

LONDON CAREERS FESTIVAL 2020

EVALUATION REPORT



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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**. 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

In its commitment to achieve these outcomes, the City of London Corporation successfully entered into a collaboration with The Stationers' Company and the Livery Schools Link to deliver a 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 festival came to be known as the **London Careers Festival** with the first event being held in **June 2019**.

London Careers Festival 2019

The first London Careers Festival was delivered between 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. The Fringe Events were themed on three main industry areas: 1) Creative Industries; 2) Financial and Professional Services; and 3) Digital Industries. Across the week there were:

- 5,046 pupil bookings with pupils from Years 5, 6, 8, 9, 10, 11 and Post-16.
- 113 different schools attending
- 127 organisations hosting events
- 35 different sessions/fringe events delivered

The Festival met its intended target of linking learners to professionals, employers and apprenticeship providers across a range of jobs and sectors. A comprehensive evaluation of the festival was completed which identified areas for improvement and outlined recommendations for the 2020 festival. You can

see a summary of the 2019 LCF Evaluation Report in **Appendix 1**. It was agreed that the festival would be delivered again in 2020 which would adopt the recommendations from the evaluation.

London Careers Festival 2020

Initial Planning

London Careers Festival was planned to be delivered for the second time between 29 June – 1 July 2020. The event would run over three consecutive days, in and around the Guildhall complex, targeting different age groups (primary, secondary and post 16).

The festival in 2020 aimed to adopt and implement a number of recommendations following the evaluation of the 2019 festival. These included

- Improved marketing and communication with schools and pupils via a range of channels including via social media and local authorities
- A greater emphasis on developing pupils' Fusion skills
- An improved website and online booking process
- Enabling school's greater flexibility with the booking process to allow whole classes of pupils to attend
- To carefully consider last minute cancellations from schools
- To support schools to book travel and staff cover for a consolidated period of time
- To improve signage and information around navigating between different events and offers at the Guildhall complex

COVID19

Due to school closures following the COVID19 outbreak, the decision was made in April 2020 to deliver the London Careers Festival virtually over the course of a week (29 June – 3 July). This enabled much wider access and the focus shifted to what pupils and young people could do at home online. The learning and welfare of pupils, staff, partners and everyone involved was prioritised.

The festival remained unchanged in its principle aim to bring together employers and young people, both in and out of workplaces, and with a mix of information, advice, guidance and skills development. Whilst the festival was originally going to be delivered in-person, these same ambitions were retained for the virtual context. Our objectives did not change because of COVID-19, just the methods we used to achieve them.

The virtual LCF 2020 would also be flexible in its approach to attract a target number of pupils, due to the complex nature of the time during which the event was delivered (COVID19). The emphasis would

be more on ensuring that access to skills and career related information continued to be made available to pupils during what can be described as difficult times for many young people. This was to be prioritised regardless of how many pupils the festival may attract eventually.

Realistically, however, we were not expecting the same numbers of engagement at the festival as last year. The festival would seek to deliver 10-15 online sessions across the week for primary, secondary and post 16 pupils whilst not altering our expectations of quality of experience. All organised sessions and activities would still seek to provide impactful experiences for pupils.

Virtual Event

London Careers festival 2020 ran virtually from 29 June – 3 July 2020. The week-long events included both 'live webinars' delivered online by employers and organisations and 'online resources' which schools, pupils and families could explore beyond the dates of the live events.

LCF shifted to an online delivery model which enabled experiences to be delivered flexibly across the week rather than limited to specific days according to pupil age groups. This offered flexibility to all partners who were involved in the delivery of these webinars and resources which was welcomed given the short timeframe they had to develop and prepare for their sessions. Schools were equally able to interact with the festival flexibly for as much or as little as was possible during the week in line with their own schedules and priorities. All LCF 2020 offers are listed below.

1. Live Webinars:

The Corporation partnered with various organisations to host a range of 'live webinars' which focused on aspiration building, skills development and exploring a range of different careers and employment pathways. These included:

- Employer-led webinars exploring specific job roles, organisations and industries
- Webinars exploring different career access pathways e.g. apprenticeships, degrees and more
- Workshops exploring entrepreneurship and entrepreneurial skills
- Virtual Talks from employers
- Online skills building workshops
- Exciting challenges e.g. 'Design your own Welfare Facilities'
- Q&A's with experts and professionals



**83 webinar style sessions
were organised for young
people**



**65 webinar style sessions were
actually delivered**



2 webinar style sessions were delivered specifically for teachers and career leaders



Over 30 different organisations were involved in the delivery of these sessions

The full list of webinars which were offered to schools and pupils is included in **Appendix 2**.

2. Online Resources:

The City Corporation partnered with various organisations to curate a range of ‘online resources’ which also focused on aspiration building, skills development and exploring a range of different careers and organisations. These included:

- Resources exploring specific careers
- Online skills building resources
- Information on a wide range of roles, industries and sectors
- Career quizzes
- Online courses
- Word search
- Pre-recorded videos/interviews from employers
- Pre-recorded lectures/classes
- Online articles/blogs
- Reading materials exploring career journeys of professionals from a range of different backgrounds
- Podcasts
- Links to memberships, jobs and other relevant opportunities
- CV advice
- Activities to do at home
- Useful links



Over 140 skills and career related resources were curated



Resources came from over 60 different organisations

Adapting to a Virtual London Careers Festival

From the outset, there was a determination to ensure pupils could receive the same experiences in a virtual context that they would in a face-to-face event, e.g. speaking with employers and asking questions, hearing about jobs, developing skills through practical and creative exercises, hearing about a range of industries, exploring a wide-range of post-education opportunities.

To ensure that these targets were being met adequately and effectively to continue with our ambitious vision, there were a number of challenges that needed to be addressed, all of which required significant time and effort. These challenges included:

- Preparing employers for the delivery of virtual events

- Setting up an online platform for the delivery of all ‘live webinars’
- Working closely with partners to curate an extensive list of ‘online resources’ for schools and pupils to explore
- Considering all aspects of online safeguarding
- Compiling comprehensive joining instructions for schools and pupils
- Changes to the LCF website to reflect the move to an online delivery model
- Forming new partnerships to support an online delivery model
- Ensure there is strong IT/technical support available across the week
- Enlisting and allocating City colleagues to host all LCF webinars

In addition, the decision to deliver the festival virtually was made in April 2020 leaving organisers with just two months to plan, organise and deliver the festival – a first of its kind. The limited timeframe played a significant role in promotional capacities and how schools/pupils were engaged.

[Event Management and Support](#)

As LCF 2020 moved to an online delivery model, the way in which the festival was managed was different. Additional technical and communication support was required to successfully deliver the event. A temporary technical officer was recruited to support with the delivery of the event.

The online sessions also required support from City colleagues and partner organisations to ensure that an additional safeguarding measure was in place for young people. They came to be known as ‘LCF Hosts’. In total, there were **19 ‘LCF Hosts’** who hosted each LCF webinars/sessions and ensured that they were available to support LCF Presenters with the delivery of the session.

[Costs](#)

A breakdown of the costs associated with the festival can be found in **Appendix 3**. It is to be noted that participating organisations were not charged by the City of London Corporation to take part in the festival and that the main costs incurred were for central staffing to administer and organise the festival and its web development. Many of these costs having a long-term impact which continues to have an impact on our strategies beyond the week of the festival. In addition, the festival continuously proves to be good value-for-money and provide strategic impact in relation to the range of activities and offers it is able to present to all its audiences: businesses, schools and young people.

Marketing and Communication

Overall, marketing for LCF proved effective in widening its reach to new schools and pupils. **Over 50% of teachers** stated, when booking LCF tickets that they had not engaged in LCF in 2019. Similarly, **88% of pupils** confirmed that they had not engaged with LCF previously. See **Figure 12** to the right for a quantitative breakdown.

However, communication with schools was an area which was identified as needing improvement. A close look at qualitative feedback submitted by schools reveal the following:

- Improved communications with schools and partners ahead of LCF allowing plenty of time around relevant deadlines e.g. date by which bookings are to be made. In addition, the time to forward on details of booked events should be longer. Information by email to be sent out earlier so that teachers, pupils and parents have more time to read them before the festival commences.
- LCF bookings to open and close earlier and these are to be confirmed as soon as possible.
- Booking confirmations to be shared with schools and pupils in a consolidated manner e.g. where possible avoid sending separate emails about different bookings
- Improved social media marketing, especially ahead of and during LCF
- Improved communication between the LCF team and partner organisations to provide greater support to partners around session delivery and accommodate 'rehearsals' where appropriate

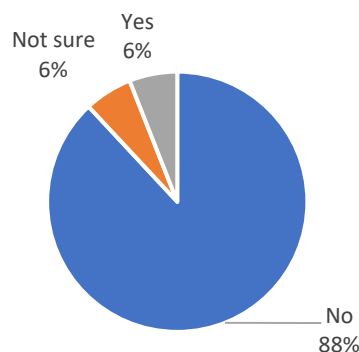
It is to be noted that while the festival was being promoted across a wide range of channels from May, bookings for LCF sessions were only made 'live' in June. This had a significant impact on how many bookings there were for LCF and how quickly joining instructions and other relevant communications could be shared with schools and pupils.

Press and Media Coverage

Press and media coverage for LCF 2020 was led and delivered by the City Corporation's Media Team. The coverage included tweets and LinkedIn posts every Thursday between May and June, using the hashtag **#LondonCareersFestival**. Leading up to LCF, there was media coverage in **City AM**, **City Matters**, **FE Matters** and **London Loves Business**. The purpose of the press and media coverage was primarily to promote the event to schools and further education providers in London to encourage them

Figure 12: Breakdown of whether pupils engaged with LCF in 2019

Did you (pupils) attend the London Careers Festival in person last year?



to sign-up for events over the week. The LCF website provided a key platform to encourage sign ups from schools, pupils and other interested parties which was highlighted in the media coverage.

The London Careers Festival team also worked closely with a number of partner organisations to further promote the festival across a wider network of schools and young people. This was done through a variety of different channels including promoting the festival via partners websites, social media channels, newsletters and other communication channels. Key partners involved in promoting the festival included [LEAN](#), [Into University](#), [Islington Council](#), [Culture Mile Learning](#), [London Learning at Home](#), [Careermap](#), [Innovate Finance](#), [educ8all](#), [Governors for Schools](#), [AccessHE](#), [Natwest Dream Bigger Team](#), [PwC and TechSheCan Team](#), [Talentino](#), [Lord Mayor of London](#), [Education and Employers](#), [City Matters](#), [City Academy Hackney](#), [Bow School](#), [Croydon College](#), [New City College](#) and [IPEM](#).

Turnout (Schools and Pupils)

[LCF Bookings](#)



**2,834 bookings were
made for LCF Webinars**



**LCF bookings came from
72 different schools**



**91% of these schools were
based in Greater London**

A total of **72 different schools and sixth form colleges** registered for London Careers Festival 2020 events/webinars. It is to be noted that many schools engaged with LCF for more than one webinar. After removing all duplicate cases where schools attended more than one event over the week, 72 different schools attended events at LCF 2020.

Schools who engaged with LCF webinars included:

- The City of London Family of Schools
- Partner schools of Livery Schools Link
- Partner schools of The Stationer's Company
- A range of schools from across Greater London
- Several schools engaged through social media, word-of-mouth, advertising with Multi-Academy Trusts and other partnering organisations

A full breakdown of bookings for LCF webinars over the course of the week is detailed in **Figure 1 and 2** below.

Figure 1: A quantitative breakdown of tickets booked for LCF webinars across the week

Date	No of LCF Sessions	No of tickets booked
Mon 29 June 2020	12	534
Tues 30 June 2020	14	797
Wed 1 July 2020	12	484
Thurs 2 July 2020	13	518
Fri 3 July 2020	12	501
Total bookings across the week		2,834 tickets booked

Figure 2: A quantitative breakdown of tickets booked for different ages of pupils across the week

Age Group	Tickets booked
Post 16 pupils	914 bookings
Secondary pupils	1,589 bookings
Primary pupils	315 bookings
Total bookings across the week	2,834 tickets booked



56% of the bookings were made for secondary pupils



11% of the bookings were made for primary pupils

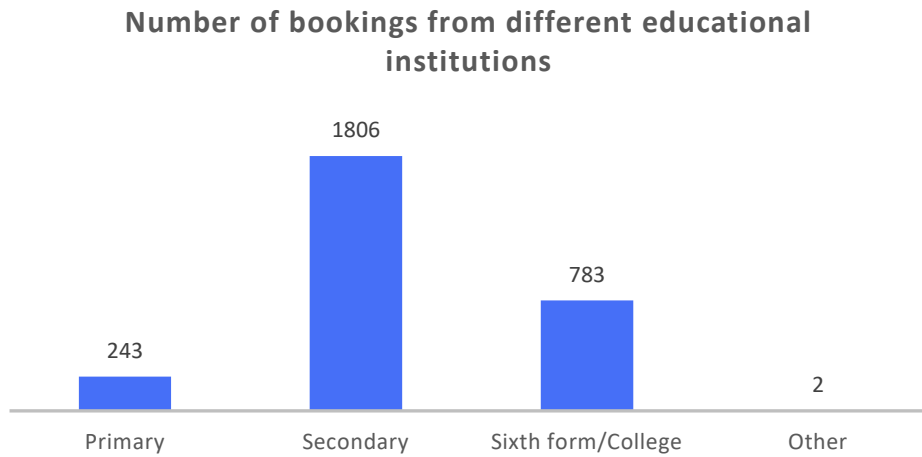


33% of the bookings were made for post 16 pupils

Other key data around LCF bookings

Bookings numbers for LCF 2020 reveal that **64%** of the bookings were made for secondary pupils, followed by **28%** for sixth form/college pupils and **8%** for primary pupils. A full breakdown of this data is included in **Figure 4** below.

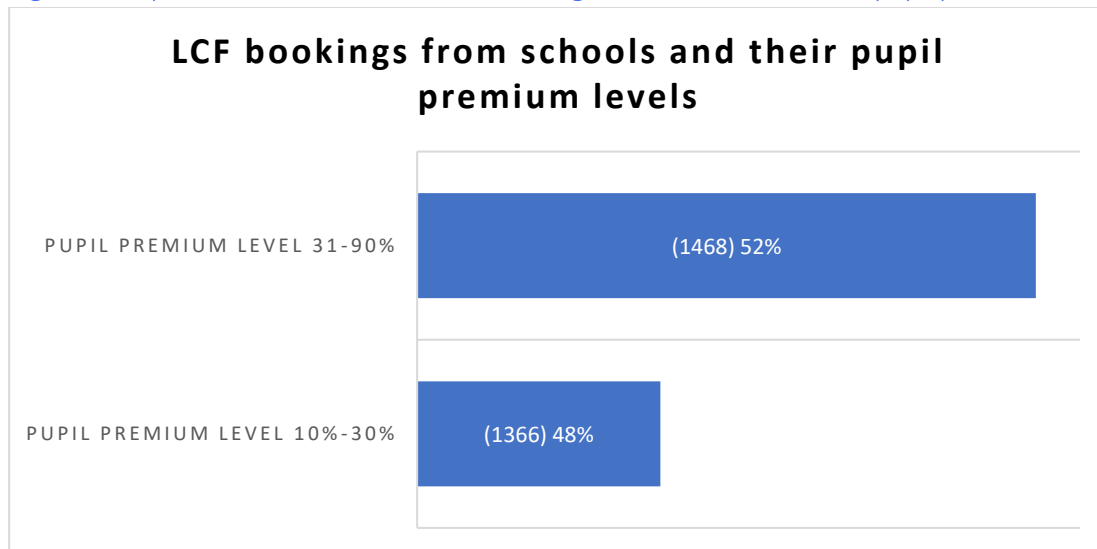
Figure 4: A quantitative breakdown of tickets booked by different educational institutions



Pupil Premium Levels

Concerted effort was made to ensure that schools with high pupil premium levels were engaged in the festival and its offers. In fact, **52%** of all LCF bookings came from schools with pupil premium levels at 30% or higher. A full breakdown is included in **Figure 5** below.

Figure 5: A quantitate breakdown of LCF bookings from schools and their pupil premium levels



Attendance

Due to the virtual nature of LCF Webinars, recording pupil's attendance anonymously proved to be difficult. For safety purposes, no young people were asked to leave their personal details to confirm attendance. As a result, colleagues from City of London Corporation who hosted LCF sessions were asked to note this for each session. This meant that we had to rely on data gathered by LCF hosts through observation and being present in the session itself.

It is to be noted further that there were cases where we had been informed that a teacher had multiple pupils attend a session as a group from one log-in/computer. This was particularly the case for primary classes because these classes had returned to school. So even though, it appeared from observation that there was just one pupil attending per user, in reality there were multiple pupils attending some LCF sessions.

While noting the above caveats, a breakdown of LCF webinars with highest attendance rates is listed in **Figure 6** below.

Figure 6: Breakdown of LCF webinars with highest attendance rates

Date	Session Name	Organisation	Attendance Numbers	Age Group	Who made the bookings ?
30-Jun-20	AccessHE: Communication Skills with the Speakers Trust	Access HE	55	Post 16	Pupils
29-Jun-20	AccessHE: Law in Action with the University of Law	Access HE	53	Post 16	Pupils
02-Jul-20	AccessHE Live: Choosing the right University	Access HE	39	Post 16	Pupils
29-Jun-20	Careers in accounting	PwC	33	Secondary	Pupils
02-Jul-20	Resilience	PwC	23	Secondary	Pupils
30-Jun-20	Sir Robert McAlpine Construction Challenge - Design Your Own Welfare Facilities	Sir Robert McAlpine	60	Primary	Teachers
01-Jul-20	London Mithraeum Bloomberg Space - Introduction to London Mithraeum Bloomberg Space	London Mithraeum Bloomberg Space	35	Primary	Teachers
29-Jun-20	Education and Employers Primary Futures	Education and Employers	32	Primary	Teachers
29-Jun-20	Barbican: Careers in the arts: panel discussion and Q&A with staff members from the Barbican Centre	Barbican	30	Post 16	Teachers
03-Jul-20	AECOM: What is Building Services Engineering?	AECOM	26	Secondary	Teachers
01-Jul-20	Role Models - Creativity and Problem-Solving Skills	Role Models	21	Primary	Teachers

Figure 6 would seem to indicate the following:

- For secondary and post 16 cohort, attendance rate is higher when booking process can be completed by pupils directly
- Sessions which include a project/assignment/challenge is more attractive to schools and pupils
- AccessHE had some of the best attendance rate for their sessions. Their registration process was very simple and short (requiring only name and email) and has used the platform YouTube Live to host. YouTube Live was not a platform that was not used by any other organisations to host their session(s)

Booking and Onboarding Process

Schools and organisations commented that the booking system and onboarding/joining process could be made simpler, clarified further and made easier to navigate. An analysis of written feedback submitted by both schools and organisations reveal the following areas for improvement:

- Booking process still proved 'confusing' to some schools and pupils and requires additional clarification. Having additional filters on the Book page of the website was suggested by some schools and organisations
- A way to consolidate bookings for multiple events would be favourable
- **Figure 6** above also highlighted that attendance rates were higher when pupils were able to book onto sessions themselves (instead of requiring a teacher to make bookings). This would indicate that enabling pupils to make bookings themselves (at least for the post 16 cohort if not secondary pupils too) would be desirable. Primary pupils can only be made by teachers/parents due to safeguarding reasons.

Cancellations

Due to a number of reasons, including those stated above around the challenges surrounding attendance, booking processes and onboarding, and, last minute illness; there were a few LCF webinar sessions which were cancelled at least 1-2 days before the day of its delivery. Additional sessions were also cancelled last minute due to young people not turning up. So, at the end of the week, there were a total of **20 sessions which were cancelled**. Overall, however, partners expressed a general understanding around the challenges surrounding pupil engagement, particularly in light of COVID19.



**83 webinar style sessions
were organised for young
people**



**63 webinar style sessions were
actually delivered**

It should also be noted here that there was a very small marketing window to schools and a very tight turnaround time from marketing, to sending joining instructions which had an impact on number of pupils who attended LCF webinars. In some cases, joining instructions were sent less than 2 working

days before the event. So, a key learning for future LCF's is that lead-in time for teachers and pupils to engage, especially in online content, should be as long as possible. In addition, once bookings have been made, schools and pupils should receive joining instructions as far in advance as possible and no later than a week in advance.

Other factors which is likely to have also had an impact on the attendance rate and cancellations, identified anecdotally by teachers, pupils and other interested parties included:

- Schools and pupils under increasing pressure due to COVID19
- Schools and pupils having to adapt to a new way of engaging with external events
- Schools finding it difficult to engage pupils remotely in their academic learning. Challenges are significantly higher for non-academic offers such as LCF events
- Lack of motivations amongst pupils
- Lack of confidence within young people to operate within a digital environment and engage with employers
- Lack of access to technology and suitable environment for learning
- Distractions from home for pupils

Turnout (Organisations)



**92 Organisations in total
participated in LCF 2020**



**48% of these partnerships
were new partnerships**

Overall responses from organisations were really positive for LCF 2020. Many agreed to be very flexible and forthcoming with what they were able to offer e.g. a webinar or online resources.

- **32 organisations** delivered 'live webinars'.
- A further **60+ organisations** were involved in curating 'online resources' which were made available for schools and pupils to explore at home.

This brought the **total number of participating organisations to 92+**. A further 5 organisations had either organised or were hoping to be involved in LCF 2020 but were unable to due to last minute cancellations from schools or because we did not have the capacity to accommodate further sessions. Therefore 97 is a more accurate total for the number of organisations who were engaged and willing to host events over the week.

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 feedback was collected in the following ways:

- **Surveys** were given to pupils after they had completed their LCF webinar/event
- 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** will have a reflection session in September 2020 to identify strengths, areas for improvement, and recommendations for LCF 2021
- **Feedback via emails** was collected and analysed from teachers and partner organisations

The survey questions are all included in **Appendix 4**.

Strengths

Pupils Experiences



87% of young people said LCF helped them to think about their future



84% of young people said they enjoyed joining the festival online

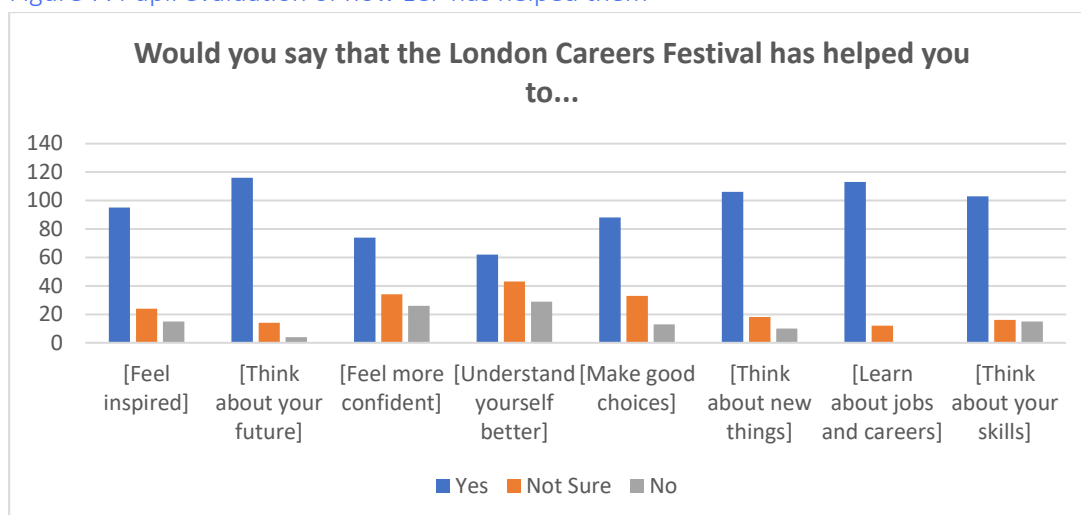


84% of young people said LCF helped them to learn about jobs and careers

The responses to the online surveys reveal that overall pupils had positive and enjoyable experiences of the festival and its offers. **71% of young people** said that LCF helped them to feel inspired, **77% of young people** said LCF helped them to think about their skills and **79% of young people** said that LCF helped them to think about new things.

When asked to evaluate different aspects of their experience, most pupils responded positively as indicated in **Figure 7** below.

Figure 7: Pupil evaluation of how LCF has helped them



In the free-text comment boxes, many pupils also commented on the usefulness of the sessions, appreciation for the information that was made available and overall, the festival being something they enjoyed taking part in. In fact, none of the responses from young people in the comments section were around something which had gone wrong or something which requires improvement.

"I believe the London Career Festival is very informative and useful when it comes to picking a career"

A Year 9 Pupil

"I really enjoyed it. I liked to feel involved 😊"

A Year 6 Pupil

"Just thank you, it was a really great opportunity to learn more about our options."

A Year 12 Pupil

"A very interesting and well-prepared talk that helped me learn about myself"

A Year 10 Pupil

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 **84% 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 as they interacted with LCF webinars and explored online resources, a worksheet was created and shared to help evaluate key learnings from what they explored and evaluate those learnings against the 12 Fusion skills.

Online delivery model

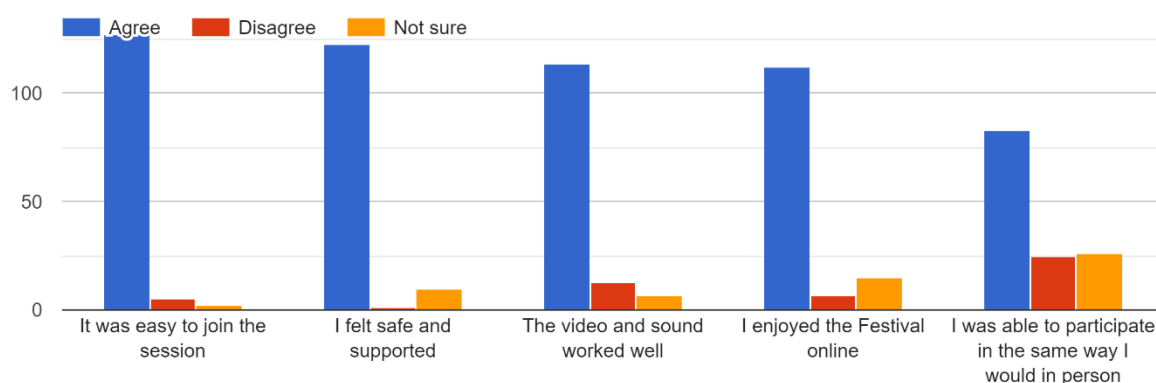
Pupils were also asked about their experience of joining the festival online. A total of **95%** of pupils agreed that 'it was easy to join the session', **92%** agreed that 'they felt safe and supported', **85%** of pupils agreed that the 'video and sound worked well' and **84%** agreed that they 'enjoyed the festival online'. This indicates that an online delivery model is effective in engaging young people in skills and career related provisions.

95% of young people agreed that it was easy to join LCF sessions (online)

However, **only 62%** of pupils agreed that they were able to participate in the same way as they would in person (i.e. a physical festival). One teacher also commented, *'Thanks for all the hard work to support the students. The online does not have the same buzz but it is still a great opportunity in the current situation'*. This would indicate that there is a continuous preference for in-person experience suggesting that a hybrid delivery model where pupils can participate in both online and physical experiences would be desirable.

Figure 9: Pupil Responses to 'What did you think about joining the festival online?'

What did you think about joining the session online?



Teachers' Experiences



87.5% of teachers said they would book pupils onto events next year



87.5% of teachers said they would recommend LCF to other teachers and schools

London Careers Festival has always had a strong focus on working closely with schools/teachers. In fact, bookings for all events except (2 sessions) were completed by teachers for data protection and safeguarding purposes.

Teachers were asked to complete an online survey at the end of the festival to provide an opportunity for them to give feedback. While there were quite small numbers of responses (8 responses were submitted in total) overall teachers indicated that LCF provided valuable experiences for their pupils.

“Accessibility for all pupils regardless of where they were”

(Things I liked about LCF)

A Teacher

“Choice of sessions from different career sectors and HE. Timings were the right length and spread through the day. Adviser / Teacher access meant safeguarding and student interaction was supported.”

A Teacher

100% of the responses from teachers were positive for the following aspects of the festival – overall event, presentations from session facilitators, interactive sessions, relevance to young people, relevance to the careers and skills curriculum, relevance to your school’s/college’s priorities and contribution to social mobility. One of the responses highlighted a need for improvement for offers which had relevance to disadvantaged young people and supported long-term impact.

When evaluating practical aspects of joining the festival, teachers again highlighted that ‘communication during the event, online platforms used, sound and video quality and event staff’ were (Excellent/Satisfactory). However, a number of areas were highlighted by teachers as things that (Need Improvement) when it comes to looking at practical aspects of the festival. These include:

- London Careers Festival Website
- Finding the sessions most relevant to your pupils (on the website)
- Booking process
- Joining instructions and pre-event information
- Accessibility (for teachers and pupils joining the event)
- Length of sessions

An analysis of feedback provided in the free-text comment gives further details around the above and additional points to improve, including:

- Adding a deadline for LCF bookings to prevent sessions being cancelled
- Improved email communication between school and LCF staff prior to event
- Greater clarity on the website about what specific events involved so we can target relevant pupils
- For there to be longer sessions as they allow more conversations & interactivity
- Improving the booking process as it was identified that “booking process was clunky and the admin required on the teachers' side was too much”

- The time to forward on details of the events should be longer. Information by email to be sent out earlier so that teachers, pupils and parents have more time to read them before the festival commences. These communications should be sent in a consolidated manner.
- For the festival to return to a physical delivery model i.e. for it to be delivered at the Guildhall complex
- More pupil interaction with each other
- More places for sessions or running session at multiple times as many were oversubscribed

Quality of LCF Webinars

Feedback from pupils, teachers, LCF Hosts around the quality of LCF Webinars have been overwhelmingly positive. Comments indicate diversity, quality and delivery amongst some of the many features which can be attributed to many of the LCF webinars.

“We find it difficult for our students to access opportunities to learn about engineering; some speakers were very interactive and very strong at engaging enthusiastically with students and answering their questions well.”

A Teacher

“This was a fantastic session. It was extremely well prepared. It gave a very good insight into the practical pathways into the legal profession covering apprenticeships, traineeships and university pathways.”

LCF Host

It was very inspirational and educational and really helped me to understand how to better my learning.

A Pupil

LCF Website and Branding

LCF had a distinct brand and identity, with a logo, colour themes, website and bespoke marketing materials including images, GIFs and animations for social media distribution – all of which were updated since last year’s festival. Overall, the look and feel of the branding was considered a strength of LCF and was consistently used in promotional materials, general communications and pupil resources.

The LCF Website was updated from last year to reflect the updated branding accurately and ensure that the following sections were added/updated:

- **About** – comprehensive information around the festival its aims, the role of fusion skills, its history, key stats and more
- **Book** – a dedicated page which would enable schools to make booking for different age groups (primary, secondary and post 16) and a ‘filtering’ system to highlight events by relevant Fusion skills
- **Resources** – a dedicated page where resources could be shared with schools and pupils before, during and after the week of the festival. it is to be noted here that this page was originally

designed for a models list of resources. Due to COVID19 and a move towards an online deliver model, this page ended up with 160+ resources – going above and beyond what was initially expected.

- [Exhibitors](#) – a dedicated page to celebrate and showcase all LCF partners
- [What's on Offer](#) – a page which would look to clarify what was available for schools and pupils to explore at the festival
- [Register](#) - a dedicated pages which would enable all interested parties to leave their contact details so that latest information around bookings and events could be shared.

Figure 10: A screenshot of the LCF Website



It is to be noted here that updates to the website were primarily made before circumstances around COVID19 unfolded and were therefore primarily designed with the physical event in mind. While the LCF website performed well in general, there were a number of areas which were identified by schools and partner organisations as things that '**Need Improving**'.

- Booking process still proved 'confusing' to some schools and pupils. Having additional filters on the Book page of the website was suggested by some schools and organisations
- Resources page on the website was "difficult to navigate as there are so many. Some kind of filter options would be beneficial"
- The website requires better SEO and web visibility
- Information on the website needs to be made even more clearer
- Enabling partners to link to and share their events online as they are listed on the LCF website
- Greater clarity on the website about what specific events involved so teachers can target relevant pupils

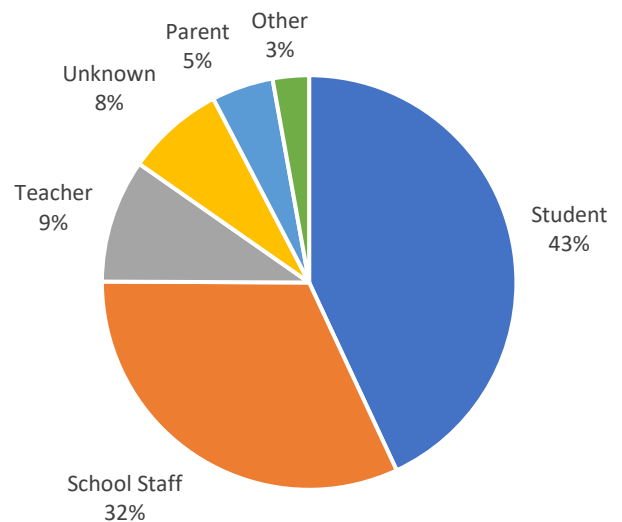
LCF Community/Web Registrations

'Registration' page of the London Careers Festival website worked well to help build up a community of relevant audience. This functionality enabled us to direct teachers, pupils and partner organisations to a dedicated page where they could leave their details to ensure they were kept informed of future LCF events and updates.

In total, there were **353 individual registrations** on the LCF website. **Over 40%** of these registrations came from pupils indicating a need for the LCF website to facilitate pupils as much as teachers. Historically, the LCF website has been designed and curated primarily for the benefit of teachers and school staff. Only **5%** of the registrations also came from **parents/guardians**. A breakdown of who registered on the LCF website can be seen in **Figure 11** on the right.

Figure 11: A quantitative breakdown of who registered on the LCF Website?

Who registered on the LCF website?



Schools still accounted for **over a third** of all those who registered on the LCF website and how they came to hear about the festival. See **Figure 12** below.

Figure 12: Breakdown of how those registered on the LCF website heard about LCF

How did you hear about LCF 2020?

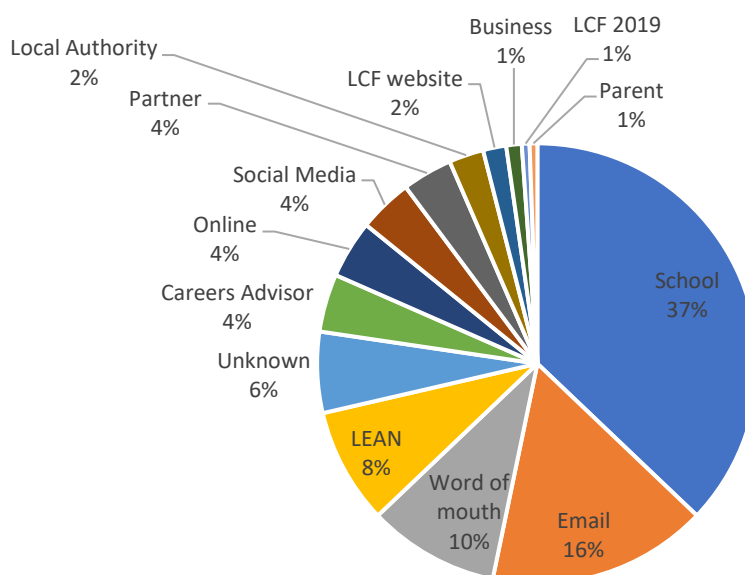


Figure 12 also indicates:

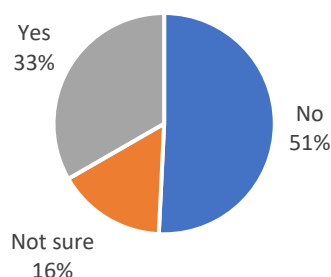
- At least, **8% or 30 individual registrations** on the LCF website came from LEAN (London Enterprise Advisory Network).
- Interestingly, **only 1% of registrations came from those who knew about LCF in 2019** demonstrating of that the virtual LCF in 2020 reached new schools, pupils and individuals.

Progression from LCF 2019

Overall, there was an increase in the number of schools and pupils we engaged in the festival, in comparison to 2019. When making bookings, teachers were asked to confirm whether they had engaged with the festival the previous year; **over 50%** stated that they had not engaged with the festival in 2019 indicating that the festival successfully managed to attract schools and pupils it had not previously engaged with. See **Figure 13** on the right.

Figure 13: Quantitative breakdown of whether pupils engaged with the festival in 2019

Did you attend LCF 2019?



Partnerships

The festival enabled The City to form partnerships with a huge range of employers across two key streams: promoting LCF and delivering LCF sessions/resources. In fact, **over 45% of all organisations** who completed the online survey confirmed that they had **not been involved with LCF in 2019** indicating that the festival managed to attract and build new relationships with businesses. The relationship with many partner organisations has also resulted in ongoing partnerships and collaborations. List of all partner organisations who supported with promoting the festival can be seen under the **'Media & Marketing'** section below.

Initially, LCF sought to deliver 10-15 online sessions/webinars across the week for primary, secondary and post 16 pupils, as we were not expecting the same numbers of engagement at the festival as last year. However, as a result of an overwhelmingly positive response from businesses who were keen to be involved with the festival, a **total of 85 webinars were organised** as part of LCF 2020. 83 of these were for pupils and 2 for teachers and career leaders. **36 organisations** were involved in the delivery of these sessions. A full list of all partner organisations can be seen in **Appendix 5** below.



85 webinar style sessions
were organised for both
teachers and young people



Over 30 different organisations
were involved in the delivery of
these sessions!

When asked to provide feedback, partner organisations largely had a positive response. **63%** of the respondents being (**Very likely**) to offer experiences for young people in the London Careers Festival next year, followed by **33%** who said (**Somewhat likely**) and **4%** at (**Not likely**). A very similar pattern emerged when partners were asked if they are likely to recommend participating in the London Careers Festival to other businesses/organisations.

“It was great to be able to engage with such a wide variety of students from different schools in one event, in a way that would not ordinarily be achieved.”

LCF Partner Organisation

(We liked...) “The emphasis on fusion skills and helping young people develop skills employers look for”

LCF Partner Organisation

(We liked having...) “Access to a range of students/schools we may not have otherwise interacted with”

LCF Partner Organisation

Long-term Impact

LCF 2020 had a particular focus on achieving long-term impact. One of the ways in which this has been achieved is by providing ongoing access to resources and opportunities which schools, pupils, parents and other interested individuals can access, free of charge, at any time via the London Careers Festival website. Directly following the festival, the website was updated to include a ‘**Summer 2020**’ provision which listed a number of relevant opportunities for pupils including a competition, summer workshops, a career exploration quiz, summer school opportunities, activities designed to improve pupils’ numeracy skills and more. Further information on all available summer opportunities which were made available on the LCF website can be seen in **Appendix 6**.

Another way in which the London Careers Festival (LCF) has managed to deliver ongoing impact is through its ongoing collaboration with various partner organisations. Examples include:

- **Continuous sharing of resources and opportunities:** Various LCF partners continue to work closely with the LCF team to share information and career opportunities for young people across London.
- **LEAN (London Enterprise Advisory Network):** ongoing collaboration with LEAN has led to the delivery of a post LCF webinar for its business partners around ‘how to continue to engage with schools and pupils with their career provisions’. This webinar took place on 5 August 2020.
- **Evolving partnership:** LCF 2020 has resulted in some really strong partnerships between key LCF Business Partners and the City of London Corporation. This has resulted in successfully involving these partners in other streams of skills-related work e.g. Fusion Cities 2 Meeting. Organisations such as PwC and Natwest have now become key partners and collaborators on the Fusion Skills work.

Recommendations for LCF 2021

Drawing on the analysis above, the following recommendations are to be explored for LCF 2021.

Improved LCF Website functionalities:

- Booking process still proved 'confusing' to some schools and pupils. Explore having additional filters on the booking page e.g. date, age group, year group, type/topic of event and organisation.
- Resources page on the website to include 'filter options' to enable users to easily locate relevant resources and enable 'search' functionalities
- Improve the LCF website's Search Engine Optimisation (SEO) and its general web visibility
- Information on the website (e.g. About page) to be made clearer with greater clarity on the website about what specific events involve so teachers can target relevant pupils
- Enabling partner organisations link to and share their events online as they are listed on the LCF website

Booking Process

- Improve booking process, to keep the administration as minimal as possible for those who make bookings (especially when bookings are made for multiple events)
- LCF bookings to open and close earlier and to be confirmed with schools and pupils as soon as possible.
- Explore ways to consolidate booking confirmations for multiple events avoiding sending separate emails about different bookings
- Explore enabling pupils to make bookings themselves at least for the post 16 cohort if not secondary pupils too. Primary pupils can only be made by teachers/parents due to safeguarding reasons.

Delivery Model

- Consider a hybrid delivery model where offers include both physical and online experiences (in line with the success of LCF 2020 and the continuous desire from teachers for in-person experiences).

Marketing

- Improved social media marketing, especially ahead of and during LCF

- To further increase the attendance from schools, LCF 2021 should be advertised early, preferably in the Autumn Term, and shared through social media platforms, schools' networks and local authorities well in advance.

Communication

- Joining instructions should be shared with schools and pupils at least **1-2 weeks** before the events
- Improved communications with schools and partners ahead of LCF allowing plenty of time around relevant deadlines e.g. date by which bookings are to be made. In addition, the time to forward on details of booked events should be longer. Information by email to be sent out earlier so that teachers, pupils and parents have more time to read them before the festival commences.
- Improved communication between the LCF team and partner organisations to provide greater support to partners around session delivery and accommodate 'rehearsals' where appropriate

General recommendations

- LCF website, marketing and comms to identify and address pupils as its target audience in addition to teachers/schools
- Have additional personnel support available in the lead up to the festival to support with technical issues, general inquiries and communications around event confirmation.

Appendices

Appendix 1: LCF 2019 Summary Evaluation



The Vision

The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools and beyond to make informed career choices and flourish in the rapidly changing world. More broadly, COL has committed to supporting interconnectivity between industry and education across London and link learning to the world of work. The vision for the London Careers Festival is to deliver this ambition by offering a week-long festival where young people can meet and engage with employers and apprenticeship providers across a range of jobs and sectors. The event is marketed at schools across London and targets learners in pivotal points of their education from primary through to post-16. Organisations and Livery Companies across London host experiences and open their doors for the mutual benefit of today's learners and tomorrow's employers.

The Festival

This year the London Careers Festival ran from Monday 17 – Friday 21 June 2019. The events included:

- ❖ **Apprentice19** – Over two days across Guildhall, numerous organisations co-ordinated by The Stationers' Company put on stalls and displays spotlighting apprenticeship and work experience opportunities in the media and communications industries.
- ❖ **Careers Showcase** – Over two days in the Guildhall Complex, the event, hosted by Livery Schools Link, featured interactive displays and demonstrations of the diverse range of trades and professions represented by over 30 Livery Companies of the City of London.
- ❖ **Workshops** – COL partnered with organisations to host a range of 'breakout' workshops focused on building aspiration and developing skills.
- ❖ **Fringe Events** – COL partnered with 26 organisations to host events in their workplaces. The three days were themed according to three industry areas thriving in London: Creative Industries, Financial and Professional Services and Digital Industries.



5,046 pupil bookings
over the week



from 113 different
schools



hosted by 127 different
organisations

Press and media coverage

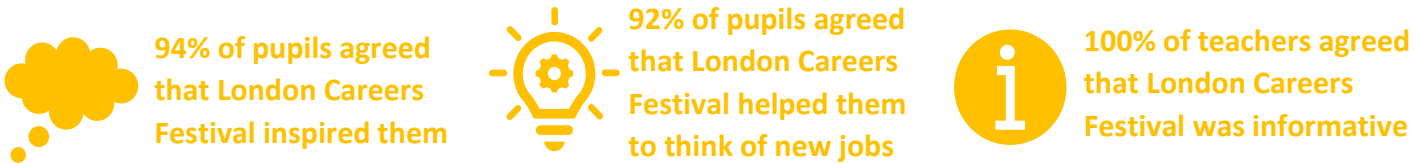
Press and media coverage for LCF included tweets every two days during the month of June using the hashtag #LondonCareersFestival. There was media coverage in [LondonLovesBusiness.com](https://www.londonlovesbusiness.com), [FE News](#), [Recruitment Buzz](#), and the [Young Londoner](#) as well as [The Evening Standard](#) which covered the event online and in the 18 June 2019 paper.



Partnership

London Careers Festival 2019 was delivered as a collaboration between the City Corporation, Livery Schools Link, The Stationers' Company and the many participating organisations who hosted stalls, workshops, exhibitions and visits in their workplaces. These included: Google, BBC, the Evening Standard, Pearson, Barclays, The Barbican, Museum of London, London Metropolitan Archives, Bloomberg, Investment 2020, Microsoft and the Metropolitan Police.

Pupils had positive experiences



76.4% of pupils said that they found the London Careers Festival interesting; 70.5% of pupils said they would like to come to again; 71.2% of the pupils said they would recommend it to other young people. In particular, pupils commented on the diversity of experiences available, the range of jobs and industries to which they were exposed during the Guildhall Events and the importance of having time to speak to exhibitors and ask questions.

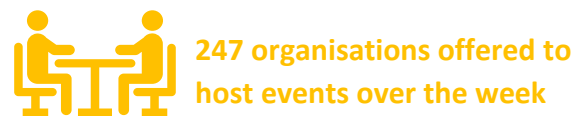
Pupils thought about their careers and developed their skills

Over the course of the week, pupils were regularly asked to reflect on what they would like to do when they leave compulsory education. We learnt that the most popular jobs were 'Artist', 'Teacher', 'Accountant' and 'Youtuber'. We also learnt that the most popular industry areas are Arts and Communication, Health Science, Sports, Science, Engineering and Online Social Media.

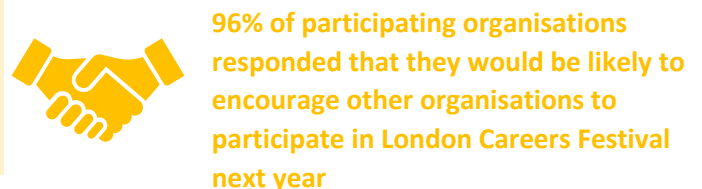
Teachers felt that pupils developed fusion skills at the London Careers Festival



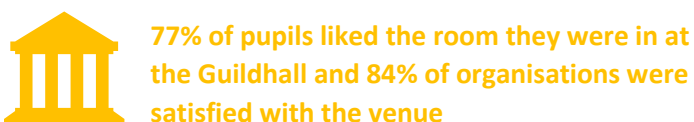
Businesses and participating organisations were engaged, enthusiastic and generous



This year there were more offers from organisations than schools booking onto events. Although 127 organisations hosted events, nearly twice that amount offered to host them. It should also be noted that significant in-kind support was provided from participating organisations in the form of staff time, venues, stalls, give away resources, promotion and advertising.



The Guildhall was a well-received venue and attendees appreciated the onsite support from City Corporation apprentices



Appendix 2: LCF 2020 Webinars offered to pupils and teachers

Culture Mile Learning How professional artists respond to client briefs	Tower Bridge and The Monument Working in the Tourism industry	Guildhall Art Gallery & London's Roman Amphitheatre Communication skills: Engaging people with your words
PwC Careers in Accounting	Open Space, City of London Careers Advice on Outdoor based Roles and explore your Fusion Skills!	Investment20/20, Jenny Barber Careers in investment management
Metropolitan Police Service Degree Apprenticeship & Career Opportunities in the Metropolitan Police Service	Birkbeck University of London and Makers Academy Careers in Tech	Education & Employers Primary Futures 'What's My Line'
Formation Architect Insight into working as an Architect	AccessHE AccessHE Live: Communication Skills with the Speakers Trust	PwC Resilience
Barbican Careers in the arts: panel discussion and Q&A with staff members from the Barbican Centre	Falmouth University What is creativity and how can it help me into a future career?	St Mary's University Talking About Skills - Careers in Science
Natwest 1) Dream Bigger: Introduction to Entrepreneurship	Role Models Creativity and Problem-Solving Skills Workshop	AECOM: CSR & Social Value A Day in the Life of a Risk Manager
Culture Mile Learning Is an Apprenticeship for you?	City Business Library Develop Entrepreneurial skills and learn how to start your own business	AccessHE AccessHE Live: Choosing the right University
Tower Bridge and The Monument Working in the Tourism industry	Education & Employers Primary Futures 'What's My Line'	Falmouth University An Introduction to the Creative Industries
JLL Pathways into Property and how to get recruited	City HR Succeeding in Interviews	Talentino Careers SEND Masterclass For Career Leaders in SEND schools
Drive Forward Foundation How to create the future you want and deserve	Metropolitan Police Service Degree Apprenticeship & Career Opportunities in the Metropolitan Police Service	City Business Library Develop Entrepreneurial skills and learn how to start your own business

CSR & Social Value A Career in Building Physics	London Mithraeum Bloomberg SPACE Introduction to London Mithraeum Bloomberg SPACE	Education & Employers Inspiring the Future 'Classroom Chats'
AccessHE AccessHE Live: Law in Action with the University of Law	Guildhall Art Gallery & London's Roman Amphitheatre Communication skills: Engaging people with your words	London South Bank University (LSBU) Construction is all around us
Innovate Finance Spotlight on FinTech careers	Sir Robert McAlpine Construction Challenge - Design your own Welfare Facilities	AECOM: CSR & Social Value What is Building Services Engineering
Sir Robert McAlpine Construction Challenge - Design your own Welfare Facilities	Natwest 2) Dream Bigger: Developing an Entrepreneurial Mindset	AECOM: CSR & Social Value Engineering and the global water crisis
PwC Careers in Accounting	City of London Corporation, Kim Biddulph Presentation Skills	City HR Productivity Hacks
Falmouth University An Introduction to the Creative Industries	AccessHE AccessHE Live: Speak Up Speak Out with the Speakers Trust	Guildhall Art Gallery & London's Roman Amphitheatre Communication skills: Engaging people with your words
Kennedys Law Kennedys Law Insight Event	PwC PwC Virtual Classroom, Understanding What We Do	Natwest 3) Dream Bigger: Defining Entrepreneurial Purpose
MACE The future of construction skills	City Business Library Develop Entrepreneurial skills and learn how to start your own business	Generation Success City Careers Week HR and Responsible Business Special. Theme - Levelling up opportunity for all
CSR & Social Value Project Management - Trains, Helicopters and Start Ups	Falmouth University What is creativity and how can it help me into a future career?	St Mary's University Talking About Skills - Careers in Science
Murphy Group Skills Workshop	David Barker, CEO at TechCentre How to move successfully into the world of work...and beyond!	AccessHE AccessHE Live: Student Stories
David Barker, CEO at TechCentre How to move successfully into the world of work...and beyond!	Metropolitan Police Service Degree Apprenticeship & Career Opportunities in the Metropolitan Police Service	City of London Corporation, Kim Biddulph Presentation Skills

City of London Corporation, Kim Biddulph Presentation Skills	City HR Productivity Hacks	
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[Appendix 3: LCF 2020 Costs Breakdown](#)

Activity	Spending
London Careers Festival Project Staff	35,000
Website development	£10,284
Working party and planning meetings	£150
Event assistants (Additional Tech/Comms Support)	£7,500
Total	£52,784

[Appendix 4: LCF 2020 Survey Questions](#)

[Appendix 4.1: LCF 2020 Survey Questions Session Facilitators Were Asked to Complete](#)

<p>Survey – Sent to Session Facilitators</p> <ol style="list-style-type: none"> What type of experience did you or your organisation offer for the Virtual London Careers Festival? (Select all that apply) <ul style="list-style-type: none"> • Live webinar • Live skills workshop • Links to online content, e.g. careers resources What age group of young people was your offer for? <ul style="list-style-type: none"> • Primary • Secondary • Post-16 Did you or your organisation participate in the in-person London Careers Festival last year? <ul style="list-style-type: none"> • Yes • No • Not sure If you hosted a live session, which online platform did you use? <ul style="list-style-type: none"> • Microsoft Teams • GoToWebinar • Zoom • Google Hangouts • Skype • Other <please specify>
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5. How would you rate the following?

	Excellent	Satisfactory	Needs improvement	Poor
London Careers Festival website				
Process of participating in the event				
Communication leading up to the event				
Communication and support during the event				
Communication after the event				
The online platform you used				
Contribution to your organisation's priorities				
Contribution to your organisation's values				
Contribution to social mobility				
Value for money				
Access to young people				
Diversity of the young pupil attending				
Event staff				
Overall event				
Overall impact for your organisation				

6. How would you rate the following aspects of participating in an online event?

	Strongly agree	Agree	Disagree	Strongly disagree
I was able to engage young people effectively				
The video and sound worked well				
I enjoyed participating in the Festival online				
I would provide online skills and careers sessions again				

7. What did you like about the London Careers Festival?

8. What could be improved about the London Careers Festival?

9. What value do you think is offered back to your organisation by participating in the London Careers Festival?

10. How likely is your organisation to offer experiences for young people in the London Careers Festival next year?

- Very likely
- Somewhat likely
- Not likely

11. How likely are you to recommend participating in the London Careers Festival to other businesses/organisations?

- Very likely
- Somewhat likely
- Not likely

12. Can we contact you to find out more about your comments and to find out about the longer-term impact of the Virtual London Careers Festival?

- Yes
- No

13. What is your email address? (Optional)

Appendix 4.2: LCF 2020 Survey Questions Teachers Were asked to Complete

Survey – Sent to Teachers

1. What is your school type?

- Primary
- Secondary
- Secondary and Sixth Form
- Sixth Form / College
- Other <please specify>

2. What percentage of pupils in your school are:

Less than 10%	Eligible for Pupil Premium	BAME	SEND
11-20%			
21-30%			
31-40%			
41-50%			
51-60%			
61-70%			
71-80%			
81-90%			
91-100%			

3. Did pupils from your school attend the London Careers Festival last year?
- Yes
 - No
 - Not sure
4. Which types of activities across the Festival week did pupils from your school engage in? (Select all that apply)
- Live webinars hosted by employers
 - Skills workshops
 - Accessing links and resources on the London Careers Festival Website
5. How would you rate the following practical aspects of joining the London Careers Festival:

	Excellent	Satisfactory	Needs Improvement	Poor
London Careers Festival website				
Finding the sessions most relevant to your pupils				
Booking process				
Joining instructions and pre-event information				
Communication during the event				
Online platforms used during the session (e.g. Microsoft Teams, Zoom, etc.)				
Sound and video quality				
Event staff				
Accessibility (ease of you and your pupils joining the event)				
Length of sessions				

6. How would you rate the quality of the following:

	Excellent	Satisfactory	Needs Improvement	Poor
Overall event				
Presentations from session facilitators				
Interactive sessions				
Online resources				
Relevance to young people				
Relevance to disadvantaged young people				
Relevance to the careers and skills curriculum				
Relevance to your school's/college's priorities				
Contribution to social mobility				
Long-term impact				

7. Thinking of your pupils who joined the event, please answer the following in relation to their experiences:

	Strongly agree	Agree	Disagree	Strongly disagree
It was useful				
It was informative				
It was inspirational				
It was engaging				
There were encounters with employers				

There were opportunities to ask employers questions				
There were interactive elements				
It helped me develop my skills				
It helped me think about my future				
It helped me feel more confident				
It helped me understand myself better				
It helped me to make good choices				
It helped me to think about new things				

8. Thinking of your pupils' skills development, please answer in relation to their experiences:

	Strongly agree	Agree	Disagree	Strongly disagree
They had opportunity to listen to others and learn from what they said				
They had the opportunity to speak and share my own perspective				
They had the opportunity to work with others				
They had the opportunity to self-reflect on what skills and careers interest me				
They had the opportunity to consider solutions to a problem				
They had the opportunity to change or adapt my approach to a task or an idea				
They had the opportunity to generate new ideas or create something new				

9. To what extent do you think the London Careers Festival supports your school to meet the Eight Gatsby Benchmarks of careers advice and guidance?

	To a great extent	To some extent	Not much	Not at all
1 – Develop a stable Careers Programme				
2 – Learn from career and labour market information				
3 – Address the needs of each pupil				
4 – Link curriculum learning to careers				
5 – Provide encounters with employers and employees				
6 – Provide experiences of workplaces				
7 – Provide encounters with further and higher education providers				
8 – Provide personal guidance and advice				

10. What did you think about the online nature of the London Careers Festival?

	Strongly agree	Agree	Disagree	Strongly disagree
It was easy for pupils to join the session				
Pupils felt safe and supported				
The video and sound worked well				
Pupils enjoyed accessing the Festival online				

There were benefits to having sessions online rather than face-to-face				
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11. Tell us about the things you liked

12. Tell us about the things you think could be improved

13. Will you book pupils onto events next year?

- Yes
- No
- Not sure

14. Would you recommend the London Careers Festival to other teachers and schools?

- Yes
- No
- Not sure

15. How did you hear about the Virtual London Careers Festival?

16. Can we contact you to find out more about your comments and to find out about the longer-term impact of the Virtual London Careers Festival?

- Yes
- No

17. What is your email address? (Optional)

Appendix 4.3: LCF 2020 Survey Questions Pupils Were Asked to Complete

1. Which school year are you currently in?

- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9

- Year 10
- Year 11
- Year 12
- Year 13
- Other <please specify>

2. Did you attend the London Careers Festival in person last year?

- Yes
- No
- Not sure

3. Would you say that the London Careers Festival has helped you to...

	Yes	No	Not sure
Feel inspired			
Think about your future			
Feel more confident			
Understand yourself better			
Make good choices			
Think about new things			
Learn about jobs and careers			
Think about your skills			

4. What did you think about joining the session online?

	Agree	Disagree	Not sure
It was easy to join the session			
I felt safe and supported			
The video and sound worked well			
I enjoyed the Festival online			
I was able to participate in the same way I would in person			

5. What careers are you interested in?

Architecture and Construction
Arts and Communication
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health
Hospitality and Tourism
Human Services
Law, Public Safety, and Security
Marketing, Sales, and Services
Science, Technology, and Engineering
Online Social Media
Sports

Other <please specify>
6. In one or two words, tell us what you want to be when you leave school.
7. Please tell us if there is anything else you would like to say about the London Careers Festival.

Appendix 5: LCF 2020 Partners

AccessHE	Formation Architect	Museum of London
AECOM	Generation Success	National Careers Service
Barbican	Guildhall Art Gallery dl Art Gallery & London's Roman Amphitheatre	Natwest
Birkbeck University of London and Makers Academy	Innovate Finance	Open Space, City of London Corporation
Capita/Army	Invstment20/20, Jenny Barber	PwC
City Business Library	JLL	Role Models
City HR	Kennedys Law	Sir Robert McAlpine
City of London Corporation	London Mithraeum Bloomberg SPACE	St Mary's University
Culture Mile Learning	London South Bank University	Talentino
Drive Forward Foundation	MACE	TechCentre
Education and Employers	Metropolitan Police Service	The Trampery
Falmouth University	Murphy Group	Tower Bridge and The Monument

Appendix 6: LCF Summer 2020 Offers

<p>1. CITY OF LONDON CORPORATION</p> <p>The 'New Normal' Virtual Workshop, Wed, 12 Aug 2pm – 3.30pm</p> <p>This is a virtual holistic workshop focusing on physical and mental adjustment to living with COVID-19. The aim is to equip young people within the City of London about adjusting to what is called the 'New Normal'. We will cover issues such as keeping safe, making the most of their summer break, preparing for life in school / college for September along with some great tips of looking after your mental health.</p> <p>For more information and to book a place please contact Matilda Newman-Smart (Prospects Services) on T: 07585 401280 or E: matilda.newman-smart@prospects.co.uk</p> <p>2. NATIONAL CAREERS SERVICE</p>
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The National Careers Service Exam Results Helpline

The National Careers Service Exam Results Helpline is available again this year, providing professional and personalised advice to those receiving any exam results, including BTECs, GCSEs and A Levels. The Exams Results Helpline runs from Wednesday 12th August and continues until Friday 28th August. It is available for young people, and their parents or carers looking for careers support, who can contact the helpline on 0800 100 900 from 8am to 10pm 7 days a week.

As well as the Exam Results Helpline, National Careers Service has developed new pages on its website, offering post-16 and post-18 advice, covering everything from exploring options and career routes at 16 and 18, to how to write a CV and how to find job opportunities. Please see the National Careers Service website for further information.

3. MICROSOFT

a. Free Virtual Summer Camps

Make good use of free time during July and August with the summer passport for Digital Fun with Microsoft. They are delivering a series of virtual workshops for young people. They will be so busy having fun, they will forget they are building valuable skills for life.

b. STEM and Coding Missions

Join Microsoft in learning to code video games, an app and more.

c. Digital tools to explore your creative side

A variety of workshops are available for young people aged 8+ to learn digital photography skills and build confidence when reading

4. SACU-STUDENT

Free Career Quiz: Try the new HELP career Quiz and find out what careers is best for you! Click the link [here](#)

5. FAITHS UNITED

“Connected Communities” – A Creative Competition for Youth

If you are aged between 7 and 18 and resident in the UK, you are invited to participate in a Creative Competition this summer. The “Connected Communities” competition is asking young people to use their imagination and a range of media to answer the question: ‘How has the COVID-19 crisis brought your community together?’

There are great prizes on offer. Deadline is 17:00 on Friday 28th August 2020.

6. CENTRAL FILM SCHOOL

a. Filmmakers Summer School (free)

Central Film School are running summer schools for those in year 12, living within a Polar 1 and Polar 2 area or in receipt of free school meals. Or those who are over the age of 20, living within a Polar 1 and Polar 2 area

b. Summer Teen Filmmaking Course (not free)

Central Film School will only be running one on-campus Summer Teen Summer Course this year, which will be from the 17th to the 28th of August.

7. INVESTMENT 20/20

a. CISI Level 2 Fundamentals of Financial Services Qualification

The CISI has partnered with the City of London Corporation to offer the CISI Level 2 Fundamentals of Financial Services qualification to year 12 students which will run from November 2020 to May 2021.

During the year, students will gain a broad insight into the fundamental components of the financial services sector via this foundation professional qualification. This includes looking at different types of banks, retail financial products, as well as focusing on how financial markets and instruments such as shares, bonds, funds, and derivatives work.

The qualification will be taught via 25 online sessions, held after school every term-time Wednesday. Sessions will commence on 11th November 2020, culminating in students sitting the exam at the CISI London Test Centre in May 2021.

An introductory webinar to provide students with more information about the programme will be held on 30th September 2020. If students would like to find out more about the programme, they can complete a short application form to register their interest. Those that complete the form will be sent a link to the online session in September.

b. Think Investments: Supporting year 13 students in progressing to sustainable employment

The City of London Corporation is working in partnership with Investment20/20 to deliver their award-winning Think Investments programme. Think Investments is a weeklong programme delivered virtually in February half term 2021. Aimed at year 13 students who are keen to progress straight to the world of work upon completion of sixth form, Think Investments will enable students to:

- Meet, virtually, five investment management firms over the course of one week.
- Gain insight into industry topics, such as ESG and FinTech to increase understanding of investment management
- Discover career pathways across the sector and routes in
- Access advice from recruitment specialists to make applications the best as they can be
- Network with people working in different roles across each employer.

For more information or to discuss further please email Jenny Barber, Director of Careers and Talent: jenny.barber@investment2020.org.uk.

8. MATHS MATES

Summer Saturdays with the Maths Mates is a 7 week-long summer programme, each with a different theme exploring a range of mathematical ideas. Aimed at 4-12year olds, it can be used by families at home or by play leaders with children at holiday clubs or summer schemes. Join Time Turtle, Decimal Dog and their Maths Mates crew as they voyage through a sea of fun and creative maths activities for the whole family to enjoy.

Beginning on Saturday 18th July and running until the end of August, each week Summer Saturdays will introduce you to a new hands-on activity. There will be craft, construction, puzzles, maps and games and you can do them in any order. You'll need to head outdoors for some, but we haven't forgotten a few for those rainy days!

9. FINANCIAL TIMES

Free Financial Times for schools

The Financial Times is now offering free online subscriptions to students aged 16-19, their teachers and schools around the world, and to colleges of further education in the UK. We believe reading the FT will help in study, essay writing, exams and broadening knowledge to improve performance in interviews for university and employment. It can also support those studying English including through audio articles.

[Click here](#) to check if your school is registered for free access, to sign up and request an individual FT account. Further information available [here](#).

10. CITY OF LONDON CORPORATION

Climate Action Strategy – Have Your Say!

The City of London Corporation is developing an evidence-based Climate Action Strategy that will cover our own operations, those of the Square Mile and how we will adapt to climate change. The aims are to reduce the City's carbon emissions, to ensure we are resilient to climate change and to lead others to make similar changes. We are aware climate change will affect everyone and understand that if we want to play our part internationally, we must play our part locally. That is why we would like to hear from you.

We welcome you to provide feedback through our survey on climate change until 31 August 2020. We greatly value and appreciate your insight.