

Primary Fund

Contents

Summary	I
1. Introduction	1
2. What we are seeking to achieve	2
3. Overview of funding available	3
4. How to apply	9
5. Contracting & payment terms	19
6. What does The Careers & Enterprise Company expect from successful applicants	20
7. Appendices	23



The importance of appropriate exposure to the world of work at primary level cannot be understated. Children form stereotypical views of the world from an early age. Biased assumptions lead to a narrowing of career aspirations and an inability to relate learning to a world beyond school.

We are delighted that a real interest in providing support to younger children is developing. But that support must be sensitive to the needs of children as young as 5. NAHT and the charity Education and Employers have researched what works over the past five years. Children that experience an early and fully inclusive start supported by good leadership with the involvement of external organisations benefit most. Embed your activity within the curriculum and learning outcomes improve too.

Funding the right programmes will open children's eyes beyond the immediate world around them and help them to avoid unhelpful bias.

Paul Whiteman, General Secretary, NAHT

Summary: investing in career-related learning in primary schools

The Careers & Enterprise Company are delighted to introduce the Primary Fund. There is so much energy in the primary career-related learning space. Existing programmes and new ideas will greatly benefit from the support of this Fund and the evaluation that is integral to it. The design of this Fund owes much to the input of many people working in this arena. Their feedback and support has been invaluable.

Helping children to expand their ideas of who they could become is integral to career-related learning in primary schools. Children as young as six start to adopt stereotypes based on gender, ethnicity and social background. These stereotypes impact on engagement in learning and go on to influence career aspirations and subject choices as they progress through secondary school.

The Careers Strategy 2017 called for more evidence on effective approaches in primary to enable schools to learn from best practice and build their expertise. In line with the 2017 strategy, the Department for Education, through The Company, is investing £2 million in projects that build the evidence base to better understand the impact of career-related learning activities on primary school children.

We are seeking projects to apply for funding to either:

- Scale and evaluate existing programmes.
- Develop and test new programmes through incubation and support.

All projects will align to the lessons for practice set out in our What Works research and contribute to the development of the Company's primary toolkit which will host resources that will be available to all primary schools. The toolkit will develop alongside the Fund as resources and best practice are evaluated and able to be shared.

1 | Introduction

1.1 About The Careers & Enterprise Company

The Careers & Enterprise Company was established in 2015 to help link schools and colleges to employers, in order to increase employer engagement for young people.

During our first three years, we have worked with Local Enterprise Partnerships to build a national network which now links 2,000 (over 50%) schools and colleges to employers. We have also funded 150 programmes to provide high quality employer engagement activities to young people where they are most needed.

The Government's Careers Strategy published in December 2017 expanded our role. Our role is to link schools and colleges to employers and to help them deliver world class careers support for all young people by:

- 1. Building Networks:** Linking schools and colleges to employers and other external careers providers through the Enterprise Adviser Network and Careers Hubs.
- 2. Supporting Careers Leaders:** Providing training and support for Careers Leaders in schools and colleges.
- 3. Backing the Gatsby Benchmarks:** Supporting implementation of a best practice standard for careers support, the Gatsby Benchmarks, with tools and targeted funding.

1.2 Investing in Primaries

Primary schools across England are delivering career-related learning – expanding children's awareness of the world of work, engaging with employers, integrating career-related learning into the curriculum. Often this activity has been invisible, and there has been no clear framework for it to be organised within or for schools to share learning and resources.

The 2017 Careers Strategy highlights the need to expand effective programmes, and to explore new approaches and share the results with all primary schools so that the benefits can be widely felt.

This Fund will do this through investing £2 million to:

1. Scale and evaluate existing programmes.
2. Develop and test new programmes through incubation and support.
3. Build a primary toolkit to enable an accessible evidence base and facilitate the sharing of resources and case studies.

The Company has published a [What Works in Primary research report](#). This is summarised in Appendix C. The report sets out a range of attributes, skills and behaviours that can be encouraged at this stage of a child's life. It also identifies key insights for practice, along with case studies. Programmes that are part of this Fund will build on the report's findings.

2 | What we are seeking to achieve

We are aiming to significantly increase the sector's understanding of the impact of career-related learning activities on primary school children.

Both the What Works in Primary research and stakeholder engagement has identified considerable good practice in career-related learning in primary schools across the country. However, there is no clear or shared framework to understand the comparative impact of different activities.

Through this Fund we want to:

1. Scale and evaluate existing programmes.
2. Develop and test new programmes through incubation and support.
3. Build a primary toolkit to enable an accessible evidence base and facilitate the sharing of resources and case studies.

The rapid changes that are occurring in the labour market, and the increasing role automation is playing, mean that the world of work may look very different by the time primary aged children are old enough to enter it. This underlines the importance of inspiring young people, as well as identifying and rewarding social and emotional skills and behaviour alongside academic achievement. The key progress measures at primary school level are focused on attainment in English and maths. Career-related learning should drive engagement in those lessons (and therefore impact on progress), however it should also emphasise the importance of lessons across the curriculum and in developing skills such as creativity, problem solving, scientific approaches and empathy which employers of the future may require.

In line with our What Works research the Fund will support a better understanding of the impact of career-related learning on the following:

- **Educational outcomes** - with a focus on broad engagement and progress across the curriculum.
- **Positive attitude** to learning.
- **Understanding** the world of work.
- **The eight essential skills** set out in the Skills Builder Framework (see Appendix B).
- **Parental engagement.**

All projects will be evaluated in line with our theory of change to develop a shared understanding of impact. We will partner with the organisations we fund on the toolkit and framework to understand the impact of different activities and ensure the quality and focus of future activity.

The Careers & Enterprise Company will promote key findings and example resources with school-leaders, providers, parents, employers and policy-makers so they can be adopted more widely by primary schools throughout the country.

3 | Overview of funding available

The Careers & Enterprise Company will invest £2 million in projects that:

1. Scale existing programmes.
2. Develop new and innovative programmes.

All programmes must align to the six lessons for practice¹ identified in the What Works primary research to be eligible for funding:

- Involve employers and parents.
- Start early – we are interested in interventions across all primary year groups.
- Ensure activities are personalised and relevant to age group.
- Demonstrate successful leadership which embeds career-related learning in a whole school strategy.
- Embed career-related learning in the curriculum.
- Make this open to all. Bidders will need to set out the reasons for any application that is not suitable for all students either within a year group, key stage or whole school.

Full eligibility criteria are set out in section 4.

All delivery must take place in primary schools. Funding can be used for delivery, coordination, or a combination of both. Proposals from organisations wanting to be part of the evaluation only are also welcome. In such instances, it should be made clear on the application form that no funding for delivery is required.

We welcome applications from any organisation, including but not limited to: schools, careers hubs, local authorities, local enterprise partnerships, multi academy trusts and careers providers. Regardless of the organisation that leads a bid, all schools included within it must expressly support the proposal and agreed to implement the activities.

1. Adapted from section 5 of the *What works? Career-related learning in primary schools*. (2018). London: The Careers & Enterprise Company, DMH Associates, Education and Employers.

3.1 Scale existing programmes

We want proposals from organisations that are seeking to expand programme delivery.

We will fund set up costs from May 2019 and fund delivery over one academic year from September 2019 to July 2020.

Given the short bidding window, we expect applications from organisations with links to named primary schools, and to fund expansion of existing delivery plans. This could include, for example, MATs scaling up provision to all schools in a Trust.

Application deadline: Bidders must submit their proposal by 3pm on Friday 15th February 2019.

Delivery timescale: Programme set-up from May 2019 with delivery over one academic year from September 2019 to July 2020.

3.2 Develop new and innovative programmes

We are also seeking proposals to develop and test new and innovative career-related learning activities building on the findings of the What Works in Primary research. We will work with a small number of shortlisted applicants during an incubation period to support the development of their programme and evaluation approach over the 2019 summer term. To support this development, each shortlisted applicant will be eligible for up to £5,000 of seed funding.

Following the incubation period, there will be a further assessment to determine which programmes will be carried through to funded delivery from September 2019.

Application deadline: Bidders must submit their proposal by 3pm on Friday 15th February 2019. Revised proposals (following the incubation period) must be submitted by 3pm on Friday 31st May 2019.

Delivery timescale: Eight week incubation period from April 2019 with delivery over one academic year from September 2019 to July 2020.

Overview of the fund's objectives

	Scale existing programmes	Develop new and innovative programmes
Objective	Increase the sector's understanding of the impact of career-related learning activities on primary school children.	
What are we trying to achieve?	<p>Through this fund we are seeking to:</p> <ul style="list-style-type: none"> develop a shared understanding of the impact of different career-related learning activity in primary schools on education outcomes, attitudes to learning, understanding of the world of work, employability skills and parental engagement. create a clear framework to understand impact of different activities and to ensure the quality and focus of future activity. share the key findings and example resources from funded projects so they can be used more widely by primary schools throughout the country. 	
How?	We will invest in projects that can be evaluated to understand the impact of career-related learning and coordination activities. Where these are successful, we will share key findings and example resources from funded projects so they can be adopted more widely by primary schools throughout the country.	
	<ul style="list-style-type: none"> existing programmes with a proven track record to support their expansion. 	<ul style="list-style-type: none"> innovative programmes that can be evaluated for impact. support for organisations to develop their primary programmes and resources through a supported seed funding period.
	Evaluating all interventions to understand impact – including differences between age groups, and within different groups in the same schools (for example whether some children benefit more than others).	

<p>Who can apply?</p>	<p>Applications are welcome from (but not limited to): schools, careers hubs, local authorities, local enterprise partnerships, multi academy trusts and careers providers.</p>	
	<ul style="list-style-type: none"> • with a strong track record of delivering career-related learning or coordination activity in primary schools who are willing to expand the delivery of programmes already proven to work. 	<ul style="list-style-type: none"> • who are delivering or are able to deliver new and innovative approaches and programmes to deliver career-related learning in primary schools. • who are willing and can design, develop and test programmes which are both appropriate for a primary setting and can be evaluated or used to identify leading practice.
	<ul style="list-style-type: none"> • who are willing to take part in a robust, independent evaluation to develop their understanding of the impact of their programmes. • who will contribute to the development of the Company's primary toolkit and resources. <p>Regardless of the organisation that leads a bid, all schools included within it must expressly support the proposal and agree to be included.</p>	

<p>What activities will we fund?</p>	<p>We will only fund delivery that takes place in primary schools. We would expect all applicants to deliver activities that ‘keep the doors open’ for all primary children, helping them to explore their identity, broaden their horizons and understand a variety of diverse careers.</p> <p>Building on the What Works in Primary research, we are interested in career-related learning that:</p> <ul style="list-style-type: none"> • Increases awareness of career/work opportunities with a clear and articulated focus on career exploration rather than specific career paths. • Challenges stereotypes (for example, around gender, ethnicity, disability and class). Understands that the labour market, jobs, and the ways we work are changing, and may look very different by the time primary aged children leave education. • Develops social and emotional behaviour skills including empathy, creativity and communication that are likely to be key for success in the workplaces of the future. • Ensures young people are genuinely engaged in the process. <p>All funded programmes must align to the six lessons for practice adapted from the What Works primary research to be eligible for funding:</p> <ul style="list-style-type: none"> • Involve employers and parents. • Start early – we are interested in interventions across all primary year groups. • Ensure activities are personalised and relevant to age group. • Demonstrate successful leadership which embeds career-related learning in a whole school strategy. • Embed career-related learning in the curriculum. • Make this open to all, either within a year group, key stage or whole school. A universal approach requires considering how children who are disengaged will be involved in the learning. Bidders will need to set out the reasons for any application that is not suitable for all students. 	
<p>Where?</p>	<p>National (England).</p>	
<p>Who are we targeting?</p>	<p>All young people in primary schools with a particular focus on schools suited to support evaluation of projects.</p>	<p>All young people in primary schools with a particular focus on schools suited to support the development and evaluation of projects.</p>

<p>What are we funding?</p>	<ul style="list-style-type: none"> • Set up costs. • Activity / delivery costs. • Coordination costs. • Evaluation. 	<p>For shortlisted bidders:</p> <ul style="list-style-type: none"> • Seed funding to cover programme design and development costs. <p>For funded projects:</p> <ul style="list-style-type: none"> • Set up costs. • Activity/delivery costs. • Coordination costs. • Evaluation.
<p>How are we funding organisations?</p>	<p>Payments based on programmes meeting milestones.</p>	<p>Shortlisted organisations will be eligible for development funding consisting of a one-off upfront payment of up to £5,000.</p> <p>Funded projects will be eligible for payments based on programmes meeting milestones.</p>
<p>Delivery timescale</p>	<p>Programme set-up from May 2019.</p> <p>Delivery over one academic year from September 2019 to July 2020.</p>	<p>8 week development period from 1st April to 26th May 2019.</p> <p>Delivery over one academic year from September 2019 to July 2020.</p>
<p>Grant value</p>	<p>No limit but not exceeding the total funding available.</p> <p>Our expectation is:</p> <ul style="list-style-type: none"> • Approximately two-thirds of the funding will be invested in four to five existing programmes depending on the size and scale of the bids. • Approximately one-third of the funding will be invested in eight to ten new programmes depending on the size and scale of the bids. <p>We will not fund bids that are over 50% of the bidder's turnover.</p>	

4 | How to apply

The following section provides important information that clarifies whether your organisation is eligible to apply to the fund. Please read this carefully before submitting a proposal.

Funding can be used for delivery, coordination or a combination of both. Applications are also welcome from organisations who want to be part of the evaluation only and are not applying for funding for delivery (See section 6.2).

Please note that this fund is underpinned by evaluation, and an important objective of the Fund is sharing best practice and resources with all primary schools.

4.1 How to apply

Applicants have to register their interest in applying in order to download the proposal forms from our website.

Applicants are advised to carefully read all chapters of this Prospectus and the What Works research before submitting their application. Late applications will not be accepted. Applicants will have the opportunity to ask us questions by contacting the team (investment@careersandenterprise.co.uk) and registering to join events and webinars via our website (www.careersandenterprise.co.uk/investment).

Only applications submitted via the website will be accepted. Applicants who have trouble uploading their forms should contact us at investment@careersandenterprise.co.uk.

Shortlisted bidders will be required to submit further due diligence information and will be expected to attend a meeting with representatives of the Company to discuss their proposal in more detail.

Ahead of the meeting, organisations will be provided with the areas of focus for the meeting and may be expected to prepare additional items, such as a project plan, budget summary as well as answer any questions relevant to the assessment criteria.

Table 2: Application timelines

	Scale existing programmes	Develop new and innovative programmes
Ask questions	Please note that we will not accept any content questions after 5pm on 8 th Feb 2019.	
Submit proposals	By 3pm on 15 th February 2019.	
Inform shortlisted bidders	12 th March 2019.	
Submit further due diligence information (shortlisted bidders only)	By 29 th March 2019.	
Phone interviews (applications to fund new and innovative programmes only)		Between 18 th March and 29 th March 2019.
Development period (applications to fund new and innovative programmes only)		Workshop with evaluator (start of incubation period): wc 1 st April 2019 – 26 th May 2019.
Revised proposal deadline (applications to fund new and innovative programmes only)		By 3pm on 31 st May 2019.
Hold interviews	Between 25 th March and 5 th April 2019.	Between 3 rd June and 14 th June 2019.
Notify successful applicants	22 nd April 2019.	24 th June 2019.

4.2 Eligibility criteria

Pre-screen to determine eligibility (self-assessed)

Please use the pre-screen questions before filling in the proposal form.

You must be able to answer 'Yes' to all the questions below to be eligible to submit a proposal. You should make sure your application clearly evidences how you meet the criteria.

Your proposal

- Does your proposal set out how it seeks to contribute to understanding the impact of career-related learning in primary in at least one of the following areas²:
 - Educational outcomes - with a focus on broad engagement and progress across the curriculum.
 - Positive attitude to learning.
 - Understanding of the world of work.
 - The eight essential skills set out in the [Skills Builder Framework](#).
 - Parental engagement.
- Is your proposal based in one or more primary schools that have been identified in your proposal?
- Does your proposal clearly set out the delivery to be funded? (not required if applying for evaluation only).
- Is your proposal open to all children (universal) in the year groups identified in your bid? If not does your application set out the reasons why the programmes is not suitable for all children in the year groups?

We also welcome applications to be part of our evaluation rather than funding for additional delivery. Applications to work in partnership with us to evaluate delivery and develop resources for the Primary Toolkit are welcome from organisations that are already delivering new approaches and have emerging practice.

Financial health

- Are all organisations, schools or groups of schools included in the application solvent?

Schools

- In order to apply, all schools involved must confirm they are committed to being involved.

If you are applying to scale existing programmes

- Are you able to begin delivery from the start of the 2019/20 academic year?
- Is your programme established?
- Does your programme have a proven track record of making a positive impact?

We encourage organisations to review the pre-screen questions above, and the Assessment Process described in 4.3 before beginning their application process to ensure eligibility for the Fund, as if the eligibility requirements are not met, bids will not be assessed further. Whilst we welcome proposals from a variety of providers, we encourage you to carefully consider the time commitment of our tender process.

2. Adapted from section 3 of the *What works? Career-related learning in primary schools*. (2018). London: The Careers & Enterprise Company, DMH Associates, Education and Employers.

4.3 Assessment Process

There are four stages to the assessment process.

Those applying to scale existing programmes will skip stage three.

- I. Determine eligibility to apply (Section 4.2).
- II. Initial assessment.
- III. Incubation period for shortlisted bidders.
- IV. Final assessment for shortlisted bidders.

Initial application process

Bidders that meet the funding and relevant requirements set out above will be assessed against the criteria set out below in Table 3.

The Company will also conduct an initial due diligence assessment, including a review of financial information provided as part of the application form, and conduct credit checks and integrity checks on the organisation and its senior staff.

The Company's Investment Committee will review the highest-scoring applications, feedback from local areas, key stakeholders and the results of the due diligence assessment for shortlisting.

Those applicants wanting to scale existing programmes will then move to stage 4, final assessment. Proposals to develop new and innovative programmes that have been successful at the initial application process will be invited to a phone interview and then move to stage 3, the incubation period.

Incubation period for shortlisted bidders (applications to develop and new and innovative programmes only)

This is a two month period in which bidders who have been shortlisted will be provided with seed funding of up to £5,000 and support to further develop their proposals.

The support period will open with a workshop which will outline the objectives and structure of the incubation period, as well as start the process of developing theories of change. An evaluator will continue to work with each bidder during the incubation period (minimum of one face to face meeting). During this time bidders will have the opportunity to:

- Build their theory of change.
- Develop resources.

Final comparative evaluation for shortlisted candidates

Shortlisted applicants will be invited to meet with representatives of the Company to discuss their proposal in more detail. This will include a review of the application submitted. In addition, the Company may consult with local and sector stakeholders, independent evaluators, and relevant academics on the application.

Following these interviews, assessments will be updated and presented to the relevant stakeholders for final feedback and comment. The Company will also conduct further financial and institutional due diligence.

The Company's Investment Committee will review the highest-scoring applications from the shortlisting, final feedback from relevant stakeholder, the results of the management interviews, and the results of the additional due diligence assessment to make final award decisions.

Evaluation criteria

The evaluation criteria at each stage of the application process are as follows:

- I Pre-screen questions (more details in Section 4.2)**
Pre-screen questions ensure the application is eligible for funding by passing basic diligence questions and compatible with the objectives of the prospectus. We ask bidders to screen themselves against our questions, and refrain from submitting a proposal if the minimum standards are not met.
- II Initial application: evaluation criteria**
We ask all applicants to set out the details of their proposal. Bidders will then be assessed against the following key dimensions. Successful candidates for funding are required to reach a minimum standard across all dimensions.

Table 3: Evaluation criteria

Understanding of the impact of career-related learning activities on primary school children.	
<p>Initial assessment criteria</p>	<p>The proposal is based on scaling up an existing programme which is being delivered currently,</p> <p>or</p> <p>The proposal outlines an idea or ideas for development.</p> <p>The proposal clearly sets out how it seeks to contribute to understanding the impact of career-related learning in primary in at least one of the following areas:</p> <ul style="list-style-type: none"> ● Educational outcomes - with a focus on broad engagement and progress across the curriculum. ● Positive attitude to learning. ● Understanding of the world of work. ● The eight essential skills set out in the <u>Skills Builder Framework</u>. ● Parental engagement. <p>The proposal is based on expanding to or delivery in one or more primary schools.</p> <p>The proposal clearly sets out the delivery and/or coordination to be funded (not required if applying for evaluation only).</p>
Strength of proposed programme	
<p>The proposed impact on young people and the contribution to developing emerging practice in career-related learning in primary</p>	<p>The proposed programme, or the proposed idea, aligns with the evidence presented in the What Works research and has a clear supporting rationale.</p> <p>The proposals for new and innovative programmes outline the background and rationale for the ideas presented.</p> <p>The proposal sets out how impact in at least of one of the the five areas above will be delivered and measured through the programme activity or coordination.</p> <p>The proposal sets out how universal provision will engage and inspire the most disadvantaged and disengaged children and their parents within a school.</p> <p>The proposal makes clear how young people will be engaged in leading activity.</p>

Capacity to deliver

The extent to which delivery partners have the ability to deliver and can demonstrate a track record of successful funded delivery

The organisation, school or group of schools, sets out how delivery will be coordinated across all participating schools and delivery partners.

The organisation has a clear project plan that sets out the role of each delivery partner and how delivery partners will collaborate and work together to achieve the desired impact.

The organisation, school or group of schools identify how schools will support delivery given the lack of staff capacity at primary level. This requires demonstrating, for example, who will undertake employer and parent engagement.

The organisation provides a strong track record of delivering career-related learning programmes.

Sustainability

The extent to which the proposal demonstrates sustainability after the funding period

The organisation sets out a clear project plan for how delivery will be sustained after the funding period has ended. This is particularly important for those applying for new and innovative programmes seed funding who may not be funded for delivery.

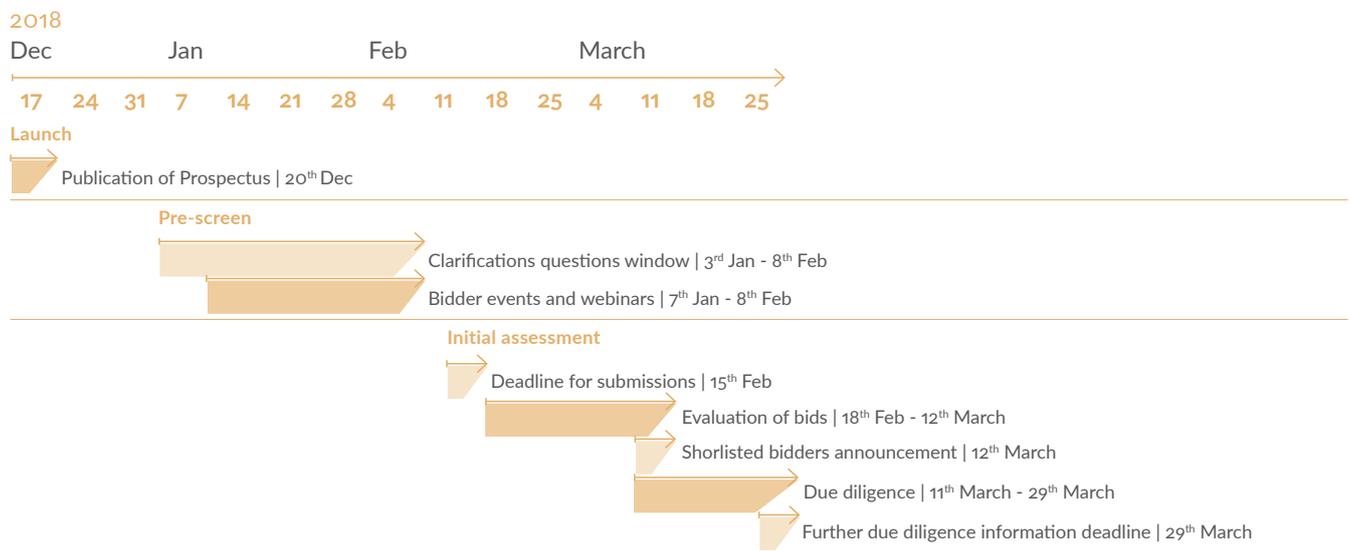
The organisation sets out how lessons from the project will be shared with others and how they can contribute to the Primary Toolkit.

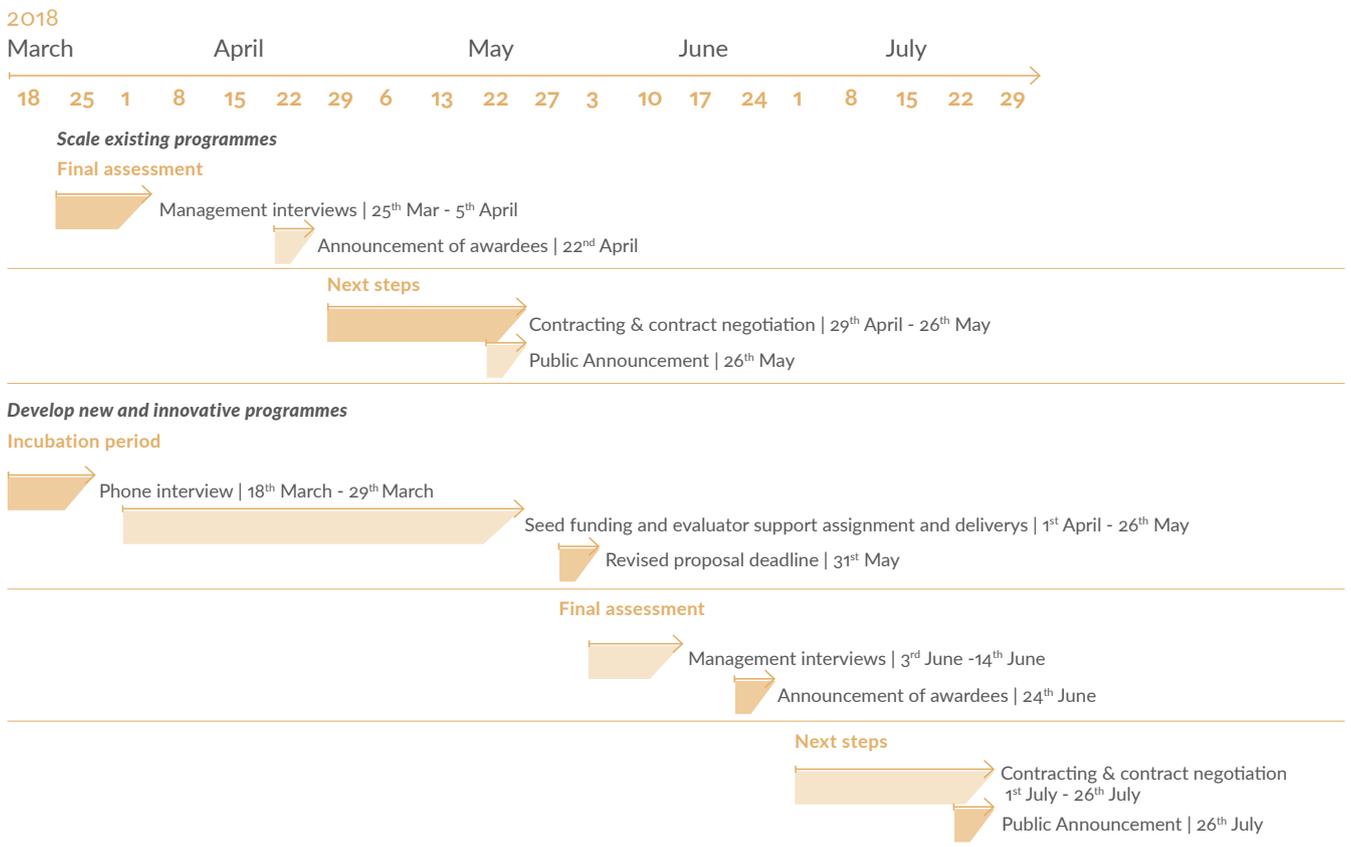
Value for money	
Assessment of the funding request compared to other organisations	<p>The organisation's delivery costs are comparable to other organisations delivering similar activity.</p> <p>Where the organisation's application is building on existing delivery, the funding request offers good value for money.</p> <p>Where the organisation's application is to develop new and innovative programmes, we would also like to see an outline of how the seed funding would be spent.</p>
Commitment	
The extent to which each partner is committed to the project	<p>The application clearly sets out the commitment of each delivery partner to achieve the project outcomes.</p> <p>The application demonstrates the commitment of each delivery partner to take part in the evaluation and the development and population of the Toolkit.</p>

IV. Final assessment for shortlisted candidates: assessment criteria

Shortlisted candidates will be invited to meet with representatives of the Company and stakeholders (where appropriate), in order to discuss the proposal in more depth. In addition, the Company may potentially consult with local and sector stakeholders, independent evaluators and relevant academics on applications.

Primary Fund Timeline





5 | Contracting & payment terms

This section outlines the proposed approach to contracting and payments to successful applicants.

5.1 Contracting

The terms of the contract to govern the winning bid will be sent to shortlisted organisations.

Successful bidders for scaling existing programmes will be offered contracts starting from May 2019 onwards, after applicants are notified they have been successful, until 31st August 2020.

Shortlisted applicants for developing new and innovative programmes will be eligible for up to £5,000 of funding to support the development of their application. The terms and conditions for this funding will be sent to all bidders that register their interest for this funding. Successful bidders for will be offered contracts starting from June 2019 onwards, after applicants are notified they have been successful, until 31st August 2020.

5.2 Payment terms

The seed funding will be made as a one-off upfront payment.

The Company will work with grantees to develop an appropriate payment profile over the duration of the delivery/coordination contract. Recipients may also be able to claim start-up costs associated with setting up the programme.

All payments to recipients will be made on a quarterly basis in arrears. Recipients will be required to submit a monitoring return at the end of each quarter, setting out the number of interventions achieved in that quarter and any expenditure. Contracts will be awarded to August 2020, with start dates in either May or June 2019.

6 | What does The Careers & Enterprise Company expect from successful applicants

6.1 Monitoring reports

The Company expects successful organisations to complete monitoring reports that provide information on their delivery in order for the Company to:

- build a dataset which allows us and grant recipients to track progress.
- collect data to create insight into the activities we are funding and support evaluation.
- make payments to grant recipients.

Our aim is to ensure that the reports add value to the fund beneficiaries themselves as well as the opportunity to reflect on progress and achievement of objectives.

The Company intends to pay an appropriate sum to successful applicants for supporting reporting and evaluation.

To evidence impact of the funding we may be ask you to report individualised pupil data such as NPD IDs, first name, last name, etc. The level of data reporting will be clearly outlined in the contract in line with the GDPR.

6.2 Evaluation

Evaluation will run alongside the year-long delivery of activities and coordination and according to the type of funding you have applied for. The Company will appoint an evaluator to work with the incubated organisations to develop their theories of change and their development plans. We will also appoint an evaluator (who may be the same) to evaluate projects funded through the Primary Fund. The evaluators will analyse the impact providers have on the following five areas:

- Educational outcomes - with a focus on broad engagement and progress across the curriculum.
- Positive attitude to learning.
- Understanding of the world of work.
- The eight essential skills set out in the [Skills Builder Framework](#).
- Parental engagement.

Attention will be focused on different impacts according to year groups as well as the impact of different programmes.

The evaluator will also identify good practice that will be shared both through the Toolkit and more widely to ensure all schools have access to evidence and best practice to use when planning activities.

The evaluator will work to CECs three key principles:

1. Test, learn and adapt.
2. Build on what works.
3. Work nationally but tailor locally.

We anticipate that the developing new and innovative programmes are more likely to be new initiatives with a limited evidence base. Consequently the core research questions for the evaluation will focus on implementation and understanding the adaptations required to improve effectiveness.

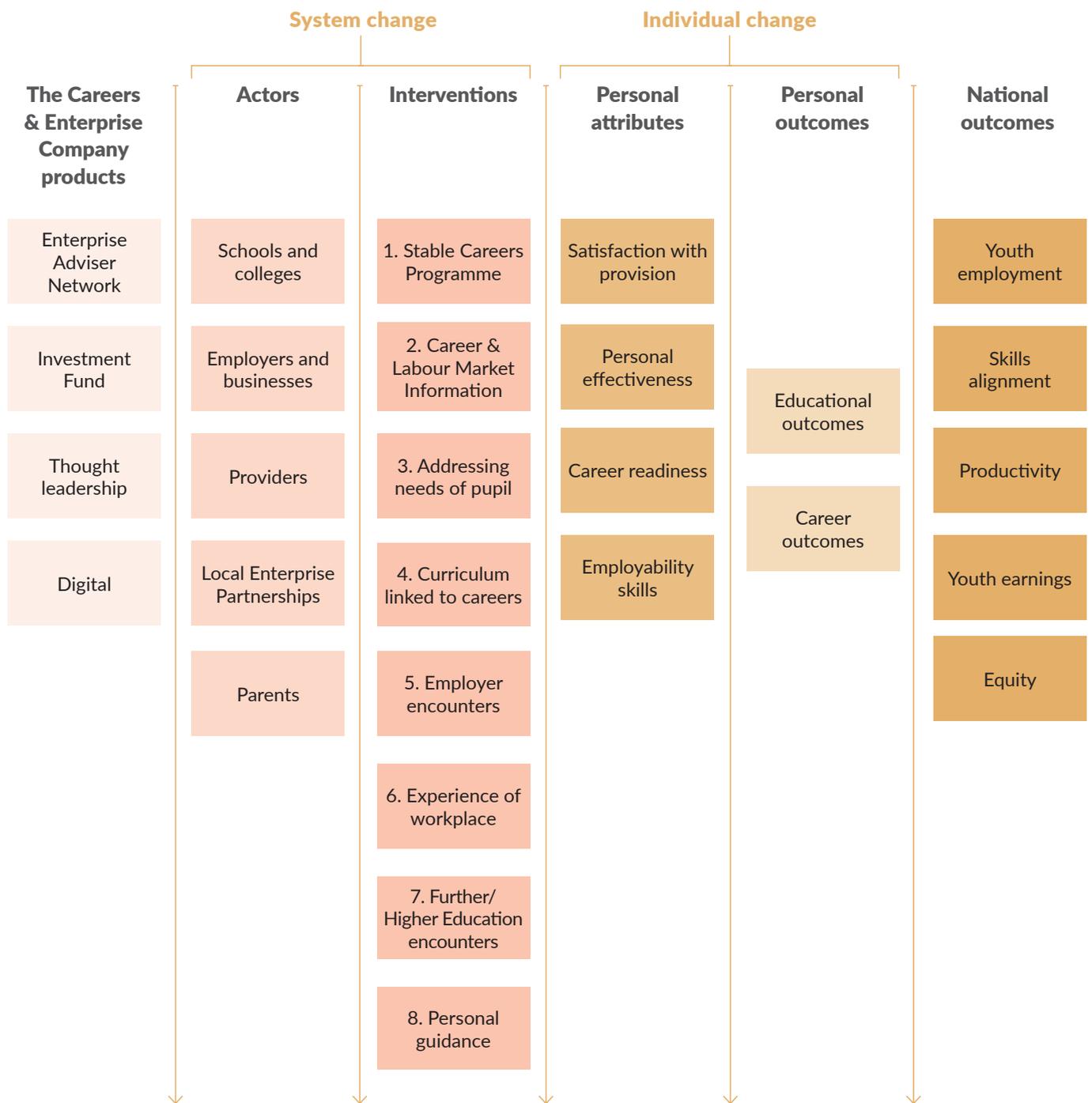
The evaluator will work with longlisted organisations at a workshop, and at least one individual session to help develop project level theories of change and to support bidders to think more deeply about feasibility, integration with the curriculum, implementation and impact. It will be important for bidders to clearly articulate the intended outcomes and to understand the outcome measures.

For all shortlisted organisations, continuing evaluation will begin as projects commence in either summer term 2019 or September 2019. Alongside an impact evaluation, the evaluator will also produce a qualitative, process evaluation which will report on how the programme worked and how it was viewed by the participating schools, teachers, parents and pupils.

Longlisted organisations who are not shortlisted will be provided with an evaluation framework, and invited to a final evaluation workshop at the end of the academic year, so that the impacts from their programmes can be understood.

Bidders will be expected to work collaboratively and effectively with the Company and the evaluation team.

Figure 1: Example theory of change of secondary schools



Appendix A: Checklist

-  Read prospectus.
-  Register to join events and webinars via our website.
-  Complete pre-screen questions to ensure eligibility.
-  Register interest on our website.
-  Download application forms.
-  Submit proposal via our website by 3pm on 15th February 2019.
-  Make note of important dates relevant to the decision-making process e.g. interview dates.

Appendix B: Skillsbuilder

The Skills Builder Framework² draws together the best thinking and experience around building essential skills from educators, employers and other skills-building organisations.

It identifies eight skills for children and young people which join up the journey from early years through to employment. It goes further by breaking each of these skills down into a series of stepped outcomes which go from the early years through to the school leavers, and beyond.

The eight skills are:

- **Listening:** The receiving, retaining and processing of information or ideas.
- **Presenting:** The oral transmission of information or ideas.
- **Problem Solving:** The ability to find a solution to a complex situation or challenge.
- **Creativity:** The use of imagination and the generation of new ideas.
- **Staying Positive:** The ability to use tactics and strategies to overcome setbacks and achieve goals.
- **Aiming High:** The ability to set clear, tangible goals and devise a robust route to achieving them.
- **Leadership:** Supporting, encouraging and motivating others to achieve a shared goal.
- **Teamwork:** Working cooperatively with others towards achieving a shared goal.

Each skill is broken down into steps with Step 0 being an appropriate target for Reception classes, Step 1 being appropriate for Year 1 etc. However, we know that the appropriate outcome for each child might vary considerably from this.

This Framework and Partnership together present the opportunity of a shared language and common expectations around essential skills.

The Framework is the culmination of four years' work and research. During this time, the Framework and the Principles that accompany it have been used with over 200,000 learners in 500 organisations. It has been refined by engaging sixty individuals and organisations from across academia, employers, representative bodies and skills-building organisations. It is currently already being used by over forty providers.

The Framework has been independently reviewed twice: firstly, by PwC who worked with colleges and employers to check that the skills were the right ones, to see how the Framework could be useful to them, and to check that the calibration of expectations laid out in the Framework was approximately correct. The second piece of work, by education consultancy LKMco explored the use of Framework by schools, explored the Principles that accompany its use, and drew out ideas for how the Framework could be used more widely.³

3. Skills Builder Partnership (2018), *Skills Builder Toolkit: The Framework and Principles for Essential Skills*, Skills Builder Partnership [Available at: www.skillsbuilder.org/toolkits]

4. Millard, W., Menzies, L. and Baar, S. (2017), *Enterprise Skills: Teachability, Measurability and Next Steps*, LKMco.

Appendix C: The research base – What Works?

Although careers education has traditionally focused on secondary schools and colleges, there is growing interest in, and understanding of the value of, interventions for younger age groups. Quality career-related learning at primary level is a critical part of ensuring children transition to secondary school able to reach their full potential by understanding the importance of grasping the opportunities open to them.

We published a What Works in Primary research report to summarise the evidence on career-related learning in primary, identify some case studies of current activities being implemented and support future evidence-based practice.

Career-related learning in primary schools aims to help children understand who they could become. It is about career exploration rather than career choices. Narrow aspirations can influence the academic effort children exert in certain lessons and the subjects they choose to study. This in turn impacts on career opportunities once they leave school. Starting early is vital as the doors to opportunity that exist in children's minds start to close from as young as six.

The 2017 Careers Strategy emphasised the importance of interventions in primary schools and made recommendations about embedding career-related learning into the curriculum. These included broadening aspirations and challenging stereotypes about subjects and careers. This is, in part, about challenging narrow conceptions of jobs – and who does them.

There is a range of career-related learning activities taking place in primary schools – however much of it is “invisible” and it is not organised within a clear framework. While many schools engage in activity that could be described as career-related learning there is a need for more clarity on what such work looks like and how it can best be delivered.

The What Works primary research identifies a range of attributes, skills and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life. There are six lessons for practice which we would expect to see reflected in funded activity:

- Involve external organisations and employers – using brokers if required. It is important to think about the objective of employer visits and the breadth of sectors invited into schools. There is little in the literature on parental engagement but the interviews undertaken with teachers, leaders and experts for What Works had frequent mention of the importance of involving parents.
- Start early - the research shows that children form self-limiting perceptions from a young age. We are interested in interventions across all primary year groups.
- Ensure activities are age-dependant.
- Successful leadership which embeds career-related learning in a whole school strategy.
- Embed career-related learning in the curriculum.
- Make this open to all.

The research also highlights the importance of non-academic skills, including empathy, communication, creativity and resilience. These are skills which are often linked to the workplaces of the future as automation starts to change the shape and structure of jobs, and the skills that are required and valued.

It should be noted that the evidence on primary careers provision is limited – much research is small scale or qualitative, and there is little on the comparative value of different types of activity at different ages/stages of primary school. Therefore, evaluation is central to the value of this Fund and will form an important contribution to knowledge in this area.

The research also identified a number of potential barriers to success. These include:

- A Lack of time and staff capacity. Having a designated person with responsibility for career-related learning at school is important.
- Difficulties developing links with employers.
- Finding time in the 'crowded curriculum'.
- Lack of consistent monitoring and evaluation.

Appendix D: FAQ

1. How do I apply? What is the deadline?

You have to submit complete application forms via our bidding portal. Applications close on Friday 15th February 2019 at 3pm. Late applications will not be accepted.

2. Are there any briefing events or webinars?

Please check www.careersandenterprise.co.uk for a list of briefing events and webinars that you might be interested in attending.

3. Can individual organisations apply or are you expecting collaborative bids?

We welcome applications from both individual institutions and consortia. Collaborative bids should clearly identify the lead-agency for contracting.

4. Will you fund companies/for-profit organisations?

We will fund any organisation(s) regardless of their legal status. However, we will not fund any elements of an individual business' Corporate Social Responsibility/ outreach programme.

5. Is my type of organisation eligible for funding?

Different types of organisations are eligible, including providers of career-related learning, Local & Combined Authorities & LEPS. The Company will consider applications from individual organisations and from consortium with a clear lead organisation.

6. Can I bid as part of a consortium?

Yes

7. Is the Fund an extension of previous investment funds e.g. the Careers & Enterprise Fund or the Mentoring Fund?

The Primary Fund is a new fund and not an extension of previous funds. It has distinct objectives and will operate as a separate Fund. Organisations funded by The Careers & Enterprise Company that are eligible are encouraged to apply for funding in this round.

Organisations who have applied for funding from The Careers & Enterprise Company before are encouraged to apply again, taking into consideration feedback provided on prior bids.

8. What does the funding cover?

Please see Table 1 in Section 2 of the prospectus for more details.

9. Do you have a preferred method of measuring impact?

The focus of this Fund is to develop a greater understanding of the impact of career-related learning in primary. The Company encourages organisations to set out the systems set up to track impact and the frequency and degree of evaluation undertaken.

10. Why is the Careers & Enterprise Company investing in primary?

The Careers Strategy highlights the importance of enhancing career exploration in primary schools to help children to expand their ideas of who they could become from a young age. Children as young as six start to adopt stereotypes based on gender, ethnicity and social background. These stereotypes impact on engagement in learning and go on to influence career aspirations and subject choices as they progress through secondary school. Likewise, the Careers Strategy 2017 has called for more evidence on effective approaches in primary to enable schools to learn from best practice and build their expertise. In line with the 2017 strategy, the Department for Education, through The Company, is investing £2 million in projects that build the evidence base to better understand the impact of career-related learning activities on primary school children.

In addition, The Company has published a What Works in Primary research report. This is summarised in Section 3.2. The report sets out a range of attributes, skills and behaviours that can be encouraged at this stage of a child's life. It also identifies key insights for practice, along with case studies. These will also be made available as part of phase 1 of the Primary Toolkit. Programmes that are part of this Fund will build on the report's findings.

11. What will the fund pay for?

Funding can be used for delivery, coordination or a combination of both. Applications are also welcome from organisations who want to be part of the evaluation only and are not applying for funding for delivery.

12. Which schools are eligible for the funding?

All state funded primary schools in England are eligible.

13. Which students are eligible for the funding?

All young people in primary school with a particular focus on ensuring delivery is available to all children in the year groups identified in your bid.

14. What is the timeframe for delivery?

For projects seeking to scale existing programmes, the set-up stage will take place from May 2019 with delivery over one academic year from September 2019 to July 2020. For projects seeking to develop new and innovative programmes, each shortlisted applicant will be eligible for up to £5,000 of seed funding. Following the incubation period, there will be a further assessment to determine which programmes will be carried through to delivery from September 2019.

15. I am having technical difficulties when uploading my application.

If you are having technical difficulties when uploading your application, please contact us through investment@careersandenterprise.co.uk.

16. How much funding can I receive?

There is no set limit however it must not exceed the total funding available. Our expectation is that we are likely to fund between 5-10 organisations depending on the size and scale of the bids.

17. How will the fund be evaluated?

Projects will be evaluated alongside the year long delivery of activities and coordination and according to the type of funding you have applied for. An evaluator will be appointed by the company to work with the incubated organisations to develop their theories of change and development plans. Likewise, the company will appoint an evaluator (who may be the same) to evaluate the projects funded through the Primary Fund. Impact will be assessed in relation to year groups and different programmes and according to the following areas:

- Educational outcomes - with a focus on broad engagement and progress across the curriculum.
- Positive attitude to learning.
- Understanding of the world of work.
- The eight essential skills set out in Enabling Enterprise's [Skills Builder Framework](#).
- Parental engagement.

Good practice will be identified and shared.

Similarly, evaluators will fulfil their duties in accordance to the CECs guiding principles:

- Test, learn and adapt.
- Build on what works.
- Work nationally but tailor locally.

18. I have questions about my application that are not answered by the Prospectus, FAQs section or other resources

If you have content questions, email to investment@careersandenterprise.co.uk by 5pm on Friday 8th February 2019. Questions beyond this deadline will not be answered.

19. If my application is not successful, can I apply again in future opportunities?

Yes

THE CAREERS &
ENTERPRISE
COMPANY

The Careers & Enterprise Company

2-7 Clerkenwell Green

Clerkenwell

London EC1R 0DE

www.careersandenterprise.co.uk