely is your organisation to be willing to encourage other business, organisations or other departments in your organisation to participate in next year's London Careers Festival? Also, please provide any suggestions of any other businesses, organisations or other departments in your organisation which may be willing to participate in next year's London Careers Festival?	<ul style="list-style-type: none"> • Very likely • Somewhat likely • Not likely
➤ Optional: My role in the company organisations is best described as:	<ul style="list-style-type: none"> • CEO/Director/Partner • Senior Leader • HR • Talent development

- | | |
|--|---|
| | <ul style="list-style-type: none">• Administrator• CSR (Corporate Social Responsibility)• Business development• Outreach• Apprentice• Volunteer• Other (please specify) |
|--|---|