Social Mobility Toolkit for the Professions

MARCH 2012

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Foreword

by Rt Hon David Willetts MP *Minister of State for Universities and Science*

The coalition is committed to creating a fairer society. That is a crucial goal for this Government's social, educational and economic policies. So I applaud this initiative by Professions for Good. The major professional bodies have collaborated to help make the best use of the nation's talents.

The whole country has an interest in ensuring fairer access to the professions. The professions account for a large share of UK economic output and are forecast to have a very significant role in providing new employment opportunities in the decade to come. Ensuring that the most talented people obtain jobs in the professions and elsewhere irrespective of their background is the best way to ensure the UK remains internationally competitive.

This toolkit shows how the professions can cast their nets wider and re-think current practices, to attract the most talented people from all across society.

David Willetts MP
Minister of State for Universities and Science

March 2012

A call to arms

by Louis Armstrong *Chairman of Professions for Good*

Professions for Good is well placed to commission Spada to conduct this research and develop the methodology whereby members of the professions can assess their own recruitment policies and seek to recruit from a wider talent pool. In 2009 three of its current members collaborated to commission Spada to produce *British Professions Today: The State of the Sector.* In 2009 the *Financial Times* reported me as saying that 'the UK professions had traditionally been undervalued in their own country while consistently being regarded as the gold standard around the world'. In order to develop that standard at home and abroad Professions for Good aims:

- to raise the public awareness of the professions and the public benefit they confer;

- to re-establish a primary role for the professions in the deliberations of government, economic and social decision-makers;

- to advocate evidence-based policy formulation, 'professionalism' and professional ethics;

- to become a first port of call for issues relating to the professional sector or where the professions are able to play a practical role.

This toolkit is the culmination of many months of hard work, including surveys with around 300 professionals, and draws on the expertise of more than 50 representatives from universities, membership bodies, NGOs, regulators and government departments.

The toolkit is ready. It now needs to be used. We will review its uptake and report on progress every six months. Over time we will all benefit: individuals when aspirations can be fulfilled, and the professions as they access the widest range of talent available.

Louis Armstrong
Chairman, Professions for Good

Preface and authors' thanks

by Gavin Ingham Brooke *Chief Executive, Spada*

We were delighted to be asked to develop the Social Mobility Toolkit by the members of Professions for Good and would like to thank them and the numerous other organisations and individuals whose expertise has made this project possible.

We would most especially like to thank our primary funders, the General Medical Council and the Legal Services Board, and other bodies, including the Chartered Insurance Institute and the British Dental Association, for their generous financial assistance.

For some twenty years Spada has helped professional service firms, other employers and professional membership bodies to communicate their expertise and values to the public. We understand the immense contribution of the professions to the UK. Our pioneering 2009 report British Professions Today revealed that they account for around 8% of GDP and 11,5% of employment. At a time when much of UK economic growth is lagging behind that of international competitors, professions play a crucial role in helping Britain keep pace with a fast developing world.

But the professions' value to the UK is not merely economic. Professionals such as lawyers, accountants, surveyors, doctors, dentists and teachers act as social and ethical drivers in society. While they have acquired privileged status over the centuries, that position is largely maintained by their duty to serve and protect the public interest. And it was with public interest in mind that we asked key stakeholders to join us in developing the Social Mobility Toolkit for the Professions.

The professions do, of course, have an honourable tradition of meritocracy. Natural talent has long been important in gaining admittance to professions and acquired skills, specialist knowledge and proper ethics are essential for progression. After the Second World War, thanks to the expansion in professional and managerial roles, entire groups were able to able to move up in society, providing universal benefit.

But, despite recent efforts made to alleviate it, social exclusion from the professions is more live as an issue than ever.

We hope that this toolkit will be of practical help to employers in ensuring that all those who aspire to join the professions can truly do so based on their merit and talent, as opposed to their economic status, social background or connections.

Gavin Ingham Brooke
Chief Executive, Spada

spada

Executive summary

In 2009, the government-commissioned Panel on Fair Access to the Professions revealed that the UK professions were increasingly closed off to individuals from non-privileged backgrounds, to the detriment of the professions and society at large.

Improving access to the professions is a large-scale and long-term venture. For this reason, it is important that the professions start monitoring their socioeconomic make-up, implementing best practice and engaging in outreach activities without delay.

In order to mobilise the professions, Professions for Good, a coalition of a dozen leading professional bodies, and Spada, the coalition's research and communications consultancy, were commissioned to develop a Social Mobility Toolkit.

The toolkit attempts to strike a balance between the need for robust proxies to monitor social mobility and the need for practical implementation. There are easy and low-cost recommendations for small employer organisations, and others aimed at employers with greater resources and professional bodies/regulators.

Aims and purpose

Understanding the relevance of social mobility:

▌ It is individuals and their skills that matter most within the professions. The professions need to cast their nets wider and rethink current practices if they want to attract talented – and currently overlooked – individuals.

▌ The whole of the UK has an interest in ensuring fairer access to the professions; they account for the largest single share of UK output, and will provide an additional 1.5 million jobs by 2020. Ensuring that the most talented people obtain these jobs will help the UK to remain competitive on the international scene.

▌ Government, regulators, the media and civil society expect the professions to respond to the issues laid out by the Panel on Fair Access to the Professions, led by Alan Milburn, in 2009.

▌ The UK professions have thrived on diversity, especially as they have become truly international in recent decades. They should have a workforce that mirrors the diversity of their clientele as well as that of society as a whole.

Monitoring the socioeconomic profile of the professions:

▌ The toolkit provides employers and bodies/regulators with a template questionnaire so that they can assess the socioeconomic make-up of their professions.

▌ By collecting data every three years, the professions will be able to track improvement over time, report to relevant regulatory bodies and to the newly created Social Mobility and Child Poverty Commission.

Improving access and rethinking current practices:

▌ The toolkit provides an overview of the main barriers to entry to the professions, and suggests best practice in each of the four following areas: support for individuals from lower socioeconomic backgrounds; information, advice and guidance (IAG); work experience and internships; and flexible, lower-cost routes in the professions.

▌ It also points employers and professional bodies/regulators towards existing schemes and initiatives for them to engage with or emulate.

Audiences

The toolkit is aimed at the "traditional" professions, such as accountancy, law, surveying, engineering and medicine.

It contains recommendations for professional firms and employers, as well as professional bodies and regulators. The toolkit will also be of use to the gatekeepers of the professions, tertiary educational institutes such as FE colleges, universities and medical schools.

These stakeholders are encouraged to work together to ensure regular monitoring of professions' socioeconomic profiles, and to put in place co-ordinated policies and actions to improve access for individuals from non-privileged backgrounds.

Understanding social mobility —

Defining social mobility

▌ In its 2011 Social Mobility Strategy, the coalition Government sets out its goal that "for any given level of skill and ambition, regardless of an individual's background, everyone should have an equal chance of getting the job they want or reaching a higher income bracket".

▌ In the context of the professions, social mobility is about ensuring that every individual has the chance to become a professional, regardless of their parents' jobs or incomes. It is about ensuring that the son or daughter of a shop assistant has the opportunity to become a doctor.

Social mobility in the UK

▌ While social mobility remains difficult to measure and the subject of much controversy, it is generally accepted that the UK fares poorly when compared with other OECD countries. The degree to which paternal income influences an individual's income appears to be most pronounced in the UK.

Social mobility in the professions

▌ There is a widespread perception that the professions are dominated by those from more affluent and privileged backgrounds. Barriers to entry include: lack of awareness of different professions and their respective entry routes, poor careers advice, difficulty in obtaining productive internships, lack of aspiration, lack of self-belief and underdeveloped soft skills.

Monitoring social mobility —

The toolkit provides a four-question template questionnaire (see page 21) for employers and professional bodies/regulators to collect data from their staff/members/registrants every three years as a minimum.

This will allow them to gain insights into individuals' upbringing and secondary education, as well as their entry and route into the profession.

The questions were developed with the help of social mobility experts and academics on the one hand, and the professions – who will be collecting data – on the other. These proxies were chosen, despite their limitations, because they are robust enough to yield reliable insights into an individual's background and practical enough to be collected and analysed easily by employers.

Data collection advice

The toolkit offers in-depth guidance for organisations collecting socioeconomic data, helping them to explain the importance of the monitoring exercise and obtain a high response rate, while ensuring that they respect the law on data collection and publication.

Given the sensitive nature of questions relating to people's background and upbringing, it is vital that potential respondents understand:

▌ that data collection is voluntary;

▌ why they are being asked these questions;

▌ for what purposes the collected data will be used;

▌ in what format, where and to whom data will be released.

Data analysis advice

It is recommended that data be collected electronically so as to facilitate collection, analysis and monitoring over time. Organisations should analyse data to see how they are evolving and how they compare with other organisations in the same sector.

Additional responsibilities for professional bodies and regulators

Professional bodies and regulators are in a privileged position to measure social mobility, as professionals typically remain members/registrants of the relevant body for life, no matter how many times they may move employer.

They should lead on the social mobility agenda by:

- collecting data directly from their members/registrants;

- encouraging employers to collect data and assess their current standing on fair access and social mobility;

- collating data from employer firms and reporting consolidated data for the profession as a whole;

- undertaking further research with more complex data sets.

Best practice – Page 27

The toolkit contains a range of recommendations that employers and professional bodies/regulators can implement to improve social mobility within their profession and, more widely, in society.

Support, mentor and inspire individuals from lower socioeconomic backgrounds to provide them with both the opportunity and confidence to pursue a career in the professions

- Three times fewer young people from average or poorer backgrounds aspire to be a professional than those from professional backgrounds.

- The professions should look to engage in existing outreach schemes, such as e-mentoring, and employers should encourage their staff to take part in schemes as part of corporate social responsibility (CSR) activities.

Offer information, advice and guidance (IAG) in a regular and sustained manner

- Less than 45% of sixth formers believe they have received good careers advice.

- Professional bodies/regulators should take the lead in providing high-quality information about professional careers, as well as advice and guidance, to pupils.

Provide productive work experience and internship opportunities in a fair manner

- The "who you know rather than what you know" recruitment culture, the unpaid nature of many internships and their concentration in large cities act as a barrier to entry to the professions.

- Employers should follow best practice, as well as relevant laws, when it comes to offering internships. They should also strive to ensure that no one is excluded on cost grounds from internships, seeking to provide expenses/accommodation when possible.

Offer more flexible and lower-cost routes into the professions

- Universities have been striving for many years to improve social mobility within their intakes, with varying degrees of success. Many professional employers still limit themselves to a narrow group of universities when recruiting.

- The professions should seek to put in place flexible routes including, for example, vocational and further education programmes. A number of professional bodies have done this already without compromising on the requisite skills and talent.

- Professional employers should also consider sponsoring people through university courses, which will appeal to people from less advantaged backgrounds.

Looking forward

Professions for Good will review progress, using the aims and ambitions of the toolkit, every six months. For further information and for updates please contact Louis Armstrong, Chairman, Professions for Good at info@professionsforgood.com.

March 2012

Introduction

Introduction

Background

In 2009, the Panel on Fair Access to the Professions, led by Alan Milburn, published its *Unleashing Aspiration* report to Government on social mobility and the professions. In its aftermath, the Gateways to the Professions Collaborative Forum sub-group 5, an advisory forum to the Department for Business, Innovation and Skills (BIS), recommended the development of a Social Mobility Toolkit for use by the professions.[1]

It was agreed that the toolkit would provide:

▮ background on, and an overview of, the social mobility agenda and how it relates to the professions (page 13);

▮ a template questionnaire to allow employers and professional bodies/regulators to monitor social mobility in their organisations and professions (page 21);

▮ best practice guidelines and case studies to support and inspire employers to put policies in place to enhance social mobility (pages 27 and 35).

Professions for Good, a coalition of a dozen leading professional bodies representing more than a million chartered professionals worldwide, and Spada, its research and communications consultancy, were entrusted with delivery of the project.

The methodology outlined on the next page was followed, while a Steering Group made up of leading and varied stakeholders continues to ensure the successful development and launch of the toolkit (see Annex A for a full list of Steering Group members).

What is a toolkit?

A toolkit is an assortment of resources brought together with the aim of addressing a specific problem.

It can help us to:

▮ measure (devices to assess the current situation);

▮ construct (frameworks with which stakeholders can engage);

▮ maintain (provisions to monitor the situation and sustain progress).

What is social mobility?

"For any given level of skill and ambition, regardless of an individual's background, everyone should have an equal chance of getting the job they want or reaching a higher income bracket."[2]
Opening Doors, Breaking Barriers
Government Strategy for Social Mobility, 2011

Whom is it aimed at?

The toolkit is aimed at the professions, and contains recommendations that will apply to professional firms and employers, as well as professional bodies and regulators.

In larger employer organisations, human resources (HR) professionals will be likely to take forward a number of these recommendations. It is important that they are briefed on the toolkit and understand the case for greater social mobility and the relevant actions to take. Individuals in public affairs, government or external relations or corporate social responsibility (CSR) departments should also be engaged.

In organisations without a dedicated HR function, the head of the organisation should work with whoever is responsible for the day-to-day management of the organisation.

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1   Panel on Fair Access to the Professions. 2009a. *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions.*

Methodology

The first phase of the project consisted of desk research, informed by the recent and comprehensive work carried out by the Milburn report, the coalition Government's Social Mobility Strategy, organisations such as the Sutton Trust, and leading academic research centres such as the Centre for Economic Performance (CEP) at the London School of Economics.[2] Different views and insights into the state of social mobility in the professions were taken into account and an initial longlist of proxies to measure socioeconomic background was drawn up.

This was followed by a series of focus groups and interviews with more than 50 representatives from:

• more than a dozen varied professions, including professional employers and professional bodies and regulators;

• further education (FE) and higher education (HE), including organisations dealing with outreach, widening participation and funding;

• academics and think tanks, whose main area of study is social mobility;

• government bodies and ministries involved in education, social mobility and business;

• outreach projects and charities whose focus is on helping individuals from disadvantaged backgrounds into university or employment.

A survey of nearly 300 professionals from varying sectors further helped to narrow down the list of proxies for measurement.

Research and consultations were undertaken from September to December 2011.[3] After a final period of consultation on a first draft of the toolkit, and a pre-test in two organisations operating in as many different professional sectors, it was launched in March 2012.

We recommend that professional membership bodies and regulators work together to see how they can best encourage employers and professionals in their sector to take up the social mobility agenda.

The toolkit will also be of use to the gatekeepers of the professions, tertiary educational institutes such as FE colleges, universities and medical schools.

Who are the professions?

While most frequently used to denote traditional professions such as doctors or lawyers, the term "profession" has been widened in recent decades to encompass the likes of media and IT.

For the purposes of this project, we consider a profession to have most or all of the following characteristics:[4]

▌ award of chartered status;

▌ an independent professional institution;

▌ a code of ethics and conduct;

▌ a certain degree of self-regulation;

▌ a set of recognised qualification requirements;

▌ specialist knowledge or skills, refreshed by continuing professional development.

This includes, among many others, the accountancy, legal, surveying, medical, dental, insurance, engineering and scientific professions.

While the template questionnaire (page 21) and best practice guidelines (page 27) that form the centrepiece of this project have been developed with the professions in mind, they may have some applicability to non-professional employers too.

Why do we need a toolkit?

▌ Agreeing the need and context: The collection of data on professionals' socioeconomic background remains rare and

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2 Cabinet Office. 2011. *Opening Doors, Breaking Barriers: A Strategy for Social Mobility,* page 15.

3 A full list of individuals/organisations who participated in the consultation and survey phases of this project can be found in Annexes B and C.

4 This list was put together using definitions reported in Spada. 2009. *British Professions Today – The State of the Sector,* and Panel on Fair Access to the Professions. 2009a. Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions, as well as opinions voiced in the consultation phase of this project.

inadequate. While some professional bodies, regulators and employers have worked to collect data on gender and ethnicity, and take these into consideration in recruitment and outreach processes, there is little evidence that they are similarly attuned to individuals' socioeconomic background.

▮ Establishing a benchmark: The first instance of data collection will allow employers and professions to establish a benchmark, from which they can track improvement. Hard data – as opposed to anecdotal evidence – will make it easier for employers to report to professional regulators, and for the professions as a whole to report to government bodies and the newly created Social Mobility and Child Poverty Commission. We hope that having data on the current make-up of the professions will also make stakeholders – from careers advisers and universities admissions offices to graduate employers – think twice about whom they are helping to enter the professions, and whom they are overlooking. Monitoring can help to provide evidence to support policymaking. This is especially important in deciding where resources should be allocated.

▮ Measuring socioeconomic background: Monitoring staff socioeconomic background through "proxies" such as parental education or type of school attended can only give us a partial picture of social mobility in the professions. However, this is presently the most practical and robust measure available to organisations wishing to understand the socioeconomic background of their staff and subsequently assess whether any programmes and steps they have implemented are yielding results. Monitoring helps to identify if progress is being made over time and shows that the professional organisation is transparent and proactively addressing any potential gaps rather than being merely reacting as and when the issue of social mobility arises.

▮ Improving access and rethinking current practices: Our consultations with numerous professions confirm that, although many employers and organisations would like to take steps to enhance fair access to the professions, they do not know where or how to start. Our best practice section outlines steps taken by certain professions that could be mimicked by others and also identifies a relevant selection of outreach and charity projects.

The toolkit is:

▮ A short, user-friendly guide It is designed to measure, help to shape and facilitate social mobility within organisations and the professions.

▮ A starting point This is why we have chosen to focus on access to the professions, rather than try to tackle the additional, and more complicated, issue of progression within the professions.

▮ Built from the ground up The toolkit is fit for use by small employer organisations with no dedicated HR functions, with easy and low-cost recommendations. It also recommends further actions for professional bodies and regulators, as well as employers with greater resources (see pages 19 and 27).

▮ A balancing act It attempts to strike a balance between the need for robust proxies to monitor social mobility and the need for practical and viable monitoring and implementation.

▮ For the long term Improving access to the professions is a large-scale, long-term venture that will not yield quick results. Organisations need to regularly monitor the socioeconomic background of staff/members and engage in outreach activities beyond once-a-year careers events.

▮ Fulfilling society's expectations: Government, regulators, the media and civil society expect the professions to respond accordingly to the issues laid out by the Panel on Fair Access to the Professions in 2009. The coalition Government has made social mobility a key focus, encouraging businesses to sign up to voluntary guidelines such as the Business Compact (see page 31). Take-up of the toolkit's recommendations on data collection and best practice will be an important part of demonstrating progress.

The toolkit is not:

▌ A 'silver bullet' It is neither the complete nor indeed the only answer to improving access to the professions.

▌ A one-size-fits-all product Professional bodies and regulators should issue guidance to help employers to monitor their staff's socioeconomic background, as well as profession-specific examples of best practice to support the toolkit.

▌ More red tape for employers All the recommendations can be carried out in-house, without external help or costly analysis programmes.

▌ Positive discrimination None of our recommendations requires an employer or profession to lower their standards or compromise on the high-quality skills that make the professions what they are. The toolkit is about ensuring that all capable individuals have a fair chance of entering, and progressing within, the professions.

▌ Seeking either to exempt or blame the professions The toolkit takes the current status of social mobility in the professions as a starting point and proposes steps to improve this.

The business case for social mobility

For the economy

▌ After the Second World War, the expansion of the professional and managerial sectors coincided with a large wave of enhanced social mobility. In 1951, one in eight jobs was professional, rising to one in three by 2001.[5] Today, the professions account for the largest single share of UK output (8% in UK real GDP), as well as more than half the total British trade in services (£15,849 million).[6]

▌ Further growth in the number of professionals is anticipated. By 2020, the UK Commission for Employment and Skills expects that there will be an additional 1.5 million jobs in professional and associate professional sectors.[7]

▌ Looking at the UK economy more generally, a 2010 analysis by the Boston Consulting Group (BCG) for the Sutton Trust investigates the link between education performance and GDP gains in different countries. It concludes that "weakening the link between background and achievement in the UK would contribute between £56 billion and £140 billion to the value of the economy each year by 2050", equivalent to as much as an additional 4% of GDP.[8]

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5   Panel on Fair Access to the Professions. 2009b. *Ibid,* pages 15 and 17.

6   Spada. 2009. *Ibid*, page ii.

7   UKCES. 2011a. *Working Futures 2010-2020*. Evidence Report 41, page xvii.

8   Sutton Trust and Boston Consulting Group. 2010. *The Mobility Manifesto*, page 3.

For a profession

- Given the growing need for skilled professionals and the link between social mobility and economic growth, the business case for professions is evident.

- Consultations and anecdotal evidence suggest that professions that have provided flexible routes to entry have been able to recruit members in a fast and cost-efficient manner.

- In the accountancy sector, work has already been undertaken to formalise this thinking. A recent paper by the UK Commission for Employment and Skills considered the future growth and competitiveness of the accountancy sector, and how attracting a "wider pool of talent into the profession" and setting up "an apprenticeship route to full qualified status" would support those aims.[9] We recommend that other professions should similarly highlight the business advantages of widening access and attracting talent.

- While successive governments have highlighted that they want voluntary, proactive engagement from the professions, there is no doubt that there is increasing pressure on the professions to improve access for individuals from non-elite backgrounds. It is in the professions' interest to self-regulate on their own terms.

For an individual organisation

- The wider that firms and employers cast their nets when recruiting, the more talent they will be able to unearth. It is individuals and their skills that matter most within the professions, and employers are in a constant battle to attract talent. The message from schools and educators is clear – there is a lot of overlooked talent in the UK.

- Employers with staff of diverse backgrounds and characteristics will gain access to different skills, and will find that this diversity will better help them to represent their customers and understand different markets.

- Corporate social responsibility improves employers' reputations as well as their brands, helping them to attract employees and clients.

The moral case for social mobility

- The UK professions have thrived on diversity, especially as they have become truly international in recent decades. They should have a workforce that mirrors the diversity of their clientele, as well as that of society as a whole.

- Whether it relates to gender, ethnicity, socioeconomic background or other diversity strands, the continuing public pressure to make the workforce more diverse will not go away.

- A key characteristic setting the professions apart from other occupations is their role as social leaders and their duty to serve and protect the public interest. With declining levels of trust in the professions, notably with scandals affecting the accountancy and financial sectors, the professions should work to increase their contributions to society to the level of their economic contributions. Addressing declining social mobility in the professions is a good place to start.

9 UKCES. 2011b. *Building Future Skills in Accountancy,* page 8.
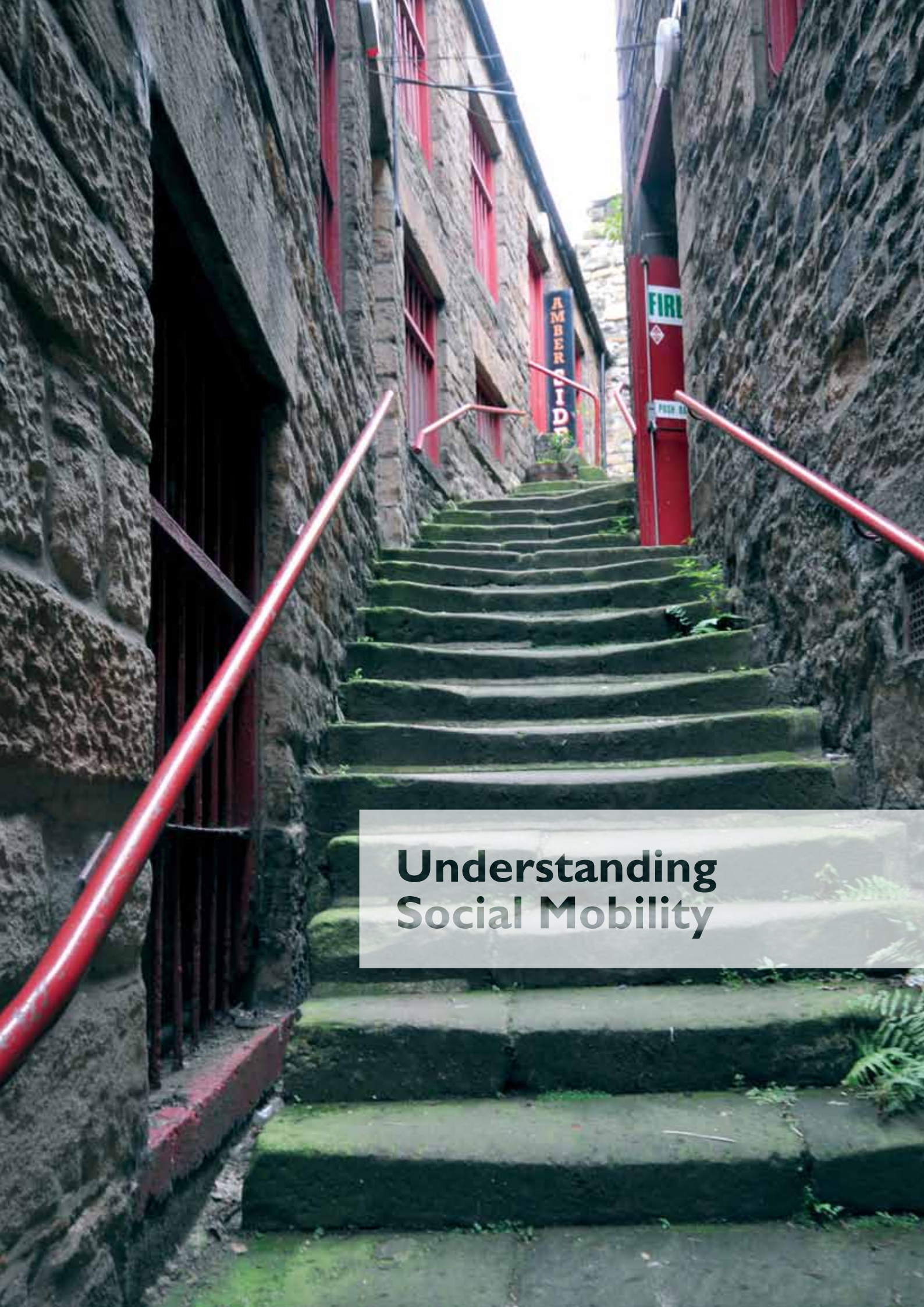
Understanding
Social Mobility

Understanding social mobility

Social mobility is a complex issue. There is a lot of controversy and debate over how it should be defined, measured and influenced, and indeed over whether it matters at all. Simplifying social mobility – as we have to in order to address it at the level of firms and employers – bears the risk of placing too much emphasis on proxy measurements, and losing sight of complexities and nuances. This is why the recommended best practice in this toolkit (page 27) matters as much, if not more, than the proposed measurement process.

We need to be realistic about how much influence professional employers and professional bodies/regulators can have on social mobility, and at what junctures. Without doubt the professions should be engaged in seeking solutions to issues such as low aspiration and poor academic results, the skewed socioeconomic profile of student intakes in the most selective universities, and the lack of awareness about apprenticeships. To ensure any progress will ultimately require the involvement and effort of a myriad other stakeholders, as well as time.

While bearing this in mind, we have chosen to focus on what the professions can do.

What is social mobility?

The coalition Government's social mobility strategy defines social mobility as a "measure of how free people are to improve their position in society". For the Government, it is about "fairness", and ensuring that "everyone [has] the chance to do well, irrespective of their beginnings".[10] For the Institute for Public Policy Research, it is about society and whether "people have an equal chance to define, pursue and achieve their conception of the good life, and where reward reflects talent and effort, not an accident of birth or persistent injustice…"[11]

It is about mobility across generations, the extent to which an individual's success in life is determined by their parents – for example, how possible it is for the son of a bricklayer to become a doctor. But it is also about mobility within a generation, the extent to which an individual can improve their own position throughout their life – as in, for example, the

prospects of a mother of two who left school at 16 with no qualifications entering the legal profession.

In the case of "absolute mobility", several sections of society can benefit from upward mobility simultaneously, as happened, for example, after the Second World War. But it is relative social mobility – how the different socioeconomic groups in society fare in comparison with each other over time – that is most often the focus. [12]

Social mobility is notoriously difficult to measure as there is a significant time lag between when individuals are born and when they reach their peak in the labour market. There is also disagreement over how best to measure social mobility, with sociologists favouring occupational class and economists favouring income as the best marker of an individual's position in society.

It is also very difficult to influence social mobility, with continuing debate over the role that factors such as equality play, and how key determinants of social mobility such as education can be harnessed.[13] There are, however, certain commonly recognised critical points affecting how socially mobile an individual will be throughout their life: early years of development; how ready they are for school at age 5; GCSE attainment; their choice of options at 16; whether they gain a place at university or on an apprenticeship; whether they get into, and how they progress within, the labour market.[14] For an in-depth discussion of the factors influencing social mobility, see the literature review of social mobility commissioned by BIS (Further resources, page 43).

There are opportunities for the professions to improve individuals' prospects at several of these critical points.

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10 Cabinet Office. 2011. *Ibid*, page 11.

11 IPPR. 2008. *Social Mobility: A Background Review*, page 4

12 Cabinet Office. 2011. *Ibid*, page 15.

13 See IPPR.2008. *Ibid*, for a discussion of the contentious link between equality and social mobility, as well as the key drivers of social mobility. While Michael Gove, the Education Secretary, has declared schools to be "the means by which we liberate every child to become the adult they aspire to be", the contribution and role of education as a driver of social mobility remains the subject of debate. See Toby Marshall's article "Should England's schools become 'engines of social mobility'?", *The Independent* blogs, 5 October 2011.

14 Cabinet Office. 2011. *Ibid*, page 6. See Paul Gregg and Lindsey MacMillan's "Measuring Mobility" report for more information on how social mobility is linked to these critical points (see Further Resources).

What is the state of social mobility in the UK?

Much of the second half of the 20th century in the UK was characterised by upward absolute mobility as economic and industrial change increased incomes and the number of professional, managerial and administrative occupations.[15] While there were 2.2 million professional posts and 3.1 million associate professional posts in 1984, these rose to 3.9 million and 4.9 million respectively in 2009.[16] Further employment growth is expected, with projections of an additional 869,000 professional and 551,000 associate professional positions by 2020.[17]

However, where relative social mobility is concerned, multiple sources suggest that the UK scores poorly, especially when compared with other advanced countries.

In the UK, the link between paternal income and an individual's income is among the most pronounced when compared with other OECD countries.[18] Despite wide disparities between country rankings depending on whether income, education or social class is measured, many academics agree that "the UK tends to be towards the immobile end of the spectrum on all measures".[19]

An oft-quoted study by Blanden, Gregg and Machin (2005) revealed that the link between parental earnings and an individual's earnings was stronger for the generation born in 1970 than for the generation born in 1958, showing a decline in social mobility.[20] A follow-up study investigating the link between parental income and children's education for people born between 1970 and 2000 revealed that this link had neither worsened, nor improved over time. This suggests that "the decline in intergenerational mobility that occurred between these 1958 and 1970 cohorts is not ongoing, but neither has there been any significant improvement".[21]

These findings are contested by some, including Goldthorpe and others who challenge the methodology of these studies and who find no decline in relative social mobility between 1973 and 1992.[22] However, as is usual with the measurement of social mobility, a follow-up study by Blanden, Gregg and MacMillan puts the divergent conclusions down to the previous studies' omission of the increase in inequality through the 1970s and 1980s.[23]

As education is widely recognised as a key driver of social mobility, it is worth noting the gaps in access and accomplishment at different levels of education.

Several research papers, cited in the social mobility strategy by Nick Clegg, the Deputy Prime Minister, and supported by Sutton Trust research, show that the education gap between disadvantaged and privileged pupils is wider in the UK than in most developed countries. Perhaps even more worrying is the finding that this gap continues to widen after age 11, contrary to the trend in other countries.[24]

At the higher education level, there have been significant improvements in widening participation over the past two decades: according to the Higher Education Funding Council, the proportion of young people from the most disadvantaged areas who enter HE has gone up by more than 30% since 2005 and more than 50% since 1995.[25]

15 IPPR. 2008. *Ibid*, page 7.

16 Panel on Fair Access to the Professions. 2009. *Ibid*, page 17.

17 UKCES. 2011a, page xvii.

18 OECD. 2010. "A Family Affair: Intergenerational Social Mobility across OECD Countries". Part II, Chapter 5 of *Economic Policy Reforms: Going for Growth*, page 7.

19 Blanden. 2009. "How much can we learn from international comparisons of intergenerational mobility". Centre for the Economics of Education, page 20.

20 Blanden, Gregg and Machin. 2005. "Educational inequality and intergenerational mobility", in Machin and Vignoles (Eds), *What's the good of education?*, Princeton University Press.

21 Blanden and Machin. 2007. "Recent Changes in Intergenerational Mobility in Britain".

Report for Sutton Trust Sutton Trust. 2007. "Recent Changes in Intergenerational Mobility in Britain: A Summary of Findings", page 1.

22 Eriksson and Goldthorpe 2009. "Income and Class Mobility between Generations in Great Britain: The Problem of Divergent Findings from the Data-Sets of Birth Cohort Studies". Equalsoc.Goldthorpe and Mills. 2008. "Trends in Intergenerational Class Mobility in Modern Britain: Evidence from national surveys, 1972-2005", *National Institute Economic Review*, pages 83-100.

23 Blanden, Gregg and MacMillan. 2011. "Intergenerational Persistence in Income and Social Class: The Impact of Within-Group Inequality". Centre for Market and Public Organisation, University of Bristol.

24 Sutton Trust. 2011. "What prospects for mobility in the UK? A cross-national study of educational inequalities and their implications for future education and earnings mobility."

25 HEFCE. 2010. "Trends in young participation in higher education: core results for England", page 2.

However, those improvements have not taken place in those HE institutes that have stringent entry requirements. The participation rate of the most disadvantaged young people remains low in these institutions and has not improved in recent years.[26]

What is the state of social mobility in the professions?[27]

Although a lack of data and an overreliance on anecdotal evidence prevent a robust or definitive assessment of the state of social mobility in the professions, there is a widespread perception that they are dominated by those from more affluent and privileged backgrounds.

Here are some relevant statistics and findings:

▌ Alan Milburn's *Unleashing Aspiration* report to Government found that the professions are a "closed shop" where wealth and private schools remain the key to entry. [28]

▌ The same report found that the professions have progressively become less open to individuals of different socioeconomic backgrounds in the second half of the 20th century. Fewer people who grew up in average-income households got into the professions from the generation born in 1970 than from the generation born in 1958.[29] Unsurprisingly, the number of non-graduate routes into the professions has decreased over recent decades.[30]

▌ It suggested that the doctors and lawyers of tomorrow are now growing up in households that are better off than five out of six of all UK households, while the engineers and teachers of tomorrow are growing up in households that are better off than two out of three of all UK households.[31]

▌ The academic Lindsey MacMillan analysed the average family incomes and abilities in childhood of those entering the professions and reached the conclusion that "some of the top professions are increasingly being filled by individuals that look less different to the average in terms of ability and more different to the average in terms of family income [in childhood]."[32]

▌ The Sutton Trust reports that whereas only 7% of the population attend independent schools, they make up 75% of judges. Similarly, 82% of barristers and 78% of judges studied at either Oxford or Cambridge universities – which are themselves under pressure to diversify the socioeconomic make-up of their student intake. [33]

▌ According to the British Medical Association, 71% of students accepted into medical school came from the top three socioeconomic classes; 15% came from the lower four classes; only 2% came from "routine manual occupational backgrounds".[34]

▌ The Government's social mobility strategy stated that individuals with parents in professional or managerial occupations are twice as likely to have a high income when adults, when compared with individuals with parents in part-skilled or unskilled occupations.[35]

Conversely, individuals from both low and middle-income families are believed to face a number of barriers to entry into the professions. Those blocks include lack of awareness of different professions and respective entry routes, poor careers advice and guidance, difficulty in obtaining productive

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26 Office for Fair Access. 2010. "Annex C – OFFA commissioned analysis from HEFCE on trends in young participation by selectivity of institution".

27 Please note that the research cited may not employ the same definition of "professions" as the one we have adopted (see page 9).

28 Panel on Fair Access to the Professions. 2009a. *Ibid.*

29 Panel on Fair Access to the Professions. 2009b. *Phase 1 Report: an analysis of the trends and issues relating to fair access to the professions,* page 3.

30 Panel on Fair Access to the Professions. 2009b. Ibid, page 45.

31 Panel on Fair Access to the Professions. 2009a. *Ibid*, page 21.

32 MacMillan. 2009. "Social mobility and the professions". Centre for Market and Public Organisation, page 10.

33 It should be noted that some concerns were voiced during our consultation about the accuracy of this particular Sutton Trust research. As the research relied partly on online public sources to find the types of schools attended by top professionals in the legal sector, the risk is that individuals who attended independent schools are perhaps more likely to list their school than those who attended state schools, thereby giving a skewed view of the profession's socioeconomic make-up. Despite this limitation, this research is one of the few – albeit imperfect – insights into the socioeconomic make-up of the professions. Sutton Trust. 2009. "The Educational Backgrounds of Leading Lawyers, Journalists, Vice-Chancellors, Politicians, Medics and Chief Executives". The Sutton Trust submission to the Milburn commission on access to the professions.

34 These figures are based on socioeconomic data recorded by Ucas. See Page 11 for a discussion around the reliability of Ucas data. BMA. 2009. *Equality and diversity in UK medical schools*, page 8.

35 Cabinet Office. 2011. *Ibid*, page 16.

work experience, lack of aspiration and self-belief, and underdeveloped soft skills.[36] Recruitment practices within some professions, such as finding interns and employees through social networks rather than open advertising, also create additional barriers for those from less advantaged backgrounds.

There are considerable financial responsibilities associated with qualifying for certain professions. In the cases of medicine and architecture, tuition fees, living costs and postgraduate training cost more than £60,000.[37] According to the British Dental Association, dentistry students have £25,500 of loans to repay on average, and 80% receive financial support from their parents (which averages £20,000).[38] Veterinary students similarly have around £23,000 of debt.[39] These sums are expected to go up with the rise in tuition fees in 2012.

Of course, qualified professionals can expect a high return on their initial educational investment, and will have to repay their student loans only when they are earning under favourable conditions. The issue, rather, is how to ensure that students from non-elite backgrounds are not deterred from pursuing educational and training opportunities, whether because of real or perceived fear of debt.

With regard to progression, there are concerns (as voiced through our consultations) that there may be a 'glass ceiling' in the hierarchy of certain professional firms or organisations, that limits career progression for individuals from certain socioeconomic backgrounds. The risk of poor progression has been well recorded in the case of vocational routes.[40]

Anecdotal evidence from our consultation suggests that some professions suffer from an old boys' club mentality whereby certain social or cultural traits are a quasi-necessity to succeed.[41] Far more frequent are reports from employers that that they are simply recruiting and promoting individuals whom their clients demand, namely candidates educated at top universities with an abundance of technical as well as soft skills.[42]

Similarly, attempts to improve access may not improve individuals' opportunities to progress as hoped. Anecdotal evidence from our consultations suggests that some of those who enter professions through non-HE routes "found that they were being held back because of the attitude of colleagues, of peers in their work environment because of the way they had accessed their career."

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36 Panel on Fair Access to the Professions. 2009a. *Ibid*. And Panel on Fair Access to the Professions. 2009b. *Ibid*.

37 Panel on Fair Access to the Professions. 2009b. *Ibid*, page 42.

38 British Dental Association. 2010. Student *Debt Survey*, page 4.

39 The British Veterinary Association. 2009. Veterinary student debt and tuition fees.

40 Cabinet Office. 2011. *Ibid*, page 45.

41 Similar findings were reported in the Legal Services Board's consultation (LSB. 2011. "Increasing diversity and social mobility in the legal workforce: transparency and evidence")

42 As reported in a Cass Business School study: "In almost all examples, the necessity to exclude otherwise qualified candidates on the basis of social class was ultimately externalised as a means to protect the client and therefore the law firm itself from 'risk.'" Ashley. 2010. "Making a difference? The use (and abuse) of diversity management at the UK's elite law firms." Cass Centre for Professional Service Firms, Cass Business School. Working Paper CPSF-001, Page 18.

The situation is unlikely to improve in the long term on its own. Both access to and progression within the professions have been highlighted as areas of concern in this project's consultation phase as well as in the coalition Government's social mobility strategy.

What is the policy context?

Findings such as those outlined above have made social mobility a focus for successive governments.

After Alan Milburn's 2009 report, which was critical of the professions, Deputy Prime Minister Nick Clegg launched *Opening Doors, Breaking Barriers: A Strategy for Social Mobility* in April 2011. In it, the coalition Government set itself key indicators to measure, starting with birthweight and continuing with indicators through the lifecycle of individuals. The last indicator on adulthood, "access to the professions and workplace progress", has yet to be determined and will, we hope, be informed by the findings of this toolkit.

The Equality Act 2010, aimed at public bodies and organisations carrying out public functions, replaces previous anti-discrimination laws with a single Act that prohibits unfair treatment in the workplace on protected characteristics such as age, race and sexual orientation.[43]

The education sector has undergone significant changes, with debate about what impacts these reforms will have on social mobility.[44] At the secondary level, the educational maintenance allowance and the careers advice service Connexions have been axed, and a bursary system, the pupil premium and an all-age careers service have been introduced.

There is also much controversy and uncertainty as to how the reforms in higher education will impact on social mobility and equal access to the university system. The looming hike in

tuition fees could have the effect of excluding applicants from low- or middle-income families. Yet the very poorest could see their access further improved as institutions charging fees above £6,000 make a commitment to spending a certain share of that on widening participation and student support.[45] Such changes could mean that the poorest graduates are likely to repay less under the new system than under the old one.[46]

In the further education sector, the coalition Government is on a drive to achieve 400,000 apprenticeship starts a year by 2014-15, and to improve the reputation and awareness of apprenticeships among employers. While some have voiced concern about whether the coalition Government's financial incentives are little more than a subsidy for businesses to train existing workers, others maintain that this initiative will genuinely contribute to improving the UK's competitiveness and social mobility.[47]

While high-quality vocational qualifications allow people to get into work or undertake higher education, many qualifications on offer are of little value. The government-commissioned Wolf report found in 2011 that "the staple offer for between a quarter and a third of the post-16 cohort is a diet of low-level vocational qualifications, most of which have little to no labour market value".[48]

Despite disagreement over current policy reforms, there remains cross-party commitment to the social mobility agenda, as evidenced by Alan Milburn's role as independent reviewer of social mobility and child poverty, and the push to create a Child Poverty and Social Mobility Commission in 2012. Many of those consulted in the development of this project, however, noted the lack of clarity and consistency in policy between governments, which made it difficult to ensure the long-term success of various outreach, teaching or training programmes.

43 See the Equality and Human Rights Commission link in the Further Resources section.

44 The Student Finance Taskforce warns that "it's likely to be those from non-traditional university backgrounds, who are typically more debt-averse" will be put off going to university, while the most recent review of the National Institute of Economic and Social Research argues that government policies mean that "it is difficult to be optimistic" when it comes to inequality and social mobility. Portes. 2011. "Introduction". *National Institute Economic Review*, No.218, October. Frederika Whitehead. "Cribsheet 14.11.11" *Guardian*, 14 November 2011.

45 Office for Fair Access. "OFFA announces decisions on revised 2012-13 access agreements". Press Releases, 2 December 2011.

46 Chowdry, Dearden and Wyness. 2010. "Higher education reforms: progressive but complicated with an unwelcome incentive". Institute for Fiscal Studies.

47 For a critical assessment of apprenticeship policy see Allegra Stratton's article "Training schemes see 900% rise in apprenticeships for over-60s", *Guardian*, 14 November 2011; and Camilla Cavendish's column "Don't ask me to pay for these 'apprentices'", *The Times*, 24 November 2011. For a defence of the contribution and importance of apprenticeships, see City and Guilds. 2010. "The Skills Economy: the new framework for prosperity".

48 Wolf. 2011. "Review of Vocational Education – The Wolf report", page 7.

**Monitoring
Social Mobility**

Monitoring social mobility

We recommend that employers and professional bodies/regulators collect data for all four questions outlined on the next page every three years as a minimum.

This template questionnaire will allow them to gain insights into an individual's upbringing and secondary education, as well as their entry and route into the profession.

We have provided data collection and data analysis advice to accompany this questionnaire.

We also recommend further responsibilities for professional bodies/regulators, such as supporting professional employers with further guidance and undertaking further research about complex issues such as progression.

The questions in the template questionnaire were selected with the help of social mobility experts and academics on the one hand, and professional employers and professional bodies/regulators – those who will be collecting data – on the other. These proxies were chosen – despite their limitations – because they are robust enough to yield reliable insights into an individual's background, and practical enough to be collected and analysed easily by employers.

Data collection advice

Organisations collecting data should consider the following points before they begin collecting data from staff.

Adapting the questionnaire for your organisation:

▌ While question and answer wording for the questionnaire on page 27 should be kept as close to the original template as possible to allow data comparison between firms and professions, organisations are encouraged to add other answer choices to Question 3 to reflect the various stages of qualification available to their professionals.

▌ Organisations are likely to get better response rates if questionnaire forms and responses are anonymous. This will also reduce the data protection burden. In that case, contextual data questions should preface the template questionnaire in order to analyse data by age bracket, seniority of job position and any other characteristic with which a firm would like to cross-analyse the survey data.

Getting professionals' buy-in:

▌ Given the sensitive nature of questions relating to people's background and upbringing, it is absolutely crucial that potential respondents understand: that data collection is voluntary; why they are being asked these questions; for what purposes the collected data will be used; and in what format, where and to whom it will be released. Organisations should highlight that the exercise is not a form of "surveillance".

▌ Organisations should be prepared to explain whether and how the results of this data collection will inform policy or processes. If an organisation does not have a clear policy on these issues, it should explain that it is conducting monitoring in order to increase information about and awareness of, these issues, with a view to informing policy.

▌ Getting buy-in and support from senior level staff is crucial. They should remind potential respondents of the importance of the survey.

▌ Smaller employer organisations (20 staff or less) that do not have a distinct HR function may feel uncomfortable asking long-serving employees sensitive questions. While explaining the aim of the exercise may overcome some reticence, it may be more appropriate for smaller organisations to collect this data from individuals upon entry into the organisation.

▌ Very large organisations, especially public sector bodies working to meet the requirements of the Equality Act 2010, may also find it difficult to put in place the monitoring functions outlined in this toolkit. They should, however, strive to collect data at junctures and in ways that suit them, and follow best practice guidelines (page 27).

Template questionnaire:

> **1** **Did any of your parent(s) or guardian(s) complete a university degree course or equivalent (eg, BA, BSc or higher)?**
>
> ○ Yes   ○ No   ○ I don't know
>
> **2** **What type of school did you mainly attend between the ages of 11 and 16?**
>
> ○ A state-run or state-funded school
>
> ☐ *Selective on academic, faith or other ground*
>
> ☐ *Non-selective*
>
> ○ Independent or fee-paying school
>
> ○ Attended school outside the UK
>
> ○ I don't know
>
> **3** **Which of these qualifications do you have to date?** *(Please tick all that apply)*
>
> ○ 1 - 4 O levels / CSEs / GCSEs (any grades), Entry Level, Foundation Diploma
>
> ○ NVQ Level 1, Foundation GNVQ, Basic Skills
>
> ○ 5+ O levels (passes) / CSEs (grade 1) / GCSEs (grades A*- C), School Certificate, 1 A level/2 - 3 AS levels/VCEs, Higher Diploma
>
> ○ NVQ Level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First/General Diploma, RSA Diploma
>
> ○ Apprenticeship
>
> ○ 2+ A levels/VCEs, 4+ AS levels, Higher School Certificate, Progression/Advanced Diploma
>
> ○ NVQ Level 3, Advanced GNVQ, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma
>
> ○ Undergraduate degree (eg, BA, BSc)
>
> ○ Master's degree (eg, MA, MSc)
>
> ○ Doctorate degree (eg, PhD)
>
> ○ NVQ Level 4 - 5, HNC, HND, RSA Higher Diploma, BTEC Higher Level
>
> ○ Professional qualifications (eg, teaching, nursing, accountancy)
>
> ○ Other vocational/work-related qualifications
>
> ○ Non-UK qualifications
>
> ○ No qualifications
>
> **4** **Did either (or both) of the following apply at any point during your school years?**
>
> Your household received income support
>
> ○ Yes   ○ No   ○ I don't know
>
> You received free school meals
>
> ○ Yes   ○ No   ○ I don't know

Collecting the data:

▌ It is recommended that data be sought electronically to facilitate collection, analysis and monitoring over time. Specifically, online survey software is available at very low cost and would allow for easy data analysis and safe storage. Employers should distribute the questionnaire to all staff (though it is crucial that they analyse data for professionals separately).

▌ Organisations should consider whether there are any junctures and processes in which they could embed the data collection process. It is very likely that organisations will have existing processes for collecting and managing employee/member/registrant data, and integrating the toolkit within these processes will minimise difficulties.

The Information Commissioner's Office (ICO) recommends that employers collecting sensitive information to help to monitor equal opportunities:

▌ "only use the information for that purpose";

▌ "where possible use anonymised information, that is information that does not allow particular workers to be identified".

In the covering letter to the questionnaire, organisations should explain:

▌ that participation is entirely voluntary;

▌ the different methods of data collection and analysis;

▌ how the data will be used and for what purposes;

▌ how confidentiality and anonymity will be safeguarded in the collection, storage and (if relevant) publication of data;

▌ how and from whom potential respondents can seek out further information (ie, contact name and e-mail address/ telephone number);

▌ that by filling out the questionnaire, respondents acknowledge that they have read the covering letter and consent to this data being used for the purposes outlined above.

> **Data protection is extremely important:**
> the law (as set out in the Data Protection Act 1998) about data collection and publication. must be adhered to The Information Commissioner's Office (ICO) has several useful guides to help small businesses comply with data law (see the Further Resources section at the end of the toolkit).

Data analysis advice

Collecting data on socioeconomic background is a benchmarking exercise. While the first instance of data collection may yield interesting insights, it will not be possible to deem whether an organisation or profession is socioeconomically diverse or representative from an initial, isolated data set.

In order to find out what "good" looks like, **organisations can compare their data to**:

▌ data they previously collected;

▌ data collected by other organisations in the same sector;

▌ data collected by organisations in other sectors;

▌ data collected as part of the national census.

Some organisations may find it easier to use online survey software to collect and process data, as many of these offer standard functions such as breaking down answers into percentages, and pie and bar charts, as well as cross-tabulation analysis.

When analysing the data, **organisations should look to reveal**:

▌ the percentage of people whose parent(s)/guardian(s) completed a university degree/did not complete a university degree;

▌ the percentage of people who went to independent or fee-paying schools/selective state schools/non-selective state schools;

▌ the percentage of people with a specific set of qualifications;

▌ the percentage of people who received free school meals or lived in a house with income support/ who did not receive free school meals or live in a house with income support.

Data analysis: example graphs

Did any of your parents(s) or guardian(s) complete a university degree course or equivalent (eg, BA, BSc or higher)?

- Yes
- No
- I don't know
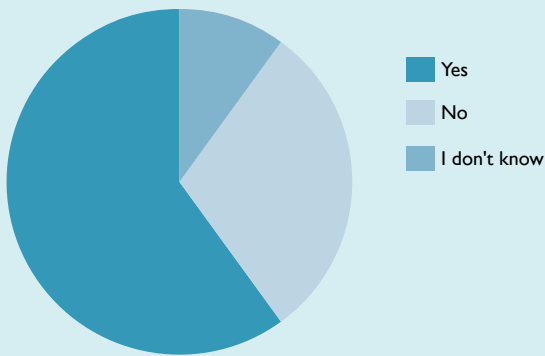
At any point during your school years, did your household receive income support or did you receive free school meals?
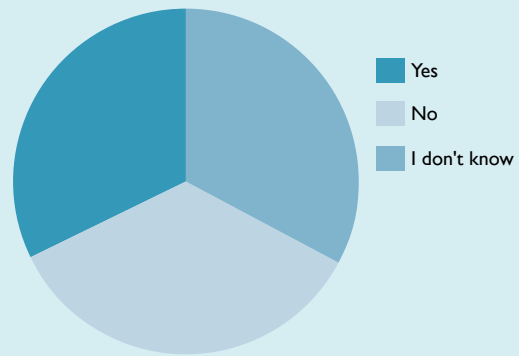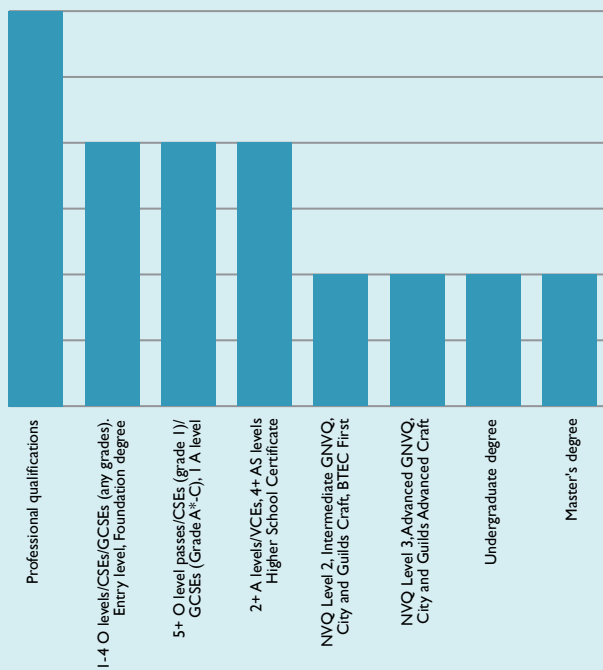
- Yes
- No
- I don't know

Which of these qualifications do you have to date?

- Professional qualifications
- 1-4 O levels/CSEs/GCSEs (any grades). Entry level, Foundation degree
- 5+ O level passes/CSEs (grade 1)/ GCSEs (Grade A*-C), 1 A level
- 2+ A levels/VCEs, 4+ AS levels Higher School Certificate
- NVQ Level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First
- NVQ Level 3, Advanced GNVQ, City and Guilds Advanced Craft
- Undergraduate degree
- Master's degree

What type of school did you mainly attend between the ages of 11 and 16?

- Selective state school
- Non-selective state school
- Independent/fee-paying school
- School outside the UK
- I don't know
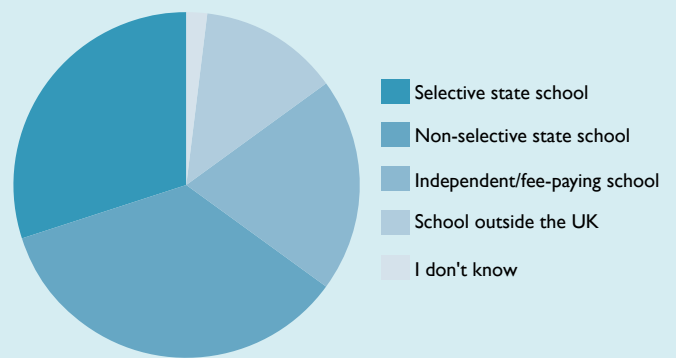
Organisations should also **filter the results by answer sub-group**. Trends to investigate could include:

▌ did respondents whose parent(s)/guardian(s) went to university attend independent/fee-paying schools more than respondents whose parent(s)/guardian(s) didn't attend university? Do they have a different profile in terms of the qualifications they obtained?

▌ do respondents who attended fee-paying or independent schools have different qualifications than respondents who went to state schools? Is there a difference between respondents from selective and non-selective schools?

▌ do respondents with NVQs or apprenticeships have a different profile than respondents with university degrees?

▌ what type of profile do respondents who left school at 16 have?

▌ for those respondents who grew up in a household with income support and free school meals, does their profile differ from the rest in terms of the qualifications they obtained?

When possible, organisations should try to **cross-analyse socioeconomic data with other data** they hold for employers/members/registrants. This could include looking at trends in socioeconomic background and ethnicity at different management levels.

There are, as shown above, many different ways to analyse data and many different trends to reveal, which will obviously vary between professions and organisations.

Data sets are never perfect – four quick questions can only give a glimpse of someone's background, respondents make mistakes, and the potential respondents who decline to complete the survey can leave huge gaps in our understanding.

It is crucial, therefore, to remember that **data should inform, not dictate actions and decisions.** While all organisations will be keen to see how their data sets evolve over time, they should strive to implement best practice and widen participation (page 27).

Additional responsibilities for professional bodies and regulators

Professional bodies and regulators should play a number of roles. They should lead on the social mobility agenda by:

▌ collecting data directly from their members/registrants;

▌ encouraging employers to collect data and assess their current standing on fair access and social mobility;

▌ collating data from employers and firms and reporting consolidated data for the profession as a whole;

▌ undertaking further research with more complex data sets.

We strongly encourage professional bodies/regulators to **collect data from their membership/registrants every three years** (as a minimum), using the template questionnaire on page 21 and advice on data collection and analysis (pages 20-24). Alternatively, there are a number of logical junctures at which data could be collected, such as when professionals move through qualification levels.

One benefit for professional bodies and regulators undertaking this exercise is that they can then share resources and best practice with other associations who face the same gaps or problems.

This direct data collection role will become even more important if professional bodies/regulators are not able to amalgamate data from individual employer organisations. It is also likely that it will be necessary for professions where many members/registrants are sole practitioners, are likely to work in multiple organisations, or are employed in-house in non-professional companies.

In order to **encourage employers to use the toolkit**, collect data and implement best practice, professional bodies/regulators should consider:

▌ keeping the spotlight on social mobility and the need to monitor/improve access to the profession, mentioning the toolkit and other initiatives in newsletters, events and networking forums;

▌ providing guidance on data collection and monitoring;

listing profession-specific schemes in which employers can get involved, further to the ones set out in the best practice section of this toolkit (page 27);

monitoring whether employers are following good practice (ie, how many university careers fairs they attend, how many universities they recruit from, whether they advertise and award internships in a fair way etc);

recommending what initiatives work best, which ones are yielding results and which ones are cost-effective. While there are many programmes and schemes in place to widen participation, there is very little understanding of what works best;

publicly recognising employers that are taking noteworthy steps to widen participation.

In order to get an overview of a whole profession, professional bodies/regulators should **amalgamate data from employers and firms** wherever possible. They should ask employers to provide contextual data about employee job positions, seniority and age, as well as their organisation's size, location and sector of operation.[49]

There is also a strong argument that professional bodies/regulators should be responsible for **more advanced research utilising more complex proxies designed to measure social mobility**. This includes cohort studies to assess the opportunities for progression in the profession (see page 26). Although a detailed analysis of these options is beyond the scope of this report, avenues considered could include collecting data about parental occupation, the postcode in which individuals were born or grew up, secondary school and university attended; or in-depth qualitative research.

The Legal Services Board has made the collection and publication of diversity data (including data on socioeconomic background) compulsory for legal firms and chambers. Despite reservations and concerns voiced in its own consultation, the LSB chose to enforce data publication at firm and chamber level because it would raise awareness and allow consumers to

Methodology:
why choose these proxies in particular?

• Our emphasis is on the practical. More robust proxies do exist (such as those commonly used in government-led surveys) but we excluded these as they are not practical for respondents to answer from memory or for organisations to collect and analyse. In order to analyse the data, organisations would probably either need to hire interviewers and interpreters, or purchase analysis programmes.

Some of the impractical proxies we excluded are:
– income of an individual's parents;
– occupation of an individual's parents;
– postcode where an individual was born or grew up.

• Other proxies solicited interest and support, but were not strong enough indicators of socioeconomic background.[50] They lacked the rigour necessary to track social mobility over time. These include whether an individual:
– received a means-tested bursary for their undergraduate degree;
– obtained an internship through personal or family networks;
– felt as though they had been held back by their socioeconomic background.

• The monitoring of wider diversity issues, such as gender, ethnicity or disability, is beyond the scope of this project. We recognise, however, that individuals may face cumulative barriers to entry, in conjunction with those associated with socioeconomic background. Organisations should therefore look to measure and assess wider diversity factors, and integrate social mobility issues within this framework.

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49 The Legal Services Board's questionnaire provides a good template (LSB. 2011. *Ibid.* Annex 4, Page 52).

50 The Equality and Human Rights Commission has useful guidance on workforce monitoring aimed at public sector bodies (see the Further Resources section for details). The relation between ethnicity and social mobility is complicated: continuing studies by Lucinda Platt investigate the respective mobility of different ethnic groups. See, for example, Platt. 2005. "Migration and social mobility: the life chances of Britain's minority ethnic communities". Policy Press and Joseph Rowntree Foundation.

choose firms based on their profile. Data will also be collected and published by approved regulators so as to reveal trends in the various strands of the legal profession.

A word on progression

Both the consultations and the results from the online survey of professionals confirmed the importance of assessing and improving progression of those from diverse socioeconomic backgrounds within the professions.

The 280 or so professionals and soon-to-be professionals that we surveyed revealed that progression, specifically expressed through personal satisfaction in one's career and having aspirations for the future, was of great importance to them.

Those responding highlighted the importance of continuous learning, training and development, mentoring and management structures and clear progression routes through the organisation. The benefits of having clear and effective progression routes for an organisation include higher employee engagement, a more skilled workforce and lower staff turnover.

Various stakeholders feared that individuals from lower socioeconomic backgrounds, especially those that had taken ''alternative'' routes into a given profession, would face a glass ceiling and be unable to grasp opportunities to progress.

It is, however, very difficult to design a standard survey to assess progression through the professions because:

▌ **progression is a subjective concept that is hard to define or measure** Those consulted in this project variously took ''progression'' to mean any or all of the following: a salary increase; an increase in responsibility; promotion to a defined, higher rank; the acquisition of a further qualification; and satisfaction with knowledge and skill development.

Our survey of professionals revealed that ''whether a professional is satisfied with their career progression'' and ''a professional's aspirations for the future'' were much more important indicators of the state of progression in a profession than more objective measurements around salary increases and job seniority;

▌ **progression looks very different from one profession to the next** For instance, while the number of employees an individual manages could indicate seniority in one profession (engineering or construction), some senior roles in other professions (law) do not involve a people management function;

▌ **progression is impractical to measure within the organisational or firm structure** Professionals are likely to work for different employers through their career, and voluntary career moves are likely to entail an increase in salary and responsibility. Short of a central database that tracks professionals through their entire lives, it is extremely unlikely that data collection at employer level will yield significant insights into progression.

For these reasons, it was decided that **measuring progression was beyond the reach of a first toolkit looking at improving access to the professions**. However, we stress the futility of improving access to the professions if entrants encounter further barriers to progression.

When looking at their organisation's socioeconomic make-up, **employers should look at the socioeconomic make-up of different levels of the organisation**, whether individuals have different socioeconomic backgrounds from the bottom to the top of the organisation.

When it comes to tracking progression, professional bodies/regulators hold a formidable advantage in that professionals typically remain members/registrants of the relevant body for life, no matter how many times they may move employer.

Therefore, we strongly **encourage professional bodies/regulators to collect and analyse data relating specifically to progression**. Cohort studies – in which a specific group of individuals are monitored over time – could yield valuable insights into progression.

Best practice

This section contains a range of best practice guidelines and existing schemes in which employers and professional bodies can get involved to improve social mobility within their profession, and, more widely in society.

While not every suggestion will be appropriate for all organisations, in all professions, we hope that these ideas will inspire individuals and organisations to action.

It would be overly simplistic to suggest that there is a direct link between following emerging best practice and rapidly achieving fairer socioeconomic representation within the professions. Social mobility is difficult to change, not least because of the number of actors and factors that influence it. We also recognise that there are significant variations between professions about, for example, entry requirements, required skills and the barriers to entry.

Nonetheless, there are numerous opportunities for the professions to work with multiple stakeholders to improve access for those who face barriers to entry because of their socioeconomic background.

The recommendations in this section were selected because they aim to improve all individuals' chances of entering the professions. It is important to bear in mind that it is not just those from deprived backgrounds who struggle to gain entry into the professions. Many young people from what might traditionally be called the middle classes also face barriers to entry.

The professions have traditionally aspired to be meritocratic and to serve the public interest – and these recommendations follow in that vein.[51] Following emerging best practice is likely to yield positive results for individuals, for the professions and ultimately for society as a whole.

1 Support, mentor and inspire individuals from lower socioeconomic backgrounds to embed aspirations and provide them with both the opportunity and confidence to pursue a career in the professions

The context:

▌ Three times fewer young people from average or poorer backgrounds aspire to be a professional than those from professional backgrounds.[52]

▌ The Joseph Rowntree Foundation has found that, while young people from deprived backgrounds do not generally lack aspiration, there is a lack of understanding of how to fulfil career goals.[53]

▌ Individuals from lower socioeconomic groups have lower application rates for certain professions such as medicine. When combined with lower acceptance rates, this further decreases their representation in the professions.[54]

▌ The professions expect candidates to have more than just technical skill or academic achievements: it is about "skills much broader than pure academic excellence… for example, tenacity, creativity, communication skills, many of what people sometimes term the softer skills". (Cathy Turner, head of HR for Barclays).[55]

▌ Soft skills – such as teambuilding, listening and communicating – are developed via a wide range of activities such as sports or hobbies. Charities and organisations that provide opportunities to develop these sought-after skills are very important.

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51 "The professions have played a big role in the development of meritocracy because of their emphasis on knowledge-based skills rather than social class." Spada. 2009. *Ibid*, page iii.

52 Panel on Fair Access to the Professions. 2009b. *Ibid*, page 4.

53 Kintrea, St Clair and Houston. 2011. "The influence of parents, places and poverty on educational attitudes and aspirations." Joseph Rowntree Foundation.

54 BMA. 2009. *Equality and diversity in UK medical schools*, page 1.

55 Quoted in Richard Bilton. "Social mobility: less privileged face fight for top jobs", *BBC News*, 2 February 2011.

What the professions can do:

▌ The professions should look to engage in existing outreach schemes to speak about their professional experience at schools, colleges and university careers fairs. They should think carefully about their audience and choose the appropriate person to enthuse pupils. In certain cases, pupils and students might find it easier to relate to young professionals on the way to qualifying, or professionals of a similar social or geographical background to them.

▌ In order to reach out effectively to schools and colleges in disadvantaged areas, employers in a given profession will need to coordinate with each other. While co-operation among competitors is always difficult to achieve, our consultation noted successful co-ordination efforts between employers in the property sector.

▌ As the majority of further and higher education Institutions engage in outreach activities, employers should seek to get in touch with them and co-ordinate activities. Once again, this will allow all parties to take advantage of economies of scale and avoid overlap.

▌ Individual professionals who feel able to devote 15-30 minutes per week over the course of a year should partake in e-mentoring schemes. Through a designated website that can be accessed easily anywhere, at any time, they can engage in discussions, share their experiences and offer advice to their mentee.

▌ As part of CSR activities, employers should encourage their staff to take part in existing outreach programmes, managed by third-sector organisations and charities. This will have the added benefit of improving the profile and awareness of their profession and their organisation.

Stem ambassadors programme

Around 21,000 Stem (science, technology, engineering and mathematics) professionals volunteer in regular school lessons or extra-curricular activities to engage young people further with STEM subjects and to inform them of different career opportunities. They fulfil a dual role as providers of careers guidance as well as role models.
http://www.stemnet.org.uk/content/stem-ambassadors

Pathways to law

This well-established programme sustained by the College of Law and The Sutton Trust provides students from under-represented backgrounds with support in Years 12 and 13, as well as through university.
http://www.pathwaystolaw.org

Inspiring the Future

This recently launched service calls for people from all sectors and industries – from apprentices to CEOs – to register to volunteer in state schools and colleges to give young people career insights through short career talks, Q&As and careers fairs. The programme is free to state schools/colleges and employers.
http://www.inspiringthefuture.org

Future First

Realising the importance of having relevant role models and inspiring pupils, this scheme arranges for former students to return to their old schools to speak about their current career.
http://www.futurefirst.org.uk

Access project

This Islington-based project works within schools to provide pupils with aspiration-raising workshops, one-to-one tutorials on a specific subject and careers advice and support to help them to gain entry to university.
http://www.theaccessproject.org.uk

2 Offer information, advice and guidance (IAG) in a regular and sustained manner

The context:

▌ Less than 45% of sixth-formers believe they have received good careers advice and 75% have not received careers advice from employers.[56]

▌ School-age children need to be familiar with the different professions so that they are informed, inspired and encouraged to pursue the occupation or professions that interest them.

▌ Pre-GCSE pupils in particular need to be familiar with the different opportunities open to them within the professions, and the various routes – and the relevant entry requirements in terms of course subjects, grades, work experience and so on – for each of these.

What the professions can do:

▌ Professional bodies/regulators, rather than employers individually, should take the lead in providing IAG. One of the prime concerns voiced in the consultation phase for this project related to the proliferation of information portals and websites, which, without accompanying advice and guidance, remain incomprehensible or confusing to many pupils. Firms and employers might not be well placed to deliver careers advice, as they may not be familiar with different routes and funding options.

▌ Professional bodies/regulators should liaise with teachers and careers advisers within schools, to whom responsibility for providing careers advice has been transferred. Numerous experts consulted in this project voiced concern that teachers would not be familiar with the wide range of professions and their access routes and that this urgently needed to be addressed.

▌ Once they have received guidance from professional bodies/regulators, employers should co-ordinate with each other to engage with schools and colleges. In order to target the right institutions, they could work within existing outreach programmes managed by university and FE colleges, as well

as charities. Employers who do not have the resources or knowledge to target the right schools and deliver high-quality IAG should engage with charities already doing work in this area. Online engagement, e-mentoring and regional networks can ensure that information and outreach is offered to individuals in geographical areas with lower professional presence.

▌ Engagement with schools and cohorts of pupils needs to be sustained and regular. Numerous education and outreach specialists are concerned by graduate employers performing the "milk round" once a year at careers fairs, and only doing so at a very limited number of universities.

▌ Professional bodies/regulators should ensure that the information on the most popular websites providing careers advice for the professions is correct, complete and up-to-date. A shortlist of these websites is provided in the Further Resources section of this toolkit (see page 43).

Accessprofessions.com
This website was launched following the Milburn panel's recommendation for a website to link young people to online information. This charity notifies young people by e-mail of regular opportunities from universities, business and not-for-profit organisations, be they insight events, work placements, mentoring schemes or summer schools.
http://www.accessprofessions.com

Professions for Good, IAG Working Group
Professions for Good is establishing a working group to discuss how the professions can engage with the all-age national careers service being launched in April 2012. The working group will establish how the professions can co-ordinate data and advice fed into the multitude of private IAG providers, and ensure that it is both up-to-date and of quality.
http://www.professionsforgood.com

Chartered Insurance Institute, Discover Risk campaign
In order to improve young people's poor perception and low awareness of the insurance sector, the CII launched an online campaign in 2010. Through an interactive website, social media and a board game, the campaign offers information about various careers in insurance, as well as ways of gaining experience.
http://www.discoverrisk.co.uk/

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56 The 45% figure refers specifically to career advice from friends, family, employers and careers advisers. See the key stats section on the Social Mobility Forum website.

3 Provide productive work experience and internship opportunities in a fair manner

The context:

▌ It has become increasingly important for individuals to showcase practical experience, whether through an internship or work experience, on their CV when applying for a job or course in the professions. Internships also offer a direct route into employment: four in five employers recruit former interns.[57]

▌ In the case of certain professions such as veterinary practice, potential students are required to undertake work experience at a very early stage in their career, in order to apply for veterinary school. This can be even more difficult for students without family or community links into the profession, and who live far away from veterinary schools and centres.[58]

▌ Unfortunately, the "who you know rather than what you know" recruitment culture continues to dominate many professions.[59]

▌ The unpaid nature of many internships and their concentration in large cities, specifically in London, is a barrier to some of the most disadvantaged individuals keen to enter the professions.

What the professions can do:

▌ Employers have a responsibility to showcase their profession through internships – this means giving interns productive work, not simply photocopying and tea-making.

▌ Internships are an opportunity to develop not only technical skills relating to an industry or subject, but also soft skills and confidence.

▌ Employers should follow best practice when it comes to advertising internships and providing interns with worthwhile experience and feedback. Internships should be allocated in a transparent and open manner. They should also strive to ensure that no one is excluded on the ground of cost from internships, seeking to provide expenses/accommodation when possible.

▌ Employers should also comply with relevant laws, notably those that outline what constitutes an internship (as opposed to work that qualifies for the national minimum wage). See the Common Best Practice Code for Quality Internships below for further information.

The Common Best Practice Code for Quality Internships

The Common Best Practice Code for High Quality Internships has been produced by Gateways to the Professions Collaborative Forum, managed by the Department for Business, which worked closely with the Panel on Fair Access to the Professions to tackle the issues and barriers associated with talented students from lower income families accessing the professions. The internship code is aimed at ensuring both interns and employers gain the maximum benefits from internships.

http://www.bis.gov.uk/assets/BISCore/higher-education/docs/C/11-1068-common-best-practice-code-for-quality-internships.pdf

Social Mobility Business Compact

Announced as part of the Government's social mobility strategy, the Business Compact calls on businesses to do their bit to raise aspirations of young people and helps them to understand routes into different professions and to open their doors to people from all walks of life, regardless of their background.

More than 100 large businesses have now signed the Business Compact, including PwC, Wates, BAE Systems, Channel 4 and Eversheds.

Further information on the compact can be found at: www.dpm.cabinetoffice.gov.uk/businesscompact. If you would like to get involved, please contact social.mobility@cabinet-office.x.gsi.gov.uk.

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57 Panel on Fair Access to the Professions. 2009b. *Ibid*, page 4.

58 Panel on Fair Access to the Professions. 2009c. National Call for Evidence: Summary.

59 Gateways to the Professions Collaborative Forum. 2011. *Common Best Practice Code for High-Quality Internships*, page 3.

Social Mobility Foundation

The SMF works to help high-achieving pupils from low-income backgrounds to enter the professions. Through a network of supporting employers and volunteers, it places pupils in internships, as well as assisting them with mentoring, skills development and university application support.
http://www.socialmobility.org.uk

PRIME

A growing number of law firms are signing up to this recent initiative to make a commitment to ensuring "fair and equal access to quality work experience in the real world of work, where people can gain valuable experience to use in their lives and future careers".
www.primecommitment.org/

Career Academies UK

This organisation works with more than 1,000 employers and some 130 schools and colleges throughout the UK to provide two-year programmes to see students through to HE or careers. Students are given relatively broad and rounded education, including valuable life skills, as well as qualifications recognised by the National Qualifications Framework. Internships are the "jewel in the crown" of the career academy, where students complete a six-week paid placement in the summer of their two-year course in a real work environment.
http://www.careeracademies.org.uk

MedEx summer school scheme

Chelsea and Westminster Hospital NHS Foundation Trust and Imperial College London medical school work to offer a four-day work experience to Year 12 students. The MedEx programme is targeted at students from under-privileged backgrounds (specifically those whose family did not complete higher education and who do not practise in the medical profession) who show talent and interest in medicine. They are given insights into different medical careers, including by shadowing a final-year medical student on hospital ward rounds for two days. The scheme costs just £600 a year to deliver. Contact details at
http://web.bma.org.uk/nrezine.nsf/wd/ ATHN-8NTLFW?OpenDocument& C=26+November+2011

4 Offer more flexible and lower-cost routes into the professions

The context:

▌ The 2009 Milburn report to Government on social mobility highlighted the need for a national debate to "recognise the validity of alternative routes into professional and other careers, including vocational and further education programmes".[60] It recommended "expanding entry points to the professions, including new vocational routes and extended paraprofessional roles".[61]

▌ There are increasing worries about a succession of restrictive recruitment practices, as "the most advantaged 20 per cent of young people are seven times more likely to enter the most selective [higher education] institutions than the most disadvantaged 40 per cent",[62] and many professional employers further limit themselves to recruits from a select group of universities.

▌ A number of professional bodies have successfully put in place flexible routes, without compromising on the requisite skills and talent. These "alternative" routes are rapidly gaining in popularity, and this trend is expected to continue with the increase in university tuition fees.

What the professions can do:

▌ Professional bodies/regulators and employers should establish more flexible routes into the professions so that individuals at various stages in life can gain qualification. Specific demands for routes include more work-based and remunerated routes delivered in association with colleges, universities and employers; more part-time routes; and more routes that recognise practical, real-life experience rather than qualifications. Insurance, accountancy and other financial services professions are exemplary in providing "open access", as applicants do not require degree-level education.

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60 Panel on Fair Access to the Professions. 2009a. *Ibid*, page 95.

61 Panel on Fair Access to the Professions. 2009a. *Ibid*, page 119.

62 Office for Fair Access. 2010. "Annex C – OFFA commissioned analysis from HEFCE on trends in young participation by selectivity of institution".

▌Professional employers should also consider sponsoring people through university courses, which will appeal to people from less advantaged backgrounds (see the EDF and the KPMG case studies on the next page).

▌There is, however, no use in having flexible entry routes if these are not promoted and advertised to the right groups. Nor is there any use in creating new routes into the profession if they do not lead to a career ladder with carefully thought-out opportunities for progression. With this in mind, the professions must ensure that alternative routes are broadly and appropriately promoted and must also address any concerns that non-HE routes may dilute professional stature, especially amongst the existing membership. Just over half of advanced level apprentices from the accountancy sector go on to study in higher education.[63] The insurance sector often stresses the number of leading figures in the sector that do not hold university degrees and that have progressed via work-based routes.[64]

▌Graduate employers should rethink and broaden their recruitment processes – many experts consulted for this project were concerned that they were increasingly narrowing recruitment to top universities, bypassing talented individuals from more diverse socioeconomic backgrounds in the process. Universities themselves should reconsider their recruitment criteria and processes, as many are doing by using contextual applicant data in their admissions processes to identify high-potential applicants from disadvantaged social or educational

backgrounds. They could also look to engage in improving support and IAG to students, as well as to models such as King's College London's extended medical degree. Experts were similarly concerned that apprenticeship places were being filled with current employees rather than new talent.

▌Professional bodies and regulators should rethink current entry requirements. Colleges bemoan the lack of flexibility in the entry requirements, and certain professions remain stubbornly closed to apprentice entry routes. Such changes need to be centrally thought through and promoted, so that change happens through the whole of a sector, not just among leading employers. The rise of para-professionals in certain sectors such as dentistry is indicative of the talent that can rise through, to the benefit of those individuals and the profession as a whole, when entry requirements are reconsidered.

▌Especially in times of economic strife, the professions should aim to provide financial support to the most talented individuals seeking entry as well as means-tested support specifically aimed at those from disadvantaged economic or social backgrounds. The Law Society's Diversity Access and Bursary schemes, supported by law firms as well as universities and colleges, have helped more than 100 students to date.[65]

63 Smith and Joslin. 2011. *Apprentice Progression Tracking Research Project Report.* Centre for Work-Based Learning, University of Greenwich.

64 Chartered Insurance Institute. 2011. *Progress report by the Chartered Insurance Institute on accessing professional careers.* Consultation response.

65 More information is available on the Law Society's website.

Cushman & Wakefield's trainee surveyor programme

The firm offers, in conjunction with Lambeth College and the University of Westminster, a trainee surveyor programme that pays for A-level students to attend university. It also offers them a business mentor, paid work experience, driving lessons and other additional incentives. Once they have graduated, they are offered employment at the firm while working to complete the Royal Institution of Chartered Surveyors' assessment of professional competence.
http://www.lambethcollege.ac.uk/life-at-lambeth/the-cushman-and-wakefield-programme/

London South Bank University FdEng foundation degree power distribution

This degree is offered in conjunction by London South Bank University and EDF Energy. It is open to mature students with work experience, as well as those with relevant BTEC, NVQs, GCSE and A-level scores. The first year of this two to three-year degree is devoted to acquiring basic knowledge and skills for the electrical power industry, while the second year is spent gaining practical experience in a more specialist area under EDF Energy's supervision.
http://prospectus.lsbu.ac.uk/courses/course.php?UCASCode=H630

Extended medical degree programme, King's College London

Having recently celebrated its tenth anniversary, this programme recruits students purely from state non-selective schools in London, Kent and Medway. The 50 students accepted on to the course each year undertake a six-year programme rather than the usual five, and receive mentoring and support during the first three years. They follow the same curriculum and undergo the same rigorous assessments and examinations as all other medical students.
http://www.kcl.ac.uk/prospectus/undergraduate/index/name/emdp/alpha/MNO/header_search/

Manchester Metropolitan University BA (hons) professional accounting

The accountancy bodies AAT (Association of Accounting Technicians) and ICAEW (Institute of Chartered Accountants in England and Wales) have teamed up with Manchester Metropolitan University to widen participation in HE. This flexible and lower-cost route allows candidates of various experiences to acquire an honours and a masters degree, as well as the AAT and ICAEW chartered accountant qualifications.
http://www.business.mmu.ac.uk/pro-accounting

KMPG, ICAEW/ICAS & universities, school leavers' programme

This recently-launched scheme offers school leavers the chance to obtain a full accountancy qualification from the Institute of Chartered Accountants (in England and Wales, or in Scotland) and a degree from Durham, Exeter or Birmingham universities over a period of six years. KPMG pays for tuition, qualification and accommodation fees, and will offer successful candidates a starting salary of £20,000 in its audit team. A total of 75 students have benefited from the scheme in its first year.
http://www.kpmgcareers.co.uk/A-LevelTrainees/SchoolLeavers%27Programme_%281730%29.aspx?pg=1730

The Bridge Group Collaborating with the Professions Expert Group

This group brings together major industry leaders and charities to form policy recommendations on how access to the professions can be improved.

To get involved, sign up at
http://www.thebridgegroup.org.uk/membership.html

Case Studies

Case studies

The Chartered Institute of Legal Executives – the recognised "alternative" route into law

From a personal injury claims advisor to founding partner of a niche law firm

Chris Linnitt never imagined he would become a lawyer, let alone set up his own law firm: "I never had the opportunity to go to university and therefore never considered a career in law," he says. After he left school with a General National Vocational Qualification, he gained employment in a factory, assembling devices. Shortly after, Chris enrolled on an Open University course, completing a diploma in social sciences in 2001. It was while working as a personal injury claims adviser that Chris's employer offered to cover the cost of a course through the Chartered Institute of Legal Executives.

Chris found the course extremely challenging, made even more so by the fact he was seriously hurt in a road traffic accident and had to endure a series of painful follow-up medical procedures on his leg. Despite this, Chris was determined to pass his exams. The chartered institute arranged for an invigilator to come to his house, enabling him to sit his exams at home. He successfully passed his last exam in June 2006. That same summer, Chris made the difficult decision to have his left leg amputated above the knee in order to improve his quality of life.

Soon after gaining Fellow status in January 2007, Chris set up a specialist limb loss and catastrophic injury department within a firm in Tavistock. In partnership with his wife Clare

> ❛ Being a legal executive is extremely challenging and rewarding, I feel a strong sense of achievement and am very proud of my ILEX qualification. My career is a promising one and I now look forward to each day ❜

Chris Linnitt, *Linnitts Solicitors*

– who qualified as a solicitor through the ILEX route – the couple decided to take the next giant step of setting up their own law firm, Linnitts Solicitors.

According to Chris, his ILEX qualification and life experiences mean that he is able to provide a unique offering to clients: "There are very few legal firms specialising in amputee or catastrophic claims; as an amputee, I believe I can relate to people's circumstances as well as provide legal expertise in this field."

About legal executives

There are currently 22,000 qualified and trainee legal executives. A chartered legal executive is a specialist lawyer whose expertise lies in one or two areas of legal practice. Chartered legal executives are able to undertake most of the legal activities that can be carried out by a solicitor and where they are supervised by a solicitor can also undertake activities that are reserved for

authorised lawyers. They have their own clients with full conduct of cases. In fact, 64% of chartered legal executives work for private practice firms, and 35% have managerial responsibilities.[66]

This number is set to boom as the achievements of the Chartered Institute of Legal Executives over the past 50 years

66 Figures taken from ILEX. 2009. "Consultation Response: Fair Access to the Professions".

> *From 2012, the issue of tuition fees will see more and more school leavers look for alternative routes into their chosen career, but with more schemes such as this, those students will have more opportunities than ever to still enter a career of their dreams*

Diane Burleigh, *Chief Executive, ILEX*

have been formally recognised. ILEX was granted a royal charter in October 2011, meaning that those taking ILEX qualifications can progress from the status of paralegal to qualified chartered legal executive lawyer. Thanks to the Legal Services Act 2007, legal executives are eligible to become partners in firms, with 200 having done so already. In 2010, the first ILEX judge, Ian Ashley-Smith, was appointed deputy district judge on the South Eastern circuit.

Flexible and cost-effective qualification with ILEX

The ILEX route is open to everybody – there are no academic prerequisites to enrol[67] and individuals can study in a way which suits them best.

The majority of students qualify either by distance learning or through part-time study at further education colleges. Almost 10% of the 69 centres offering ILEX professional qualifications are located in postcodes registered as falling into the bottom 2% of the multiple deprivation indices and 70% are located in the bottom 50%.[68] Many ILEX students work part-time while studying and can choose how long they wish to take to complete their qualification.

Students from low-income families are more likely to be put off studying at higher education level through fear of debt.[69] The ILEX route is cost-effective, costing around £7,000 spread over four years, while studying law at university costs an average of £20,000-30,000 (albeit in deferred loans), with further costs from the Legal Practice Course (LPC) or the Bar Professional Training Course (BPTC) qualifications. [70]

This has allowed ILEX to attract individuals from diverse backgrounds, which are often under-represented in the legal profession: 81.5% of ILEX members do not have parents who attended university, and only 2% have a parent who is a lawyer.[71]

With the pending rise in university tuition fees, ILEX is seeing its offering of a low-cost and flexible route into law become increasingly popular. A number of law firms – Irwin Mitchell, Pinsent Masons, Gordons, DWF and Minster Law – are already working with ILEX to develop in-house training programmes for paralegals that encompass both their business needs and the externally recognised ILEX qualifications (from Level 2 to Level 6, which is set and assessed at honours degree level).

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67 Although passes in at least 4 GCSE subjects including English language at grade C or above is recommended.

68 The English Indices of Deprivation 2010.

69 A poll released in June 2011 found that 49% of teenagers will be less likely to apply to university because of the tuition fee increase and many are considering other education options. *Black Solicitors Network.* 2011. Diversity league Table 2011: A demographic survey of the legal profession." Page 52.

70 The cost of the standard route to qualification is less than £7,000 (including all study, exam and registration fees) spread over the recommended four-year part-time study (figures supplied by ILEX Tutorial College on 23 November 2011).

71 Figures from ILEX. 2011. "Fair Access to the Professions Progress Report".

❝ The Institute of Legal Executives group offers the only route to becoming a qualified lawyer that is open to all, regardless of education, social status or background … If you are serious about social mobility, it seems to be that a huge part of the solution lies right on your doorstep – or at least back in your offices ❞

Nick Clegg, *Deputy Prime Minister*

Barriers to ILEX and its members

It took 50 years of hard work and determination for ILEX to be recognised as a chartered profession. Still today, ILEX and its members continue to face a number of barriers which other professions setting up "alternative" routes are also likely to encounter.

The Chartered Legal Executive career route is still not yet widely recognised by the public and by key stakeholders. The impacts are far-reaching and wide-ranging for the ILEX route and its members: for example, students are not eligible to receive either Higher Education student loans or apprenticeships funding.[72] Certain organisations, such as the Armed Forces, do not recognise Legal Executives for their various "lawyer" positions.

Another barrier comes from the legal profession itself. 22% of ILEX members state that their career had been held back by the attitude of work colleagues. The granting of a Royal Charter will hopefully raise further awareness amongst the public and accelerate a change in attitudes within the legal profession. But if diversity and access is to continue to be broadened, then barriers such as these need to be removed and attitudes need to change further.

Find out more about the ILEX route and the work of Chartered Legal Executives at http://www.ilex.org.uk

Find out more about Chris Linnitt's story at http://www.linnitts.co.uk/chris-linnitts-life-story

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72 Although this may change in future.

The Institute for Learning – "second chances"

After working as a technician in the Royal Air Force for 22 years, Tracey Richardson set her sights on becoming a teacher. Much like the way in which she worked her way up to become a technician after entering the RAF at age 18, Tracey has worked her way to become a fully qualified teacher in plumbing.

While still at the RAF, she completed a certificate in education at Wolverhampton University. The experience was a completely new one for her: "Sometimes I felt out of my depth but after I'd talked it through with others on my course, I found I was not alone, just merely out of my comfort zone."

She emerged keen to continue training and in 2005-6, shortly after leaving the RAF, Tracey completed a Postgraduate Certificate in Education (PGCE) in learning difficulties at Manchester Metropolitan University. Simultaneously, she embarked on a City & Guilds course in plumbing and worked part-time as a plumber, eager to get practical on-site experience before embarking on a National Vocational Qualifcation (NVQ).

After a back injury, Tracey concentrated fully on her teaching career, quickly progressing from teaching Level 1 plumbing part-time to full-time at Rodbaston College (now South Staffordshire College).

Today, Tracey possesses NVQ Level 2 and 3 qualifications, as well as an assessor award. She works for a private training

> ❛ *I've been introduced to active learning techniques which help to keep students on task* ❜
>
> Tracey Richardson

company called EAS Mechanical, teaching Level 2 NVQ plumbing at West Herts College and provides training and assessment in colleges and onsite around the country.

Tracey has been a member of the Institute for Learning (IfL) since 2008, as well as a full member of the Chartered Institute of Plumbing and Heating Engineering (CIPHE) and the Engineering Council (ECUK). The IfL ensures that she keeps up to date with developments in teaching. Likewise, CIPHE ensure that she passes on the right skills and knowledge to her students: "Its magazine and website tell you what is happening in the industry, and you have to do 30 hours continuing professional development (CPD) each year. Without all that you could be teaching some old practices."

Further education teachers and trainers – "dual professionals"

The Institute for Learning (IfL) is the independent professional body for teachers and trainers working in further education (FE) and skills. IfL is committed to supporting the professional status, career progression and continuing professional development (CPD) of members to support excellence in teaching and training for the benefit of young and adult learners.

Reflecting the diverse nature of the sector, IfL members work in a range of settings, including adult and community learning, FE colleges, offender learning and work-based learning. Many teachers and trainers work in sixth-form colleges, the Armed Forces, voluntary sector and emergency and public services.

There is a rich mix of learning offered in FE, and IfL's members come from very different backgrounds and take very different

For the majority of people entering the sector, this is a second (or third) career – the average age of entry is 37-38.

The IfL calls its members 'dual professionals' in recognition of their status as subject experts and experts in teaching and learning.

routes into teaching. One of the challenges faced by FE is how to attract the very best experts from industry and business – the highly skilled plumbers, accountants, engineers, chefs and so on – and enable them to develop the expertise they need to provide high-quality teaching and learning.

The Institute for Learning – flexible and adaptive training

For the majority of people entering the sector, this is a second (or third) career. They will have spent the first part of their working lives as trainees in the FE sector and gone on to enjoy successful professional careers in health, engineering, law, care, or any of the other professions and vocations FE supports. For this reason it is not surprising that the average age of entry to FE teaching and training is 37-38.

IfL supports a flexible and adaptive system by which new teachers train on the job. Teachers and trainers can work towards either qualified teacher learning and skills (QTLS) professional status or, for those who do not wish to take on a full teaching role, associate teacher learning and skills (ATLS) status.

They must complete these qualifications within the first years of their first employment. This flexible timescale recognises that the majority of new teachers undertake initial teacher training in-service, while balancing the demands of their new teaching timetables, and that a significant number of trainee teachers work part-time in the sector. On average there are approximately 20,000 new teachers working towards qualification and as many as 50% of these can be employed part-time.

Continuing professional development (CPD) ensures that qualified teachers and trainers continue to develop their subject expertise, while acquiring new strategies and approaches to teaching and learning. Here too, the emphasis is on practicality, which a minimum of 30 hours of CPD, with a pro-rata requirement for those who teach part-time.

Find out more about IfL at http://www.ifl.ac.uk

Royal Institution of Chartered Surveyors – flexible routes to surveying

In the final year of A-levels, Khalifa Forte found himself unsure about what career path to follow and took an impromptu gap year.

His initial introduction to the surveying profession took place through a conversation with a building surveyor who was inspecting his family home during a sales procedure.

While conducting some research in surveying, Khalifa discovered that surveying contained a much broader variety of career opportunities than he had previously thought, from building to quantity to general practice surveying.

In addition to his personal research, he also received help and guidance from the Chartered Surveying Training Trust (CSTT). The CSTT has been working over the past 25 years to provide opportunities for young people to begin a career in surveying. It works with 16 to 24 year olds, especially those who are from deprived areas or who face personal disadvantages, and provides them with debt-free, tutor-supporting apprenticeships.

Coincidentally, soon after he had encountered the building surveyor, Khalifa came across the CSTT through a Learn Direct advertisement promoting the apprenticeship scheme in *South London Press*. He applied for a position, and within just two months, had passed formal and informal interviews and a psychometric test.

Generally, those embarking on a CSTT apprenticeship – or "trustees", as they are called – obtain a National Diploma in Construction and a Higher National Certificate in

> **"** *The apprenticeship scheme benefited from a chance to work with an approved surveying company gaining hands-on work experience, a yearly salary while you study and becoming qualified without a large university debt hanging over your head* **"**

Khalifa Forte

Construction in their first two years of qualification. They then obtain a National Vocational Qualification (NVQ), proof that they have the relevant competencies and abilities to carry out their job to the standard expected by employers.

Khalifa undertook general practice surveying in his apprenticeship, which he completed in 2007. He remained with his employer DTZ, and just last year, completed an undergraduate degree in real estate management at Kingston University. He has now been at DTZ for more than five years and has rotated departments every 12 months on average. He is in the final year of the graduate scheme.

AssocRICS – translating skills into qualifications

The RICS also offers a new, entry-level "associate" professional qualification that does not require previous qualifications. In fact, the vast majority of candidates are coming through the AssocRICS route on experience alone, having gained good knowledge and experience of surveying over the years, but not the relevant qualifications. While 88% of candidates have four or more years' experience, 78% do not have any vocational qualifications. Just under half of members have no academic qualifications.

As the qualification is targeted at those with experience, the typical age of an applicant is 30 to 38 years old. The route has therefore been built with flexibility in mind – it can be completed while in work, over six to twelve months. Candidates can pass relevant tests and complete their portfolio, showcasing experience of different skills and fields, through an online portal. This allows them to work towards their qualification at a time and place which suits them best. With the success of the route, RICS has increased its offering to cover 12 different career pathways, through property, construction and land, in both management and surveying. Associate members can progress on to full chartered status if they wish, either through work-experience-based routes or RICS-accredited degree courses.

The Chartered Surveyors Training Trust and the associate apprenticeship scheme

The RICS and the CSTT have now joined up to integrate the associate qualification into apprenticeship schemes. The benefit of a universally recognised qualification at the end of the apprenticeship – and the possibility of going on to gain full chartered status – is a clear benefit to their long-term career progression.

In its first year, the CSTT received more than 300 applications for the scheme. It has taken on 35 apprentices, all of whom faced barriers to starting a surveying career. The vast majority are aged 18 or younger, and stopped their education before completing A-levels.

Private sector firms and the associate apprenticeship scheme

Transport for London (TfL) and five suppliers (Balfour Beatty, EC Harris, Morgan Sindall, Franklin + Andrews and Wates) are working with the CSTT to offer 12 quantity surveying apprenticeships. The two-year-long apprenticeships will allow young people to work on a variety of projects throughout London such as Crossrail.

The apprenticeships have been "allocated to young people who would otherwise have struggled to access employment". As with all CSTT-backed apprenticeships, they will be able to gain associate membership of the RICS once they complete their apprenticeship.[73]

The apprenticeship scheme is one of hundreds of schemes launched by employers in various sectors to provide degree-level apprenticeships. The Government has announced its goal of creating 19,000 degree-level apprenticeships, at a cost of £18.7 million, while in London, Boris Johnson, the Mayor, has made a committment to creating 100,000 new apprenticeships by 2012.[74]

With the introduction of tuition fees rises next year, the CSTT and the RICS expect the apprenticeship schemes and Associate qualification to grow further as a viable alternative to university degree courses in quantity surveying.

Find out more about the Chartered Surveying Training Trust at http://www.cstt.org.uk/

Find out more about AssoRICS at http://www.rics.org/associate

73 TfL, "Transport for London leads the way with new quantity surveying apprenticeships". 31 October 2011.
74 Back Boris website, "Boris: 100,000 apprenticeships by end of 2012". Back Boris 2012 Blog.
Louisa Peacock. "Apprenticeships to become an alternative to university", *The Daily Telegraph*, 1 December 2011.

Further resources
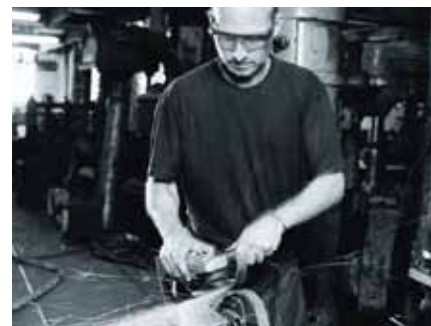
ACAS, Advisory Booklet – *Delivering Equality & Diversity*
This guide by the Advisory, Conciliation and Arbitration Service (ACAS) helps organisations to put into practice their commitment to equal opportunities.
http://www.acas.org.uk/CHttpHandler.ashx?id=1048&p=0

ACCA, *Climbing the ladder: ACCA and social mobility*
This 2011 policy briefing from the Association of Chartered Certified Accountants gives an overview of social mobility in the accountancy sector and issues a series of recommendations to widen access.
http://www2.accaglobal.com/pdfs/policies/tech-afb-ctl.pdf

Bar Council, *No Bar to the Bar – Barristers promoting social mobility*
The Bar Council and the Inns of Court outline the diverse measures adopted by the profession to help all those of ability to have access to a career as a barrister, regardless of their background.
http://www.barcouncil.org.uk/assets/documents/Its%20Your%20Call%20Oct%202009.pdf

BBC Newsnight, *interview with Nick Clegg*
Gavin Esler asks the Deputy Prime Minister Nick Clegg on *Newsnight* if there is a level of hypocrisy in his social mobility rhetoric.
http://news.bbc.co.uk/1/hi/programmes/newsnight/9448084.stm

BIS, *Social Mobility – A Literature Review*
Leading researchers on social mobility were commissioned by the Department for Business, Innovation & Skills to produce this literature review of social mobility in March 2011.
http://www.bis.gov.uk/assets/biscore/economics-and-statistics/docs/s/11-750-social-mobility-literature-review

British Medical Association and Medical Schools Council, *Widening access schemes in UK medical schools*
This guide provides careers advisers, teachers and students with a clear overview of the different widening participation schemes for medicine at various universities and schools. With the advent of the all-age careers service,

other professions should seek to provide teachers with similar guides.
http://www.medschools.ac.uk/AboutUs/Projects/Documents/BMA%20MSC%20Widening%20Access%20Guide.pdf

Centre for American Progress, *The Rise and Consequences of Inequality*
A lecture on social inequality by Alan Krueger, Chairman of the President's Council of Economic Advisers. Krueger reveals the UK and the US to be the worst culprits of social inequality on "The Great Gatsby Curve".
http://www.americanprogress.org/events/2012/01/krueger.html

Channel 4 News, *debate on social mobility and class war*
This debate on social mobility took place in April 2011 between Nick Pearce (Director of the Institute for Public Policy Research), Elizabeth Truss (Conservative MP) and Shakela Uddin (Young People's Mentor at City Year).
http://www.youtube.com/watch?v=c9q7G3k2KcA

David Willetts, *lecture on universities and social mobility*

David Willetts, Minister of State for Universities and Science, delivered this lecture on the links between education, university and social mobility.
http://www.bis.gov.uk/news/speeches/david-willetts-universities-and-social-mobility

Future First, *Social Mobility, Careers Advice & Alumni Networks*

This paper is based on the results of a nationwide survey into social mobility, careers advice and alumni networks.
http://www.futurefirst.org.uk/social-mobility-careers-report.pdf

Government Social Mobility Strategy, *Opening Doors, Breaking Barriers: A Strategy for Social Mobility*

Published in April 2011, this document outlines the coalition Government's position on and targets for social mobility.
http://www.cabinetoffice.gov.uk/sites/default/files/resources/opening-doors-breaking-barriers.pdf

House of Commons Hansard, *question on the Government's social mobility strategy*

The April 2011 transcript documents the Deputy Prime Minister Nick Clegg's overview of the government social mobility strategy.
http://www.publications.parliament.uk/pa/cm201011/cmhansrd/cm110405/debtext/110405-0001.htm#11040574000005

Information Commissioner's Office, *data protection advice*

The ICO has several practical guides outlining legal responsibilities as well as best practice for organisations holding employee personal information.
http://www.ico.gov.uk/for_organisations/data_protection/topic_guides/employment.aspx

Institute for Public Policy Research, *Why Interns Need a Fair Wage*

This 2010 report proposes a gradual phasing out of unpaid internships to improve access to industries and professions for individuals from lower-income backgrounds.
http://www.ippr.org/images/media/files/publication/2011/05/Why%20interns%20need%20a%20fair%20wage_1788.pdf

Intern Aware

This campaign focuses on promoting fair access to the internship system.
http://www.internaware.org/

Leeds Metropolitan University, *Factors influencing social mobility*

A 2007 report by the Policy Research Institute at Leeds Metropolitan University looks at the factors that facilitate and inhibit social mobility in the UK.
http://research.dwp.gov.uk/asd/asd5/rports2007-2008/rrep450.pdf

Legal Services Board, *Diversity Questionnaire*

The LSB's statutory guidance, *Increasing diversity and social mobility in the legal workforce: transparency and evidence*, includes a template questionnaire relating to wider diversity issues.
http://www.legalservicesboard.org.uk/what_we_do/consultations/closed/pdf/decision_document_diversity_and_social_mobility_final.pdf

University of Bristol, *Measuring Mobility*

This report by Paul Gregg and Lindsey MacMillan (researchers at the University of Bristol) looks at indicators of social mobility and future prospects for mobility levels.
http://www.bristol.ac.uk/cmpo/publications/other/esrcbritain2012/measuringmobility.pdf

Online careers advice

- Accessprofessions.com – online charity that matches students with university and career opportunities.

- Edge – independent education foundation dedicated to practical, technical and vocational training

- Future Morph – careers website for science, technology, engineering and maths

- Inside Careers – advice on graduate careers in the professions

- Law Society advice on careers in the legal profession

- Next Step – government website offering adults advice on skills and career development

- NHS Careers – advice on careers in the NHS in England

- Prospects – careers advice for graduates

- Total Professions – careers advice and inspiration for becoming a professional

- Ucas – advice on careers and professions

PARN, *Diversity Toolkit*
Developed for the Gateways to the Professions, this toolkit demonstrates different ways of embedding diversity and implementing training in professional organisations.
http://www.bis.gov.uk/assets/biscore/corporate/migratedd/publications/e/equality_diversity_toolkit.pdf

Professions for Good
This coalition of a dozen professional bodies works together in the public interest to promote fair access to and meritocracy in the professions; professional standards and ethics; and fact- and practice-based public policy.
www.professionsforgood.com

Report from the Independent Commission on Social Mobility
An independent panel of experts makes recommendations on how to boost social mobility in this 2009 report.
http://www.tuc.org.uk/extras/Social_Mobility_Report_Final.pdf

Richard Wilkinson, *How Economic Inequality Harms Societies*
A TED lecture by Richard Wilkinson, co-author of *The Spirit Level*, in which he charts data proving that more equal societies are healthier and happier.
http://www.ted.com/talks/richard_wilkinson.html

Twitter, *whom to follow for news on social mobility*

The Bridge Group
@bridge_group UK

BIS
@bisgovuk

Inside Careers
@InsideCareers

Intern Aware
@internaware

Resolution Foundation
@resfoundation

Social Mobility Foundation
@SocialMobilityF

UKCES
@ukces United Kingdom

Careers England, *Social mobility of young people and adults in England: the contribution and impact of high-quality careers services*
This 2010 paper by Dr Deidre Hughes looks at the role of careers services in promoting social mobility throughout the UK.
http://www.iccdpp.org/Portals/1/Social%20Mobility%20and%20Careers%20Service%20Provision%20in%20England%2020160810%5B1%5D.pdf

The Chartered Institute of Personnel and Development, *people management and development advice*
The HR professional body has freely available resources relating to the management and development of people within organisations, including the June 2010 *Internships: to pay or not to pay?* policy paper.
http://www.cipd.co.uk/NR/
rdonlyres/5A28F718-CC39-4B95-97BC-
B0C93123BF8D/0/5258_Internships_
report1.pdf

The Bridge Group, *Social Mobility through Higher Education*
Published in May 2011, this policy paper assesses issues of immediate importance about social mobility and higher education, and issues recommendations about how they should be addressed.
http://www.thebridgegroup.org.uk/
evidence/BridgingtheGaps.pdf

The Education and Employers Taskforce, *Employers' Guide*
This guide was designed to help employers of all types and sizes to engage and work more closely with schools and colleges.
http://www.employers-guide.org/

The Equality and Human Rights Commission, *advice and guidance*
While the Equality Act 2010 requires only public bodies to monitor workforce data, the EHRC's employer guidance will be of use to many organisations.
http://www.equalityhumanrights.com/
advice-and-guidance/guidance-for-
employers/

The Guardian, *social mobility section*
This online resource offers up-to-date news on social mobility in the UK.
http://www.guardian.co.uk/society/
socialmobility

The Social Mobility Foundation, *Annual Review 2011*
This report documents the achievements of The Social Mobility Foundation; a UK charity supporting academically able students from lower-income backgrounds into university and the professions.
http://www.socialmobility.org.uk/
wp-content/uploads/SMF-Annual-
Review-2011.pdf

The Sutton Trust, *research on social mobility*
This organisation was founded to promote social mobility through education. Much of its resources are devoted to access projects, as well as policy research, available freely on its website.
http://www.suttontrust.com/research/

UKCES, *Building Future Skills in Accountancy*
The UK Commission for Employment and Skills (November 2011) looks at the links between widening access and ensuring the growth and success of the accountancy sector.
http://www.ukces.org.uk/publications/
building-future-skills-in-accountancy

The Panel on Fair Access to the Professions, *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions*
The Milburn Panel on Fair Access to the Professions, commissioned by Gordon Bown, then the Prime Minister, and led by Alan Milburn, published its assessment and 88 recommendations to improve access to the professions in July 2009.
http://www.bis.gov.uk/assets/biscore/
corporate/migratedd/publications/p/
panel-fair-access-to-professions-final-
report-21july09.pdf

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The development of this toolkit has relied on the diverse views of a great number of stakeholders. The fact that an individual or organisation is listed as a contributor does not indicate full endorsement of the toolkit's findings and recommendations. It simply means that the individual/organisation concerned participated in the project's development.

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CIPD – Chartered Institute of Personnel and Development

CMI – *Chartered Management Institute*

The City of London Law Society

ICAEW – *Institute of Chartered Accountants in England and Wales*

RAE – *Royal Academy of Engineering*

RIBA – *Royal Institute of British Architects*

RICS – *Royal Institution of Chartered Surveyors*

The Science Council

FSC
Mixed Sources
Product group from well-managed
forests and other controlled sources
www.fsc.org Cert no. SGS-COC-003114
© 1996 Forest Stewardship Council

ISO 14001

recycle
www.recyclenow.com   The possibilities are endless.

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