

August 2014

# Deloitte Access

## Evaluation Report



**TeachFirst**

**Deloitte.**

Teach First would like to extend a sincere thank you to one of its most established supporters, Deloitte, for their continued generous support. 2013 saw a transformational development in the Deloitte/Teach First partnership and together, we've achieved some amazing outcomes in just the first year of our relationship.

Highlights include:

- Deloitte Access launched in **11** Teach First eligible schools in 2013
- Teach First Futures expanded to **four** new local areas of England
- **60** students joined Teach First Futures thanks to Deloitte's support
- **611** Deloitte employees volunteered **5,101** hours through Deloitte Access
- **2,517** students were engaged through Deloitte Access this year alone

The evaluation of year one of the programme focuses on four impact areas: Teach First as an organisation, Deloitte and its people and most importantly, the impact on young people. This report also pulls out notable feedback and recommendations for year two.

## IN THE SPOTLIGHT

### CASE STUDY: ST MARY MAGDALENE ACADEMY, LONDON

St Mary Magdalene Academy is a Christian community school in the London Borough of Islington. The school opened on a new site in 2007 as part of the government's Building Schools for the Future programme.

The school, with over 1,000 pupils on roll, is fully comprehensive selecting students based on intake area and not academic achievement or aptitude. Of its current students, half are from White British background with the rest from a diverse range of minority ethnic heritages - 14.8% of pupils speak English as an additional language. The proportion of students entitled to free school meals is very high and 90% of pupils come from the poorest third of homes.

One hundred Deloitte volunteers worked with 1,000 students at the academy in 2014 to develop the skills they need to access higher education and succeed in the workplace. Deloitte delivered a programme of practical help for students and teachers to play their part in helping students succeed regardless of their background. The Academy Executive Principal described the Deloitte Access Programme as "the most ambitious and comprehensive he has ever seen between a school and commercial partner".

#### Quick Stats: Volunteering at SMMA

Deloitte Access Focus Areas	Number of SMMA Pupils
Mentoring	200
Character & Culture	190

Enterprise Skills & Leadership	214
Raising aspirations	135
Employability skills	380

The Academy's Principal, who works closely with Deloitte, also commented that "it's obviously a great opportunity. We were keen to support the possibilities as it was an open opportunity with potential. This is a first for us, as a long term commitment with a big organisation. It has been a wholly positive experience for us and students have benefited enormously. Deloitte have given us a huge amount this year and the scale of how many children have been involved in some way has been in the hundreds".

Working with the Academy Deloitte delivered extensive support including mentoring, leadership skills, current affairs workshops and employability skills. The Academy senior management team have access to Deloitte Partner mentors and Deloitte are currently delivering a pro bono engagement on leadership succession planning. Ultimately, this programme allows Deloitte to share their client-facing skills and expertise with the students to build long-lasting impact.

### CASE STUDY: DELOITTE ACCESS VOLUNTEER - KELLY STEVENSON

"Deloitte gave me my first big break in life. I had always struggled at school, and university was not in my future plans. In the days before the pioneering Bright Start scheme, Deloitte's Cambridge office gave me an opportunity to work there and gain a professional qualification - the ACCA. With top class mentoring, training and education from Deloitte people I have succeeded in building my own portfolio of audit clients. I want to get the message out to young people about the great opportunities Deloitte offers and am volunteering to run interview practice days in local schools.

I strongly believe we need to open doors to students from all backgrounds to reach the best talent. This is why I am so impressed by, and excited to be involved in, Access Accountancy and what it stands for - giving every student equal opportunities to access the accountancy profession based solely on merit."

In 2014, over 600 Deloitte employees volunteered through Deloitte Access, and all respondents of the end of year survey agreed that '*I am proud that Deloitte delivers the Deloitte Access Programme*'.

# METHODOLOGY

## EVALUATION INSTRUMENTS

Teach First used a variety of data collection methods during evaluation:

- Online reflective survey (via SurveyMonkey.com) for students collecting quantitative and qualitative feedback on activities experienced during the academic year.

- Online reflective survey for Deloitte volunteers collecting quantitative and qualitative feedback on activities volunteered for during the academic year.
- 15 minute telephone interviews with Deloitte Access link teachers in each partner school asking for qualitative programme feedback.
- 15 minute telephone interviews with local Deloitte coordinators asking for qualitative programme feedback.
- 30 minute focus-groups with pupils from three Deloitte Access partner schools asking for qualitative feedback on specific activities undertaken within the academic year.

### DATA COLLECTION AND SAMPLING

- All surveys deployed by Teach First via email: Deloitte employees emailed directly from Teach First and students received the survey from Teach First via link teachers within each school. Survey deployed to all volunteers who took part in the programme, and all students involved in an 'ongoing programme'. *Note: surveys incentivised by a voluntary prize draw upon completion.*
- Telephone interviews conducted by Teach First and data collected in note form via interviewer. All Deloitte partner school link teachers selected for interview.
- Three focus-group schools were chosen by the Deloitte Access central team deemed as being one high-performing school, one median school, and one low-performing school.

### DATA ANALYSIS

- Data was collected by Teach First's Corporate Partnerships team and passed to the charities Research, Evaluation and Impact team for analysis. The team identified common evaluation themes across all audiences (pupils, link teachers, and Deloitte employees) and evaluation mediums to produce the below report. See appendix B.

## SUMMARY OF RECOMMENDATIONS

### ➔ IMPROVED TRAINING FOR SCHOOLS AND VOLUNTEERS

Qualitative feedback from both school interviews and volunteer survey comments suggest that more training is required across two stakeholder groups:

- Clear communication and direction for the school's senior partnership lead, and link teacher. Minimum expectations should be set around capacity and support, and clear guidance should be set for allowing schools to select the best person to lead the relationship.
- Training for both Deloitte volunteers and volunteer coordinators on *the school context*: how schools operate, their priorities, and communication expectations.

### ➔ PEER TO PEER SUPPORT AND LEARNING OPPORTUNITIES FOR VOLUNTEERS

Qualitative feedback suggests that volunteers should be *sharing best practice* across both service lines and local offices:

- Promoting an easy way for volunteers to network and share experience (suggested: Yammer).
- A unifying volunteer communication, such as a monthly/quarterly newsletter highlighting volunteer activity and other celebrations such as ‘volunteer of the month’ could promote stronger community cohesion.

### ➔ IMPROVE LINKS BETWEEN VOLUNTEERING AND VOLUNTEER CPD

Both interview and survey feedback from Deloitte volunteers suggested that employees could not identify clear personal and professional development outcomes from their volunteering experience.

- Volunteering opportunities should be linked closely to the CPD of volunteers and should be explored by Deloitte’s L&D team.

### ➔ PUPILS: MORE INTERACTIVE/NETWORKING SESSIONS

Analysis of free-text pupil survey responses suggested that more opportunity for students to network and chat to Deloitte volunteers will improve their understanding of the organisation and the range of professional roles across the volunteer group.

- Explore new volunteering experiences such as ‘lunch with Deloitte’ to offer a space for conversation.

### ➔ PUPILS: MORE FOCUS ON DELOITTE AND STUDENT LEAVER OPPORTUNITIES

While 89% of students agreed that they *know more about Deloitte* a significant proportion of students surveyed demonstrated limited knowledge of ‘Professional Services’. This challenges the quality of students’ knowledge of Deloitte.

- Guidance and key messages should be made available to volunteers equipping them to discuss Deloitte with young people. Information on Deloitte’s school leaver opportunities could also be included.

### ➔ INCREASED OPPORTUNITIES FOR PROFILING THE PROGRAMME

Volunteers suggested that more should be done to raise the profile of the Deloitte Access Programme internally. This will support two key areas:

- The recognition of volunteers supporting volunteer recruitment, and the perception that volunteering supports the individual’s professional profile and development.
- Volunteers’ confidence and ability to discuss the Deloitte Access programme with clients and other external stakeholders.

## IMPACT ON TEACH FIRST

### ➔ THE EXPANSION OF TEACH FIRST FUTURES

**Outcome summary:** With the support of Deloitte, Teach First has been able to expand futures to four new areas of England this year. This is a fundamental catalyst pushing Teach First to explore and build a stronger, more national, Futures programme.



Secondly, for the first time, Teach First has recruited business volunteers to join the programme (mentors were sourced from Teach First Ambassadors or Employees only).

Our Futures programme supports and inspires students to make ambitious and informed choices about what they want to achieve in life.

The programme is targeted at students who come from underrepresented groups at university, including those whose parents did not go to university and those who have claimed free school meals. These students have proven academic ability at GCSE and then benefit from additional support to help guide them through important decisions when accessing higher education by being part of the programme.

We launched the programme in London in 2007 with a cohort of 102 pupils and with Deloitte's support we welcomed 398 pupils from London, West Midlands, East Midlands, North West, North East and Yorkshire and the Humber in November 2013.

Deloitte's support has allowed Teach First to develop an Access to Employment element of the Futures programme, building our support to Futures students across 4 key areas:

- Ensuring that mentors are trained in providing advice and support to young people to consider their full range of options post school including school leaver programmes and how their choices at this stage might feed into future career options
- Embedding careers and employability specific activities into our events calendar including an access to careers fair at our launch event, skills development sessions at university trips, a 'day in the life' careers morning at our Easter school and insight days during the summer holidays
- Creating the Future student competency framework which develops the non-cognitive behaviours and functions within students to support success to and through university and into careers
- Developing a Futures alumni engagement plan which will capitalise on our relationship with students to ensure that are finding the right support at university and are engaging with a range of employers on their respective campuses

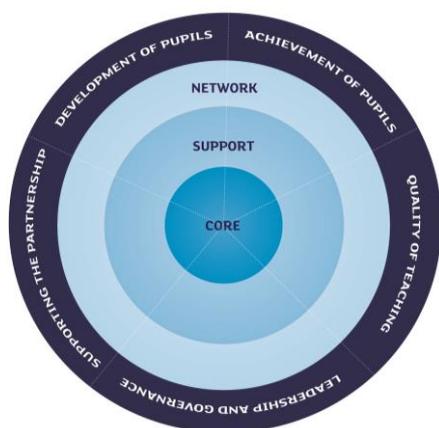
We are delighted that Futures will expand to Wales in 2014 as well as a further school in London, welcoming a further 72 students to the programme as part of the year two Deloitte Access partnership. We will also be developing our Futures lead teacher training model for this year to ensure that the support we have provided to mentors around employability is also made available to them.

## SCHOOL PARTNERSHIP DEVELOPMENT

**Outcome Summary:** The Deloitte Access Programme was selected as one of four 'key partnerships' to be evaluated and monitored by Teach First's partnership development team and currently ragged as 'green' (as a valuable and effective offer to Teach First partner schools). The partnership represents a new way of working for Teach First: a first in Business/Charity collaboration in schools. The success of year one has fundamentally supported Teach First's renewed school partnership offer: demonstrating to schools that partnering with Teach First means so much more than our core work.

In recent years, Teach First has begun to diversify its activity away from a pure focus on recruiting and training high calibre individuals. Bringing the right people into the right schools and training them as teachers and leaders to become part of the movement will always be the core of our work, and meets the needs of our partner schools. We are, however, increasingly able to draw on our

other unique assets to add value to our work with schools and support more schools to accelerate their progress towards the Fair Education Impact goals<sup>1</sup>.



Teach First is committed to responding to the needs of our partner schools and have identified five target areas:

- Achievement of pupils
- Development of pupils
- Quality of teaching
- Leadership and Governance
- Supporting the partnership

These areas are designed to align to the Fair Education Impact goals<sup>1</sup> to ensure progress towards the Teach First vision, are aligned to terminology used in Ofsted frameworks to ensure buy-in from schools, and to accurately represent the various elements of the enhanced offer that will be communicated to schools.

Our ability to support these focus areas are split into three offers:

- Core work: high quality participants and ambassadors who benefit from training through the Leadership Development Programme (LDP), and ambassador CPD.
- Other programmes where Teach First has ownership and expertise e.g. Futures, Teaching Assistant Programme, Governor Impact, and LDP elements.
- Links to partner organisations that offer benefits to schools that Teach First does not have the expertise to provide e.g. links to businesses, our innovation partners, and other charitable services.

The Deloitte Access programme supports all five focus areas and serves as an innovative step in Teach First's enhanced partnership offer.

## IMPACT ON YOUNG PEOPLE

The Deloitte Access Programme provides a holistic support package to schools, giving pupils a greater understanding of the opportunities available to them beyond education, and equipping them with the skills they need to succeed in the workplace. Feedback was collected from students taking part in the programme via an online survey and focus groups.

### ➔ INCREASED CONFIDENCE AND RAISED ASPIRATIONS

Schools working with Deloitte feel that the partnership 'raises bar of performance and aspiration by association with professional mentors, an improvement in career aspirations and in self-worth for participants, and also builds social/cultural capital (*Senior Teacher Interview*)'.

<sup>1</sup> <http://www.teachfirst.org.uk/why-we-exist/what-were-calling>

*As a result of the Deloitte Access Programme<sup>i</sup>:*

- **63%** of students strongly agreed or agreed that ‘I am more independent’
- **72%** % strongly agreed or agreed that ‘I have greater ambitions for my future’
- **74%** % strongly agreed or agreed that ‘I have more insight into my talents, passions, skills and interests’

*‘With my mentor I discussed that my future plans can be very varied and I have many options - she just helped me settle the pros and cons of going here, the pros and cons of going this way - so she kind of really balanced [me] and I think that the future looks bright’*

Student from St Mary Magdalene Academy, Islington (Focus Group)<sup>ii</sup>

## ➔ INFLUENCING CAREER CHOICE AND KNOWLEDGE ABOUT THE WORK PLACE

Both Teach First and Deloitte are committed to ensuring young people from low-income communities receive an excellent education and, crucially, opportunities in life.

*As a result of the Deloitte Access Programme<sup>i</sup>:*

- 79 % have better **knowledge of career opportunities** (MK Academy +/- Holly Lodge)
- 61 % feel they can **apply for jobs more easily** (Moseley +/- Tong)
- 68 % have more insight into **what it’s like to go to work** (Moseley +/- Parliament Hill)
- 43 % **know more about the professional services sector** (neutral)

*Areas of Improvement<sup>i</sup>:*

- 48 % were ‘undecided’ about the statement ‘I know more about the professional services sector’ perhaps suggesting that the term ‘professional services’ had not been understood properly (COLA, Morpeth, SMMA, Moseley, Tong)
- Three schools were ‘undecided’ about the statement ‘I can apply for jobs more easily’ (Cardinal Hume, Morpeth, SMMA) this may suggest that pupils feel that thinking about employment is still a conceptual topic

*‘It’s something different than what you do in school, like in school its classes, normally the same stuff all the time, but with this, it gives you the chance to look in the real world basically. Like, what’s outside, what work we’ll have to do when we’re older’*

Student from Holly Lodge School, Liverpool (Focus Group)<sup>iii</sup>

## ➔ DEVELOPING KEY WORK SKILLS

*As a result of the Deloitte Access Programme<sup>i</sup>:*

- **79%** of students **act more professionally** (Tong +/- Parliament Hill)
- **74%** are **more responsible** (Moseley +/- Parliament Hill)
- **67%** are **better at communicating** (Moseley +/- Holly Lodge)
- **77%** can **plan and organise their time better** (Moseley +/- Holly Lodge)
- **62%** are **better at researching and planning** (COLA, Cardinal +/- PHill)
- **70%** have **more knowledge and are interested in more topics** (COLA, MK, Morpeth, Moseley +/- Holly Lodge)

*Areas of Improvement<sup>i</sup>:*

- **42%** are better at giving **presentations** indicating that more opportunity to exercise this skill during workshops/sessions should be added next year (Neutral/disagree: Holly Lodge, Parliament Hill, MK Academy)

*'Mentoring has had the greatest impact. We have had challenges in attendance [pupil mentoring] and, just learning the ability to turn up and make commitments is useful.'*  
(Senior Teacher Interview)<sup>iv</sup>

## DELOITTE AND VOLUNTEERS

**89% of students strongly agreed or agreed that they know more about Deloitte**



### ➔ PERCEPTIONS OF VOLUNTEERS

*Respondents from the Deloitte Access Volunteer Survey:<sup>v</sup>*

- **100%** strongly agreed or agreed that *'I am proud that Deloitte delivers the Deloitte Access Programme'*

*'I think it's fantastic! I am proud to have been involved in something that brings a different dimension to working in a corporate organisation'*

- **72%** strongly agreed or agreed that *'Deloitte Access is having a positive impact on Deloitte's external reputation'* **28%** were undecided

*'I have bought it up numerous times with clients, including inviting some clients to come and talk about their careers during our Year 10 careers day held at Deloitte. Most clients have been really interested and have commented that they think what we're doing is inspirational!'*

- When asked what would assist employees to have more conversations with clients **five** respondents simply felt that an appropriate opportunity and had not yet arisen for them

*'It has not been a relevant topic to date, but would believe it is something //Deloitte can be proud of so would not hesitate to discuss when appropriate.'*

**Deloitte Employee**

### ➔ ENGAGING WITH THE COMMUNITY AND SOCIAL ISSUES

*Respondents from the Deloitte Access Volunteer Survey:<sup>v</sup>*

- **94%** strongly agreed or agreed that *'I feel good about helping young people'*
- **88%** strongly agreed or agreed that *'I have contributed to the local community'*

- **72%** strongly agreed or agreed that *'I better understand the needs of young people'*
- **75%** strongly agreed or agreed that *'I am more aware of social issues, such as educational inequality and social mobility'*
- **50%** strongly agreed or agreed that *'I can better communicate with wider audiences'*

*'The Access Programme is something that is aligned with my own values and helps me connect my ideals with company. It's important to remember that we aren't all about the money.'*

Deloitte Employee

## ➔ IMPACT ON MENTORS' CAREERS AND WORK SKILLS

*Respondents from the Deloitte Access Volunteer Survey:'*

### *Positive Results*

- **53%** strongly agreed or agreed that *'My internal networks and contacts have improved through my involvement in the programme.'*
- **69%** strongly agreed or agreed that *'The programme has developed my personal and/or professional skills'*
- **84%** strongly agreed or agreed that *'The programme has increased my knowledge around education and business partnerships'*
- **56%** strongly agreed or agreed that *'I have developed my managerial skills'*

### *Improvements*

- **38%** strongly agreed or agreed that *'I am more confident'* (**28%** were undecided **34%** disagreed or strongly disagreed)
- **31%** strongly agreed or agreed that *'I have improved my presentation skills'* (**19%** were undecided and **50%** disagreed or strongly disagreed)
- **9%** strongly agreed or agreed that *'I am better at working in teams'* (**41%** were undecided **50%** disagreed or strongly disagreed)
- **2%** strongly agreed or agreed that *'I am better at managing my time'* (**38%** were undecided and **41%** disagreed or strongly disagreed)
- **0%** strongly agreed or agreed that *'My career opportunities have widened'* (**34%** were undecided and **66%** disagreed or strongly disagreed).

However, this contradicts feedback given in two employee interviews:

*'If you're looking for a differentiator at your end of year review this can help - you're doing extra and building skills'*

*'A lot is to do with contact making and raising your profile internally. You also get a lot out of it - e.g. having challenging conversations and presenting which is particularly good for more junior staff.'*

# RECOMMENDATIONS

## 91% of Deloitte volunteers would recommend getting involved in the Deloitte Access programme to colleagues



### ➔ ADVICE FOR OTHER VOLUNTEERS AND STUDENTS

There were seven areas of key advice from respondents for future volunteers<sup>v</sup>. The most common piece of advice was to [prepare well for mentoring sessions](#), and look for creative and fun ways to broaden mentees horizons. Several respondents suggested bringing mentees to Deloitte Offices to show them what the work environment is really like.

*'Focus on the needs of your mentee and establish v[ery] quickly how much time you will have with them, then devote as much as you can for the potentially short time, to impart as much experience and knowledge as you can. Enjoy it and be persistent in looking for ways to help the mentees put thoughts into context. If your mentee tells you they want to work in an office, bring them to Deloitte and show them how many offices there... showing them rather than telling them can make a massive difference...'*

*'...start alternating visits with the workplace. It really helped my mentee's confidence and aspirations to be inside a modern office building.'*

The second most common piece of advice was to [build relationships with mentees early on](#) and set clear boundaries about what you can and cannot offer.

*'To try and establish a rapport with your mentee before diving in with career advice etc.'*

Linked to both of the above was advice to [focus on the needs](#) of the young person from the outset and not be too prescriptive with the agenda, as well as to be patient with mentees, confirm appointments and if mentees don't engage then raise this at the earliest opportunity:

*'I always tell volunteers to go with the flow of their meetings and not try to be too prescriptive about the agenda and what needs to be achieved. A mentoring relationship develops over time and no two are the same, everyone's needs and interests are different.'*

*'If your mentees don't respond/engage with you early in the programme then make sure it's raised at the earliest opportunity.'*

Other pieces of advice included to be [committed to the programme and aware of time commitment required](#), if you are a mentor to be prepared to push your mentee and not 'spoon-feed' them, and finally to not be scared but to get involved and enjoy the programme:

*'To be committed. Don't sign up for these six sessions and go twice. Work will sometimes get in the way but once you're in, you're in.'*

*'Don't spoon-feed your mentee, make them think/work things out.'*

*'Not to be scared! The thought of spending time with a young person 1:1 is a scary one, but they are all there because they want to be.'*

*Would you recommend the programme to others (SMMA Student Focus group<sup>vi</sup>)?*

*'Yeah I definitely would because having a mentor did kind of guide me through your future, so it's always best to have someone with experience to talk to in case you get stuck and you don't know what to do, so I would definitely recommend it to my friends'*

*'I would recommend it because it was sort of a risk, it was a business challenge [TMT Predictions] that I hadn't done before and I would suggest it to others because it's fun and you get help along the way and you can improve on different skills as well'*

## RECOMMENDATIONS FOR IMPROVEMENT

Sixteen students responded to the question on *how to improve the programme*<sup>i</sup>. Feedback from the young people fell into three main categories.

The majority of responses were around sessions being more **interactive** and there being more **group activities** e.g. how to apply for a job, workshops and games. This reflects an earlier point around students feeling undecided about the statement 'I can apply for jobs more easily.'

*'It would be better for the Deloitte mentors to be more interactive with the students and do more hand on activities.'*

*'More interacting with the pupils with things such as workshops, instead of just sitting through presentations.'*

*'I think that the programme should have more interacting activities with the students because it helps people to learn better and gives people a better understanding of what jobs and what you have to do to get a job.'*

The other two recommendations from young people were for Deloitte to offer **work experience to mentees** after the programme and for **more frequent meetings between mentors and mentees**.

*Deloitte employees were asked what they would advise the central programme team to change about the programme through the Deloitte Access Volunteer Survey:<sup>v</sup>*

Eight respondents made suggestions about the organisation of the programme for the mentors. This included requests for clearer messaging about the time commitment both for mentors and also their superiors, the type of mentoring (i.e. e-mentoring as well as face-to-face), and more contact between the team and mentors once the programme had begun. A few respondents suggested catch-up meetings between mentors to share experiences, successes and provide support to one another, for instance on how to handle sensitive conversations with young people:

*'Keep in contact more and perhaps support the progress of meetings a bit more. After the initial induction I was left to it in terms of contacting and guiding mentees.'*

*'I think it would be nice if the team met with mentors a few weeks/months after they join the programme. My mentee told me a lot of personal stuff and we got on very well. I always listened and gave the best advice, but sometimes I could have used a bit of guidance on how to deal with certain topics.'*

Another common piece of advice given by respondents was to ensure that **young people had really volunteered to be part of the programme** and were being supported by their schools to engage with their mentors and benefit from the programme. This advice may be linked to two respondent's advice that **schools needed to be better prepared and informed** as to what they could expect from Deloitte volunteers and another two respondents advice who said that **expectations needed to be set right from the outset** with young people:

*'Identify someone in the school who will encourage, remind and co-ordinate the mentees so they don't miss sessions, prepare for them and get the most value out of the programme.'*

*'Ensure the schools are better informed - I know [school] was new to the programme but I am not sure my mentee gained the best of what she could have done - I ended up only meeting with her twice.'*

*'The mentee has to really want to do this - the education needs to be given to the school as to how the mentees use a work mentor. I found it frustrating that my mentee did not communicate effectively in regards to time etc. I would sometimes have to contact the school to see if the session was actually taking place.'*

Other suggestions were that there could be a **better matching process** between mentee and mentor, that **group sessions** could be offered to mentees which could be **more interactive and fun**, that it would be better to start meeting mentees earlier in their school career, meet them more regularly and have longer sessions to ensure that they really benefit from the programme and that the programme could be rolled out to all students:

*'The only issue with my school is that the mentoring relationship started a way into the school year with year 12 students who then had to sit exams. I only managed 2 meetings with my mentee so I don't feel it was as impactful as it could/should have been.'*

*'I see a reluctance to take part due to client commitments. More promotion (in person by a member of the central team and some participants at team meetings, rather than just emails which are so easy to delete unread), promotion of any time allowances and demonstrable buy in by partners/appraisers would help.'*

*'Even though I feel my first year was unsuccessful, if there was more communication and regular catch ups from the DCE team then I would like to get involved again next year as I can see how improvements could be made and also that when this works it could be very successful and rewarding for both the student and the mentor.'*

## QUOTES AND TESTIMONIALS

*'Cannot fault my contact in the Access team - so helpful and spot on in terms of support. I don't think other relationship managers or coordinators are taking up the opportunity to work/get support from them as much as they should be.'*<sup>iv</sup>

**Feedback for the Deloitte Access Central team**

*'Very good - regular contact with Claire Sullivan. She is really open and supportable, and makes time for people and has actively added to content and promptly dealt with issues.'*<sup>iv</sup>

**Feedback for the Deloitte Access Central team**

‘Incredible. Really. Clare is fantastic and we can’t speak highly enough of her. A real support next work for the project - keeping us aware. It’s just been brilliant.’<sup>iv</sup>

[Feedback for the Deloitte Access Central team](#)

‘Deloitte has been very good in asking what the school want and, getting info from the girls. We are pleased to continue with the programme and starting new courses next year’<sup>vii</sup>

[Feedback on Deloitte’s organisation and structure of the programme](#)

‘Deloitte have been a really consistent and excellent partner to the school. Highly accommodating to school’s needs’<sup>vii</sup>

[Feedback on Deloitte](#)

## PROGRAMMATIC OUTCOMES

This section identifies the key themes and learnings from the evaluation report intended to inform delivery of year two of the programme and beyond.

### *Training and support*

Themes emerging from both volunteers and school contacts suggest that more support and context should be provided around roles and responsibilities including:

- Guidance to schools on *who* should be leading the partnership internally and what they should be doing
- Training and support to volunteers and Deloitte coordinators around a schools operational context
- Peer sharing/learning from volunteer to volunteer to share lessons learned and tips for working with your people

### *Skills development*

The impact on softer skills such as confidence and well-being is clearly evident through pupil survey data.

- The number of pupils reporting a good understanding of ‘professional services’ and ‘how I can apply for a job in the future’ are much lower suggesting a focus on this area in year two would be beneficial.
- A further strong theme emerging is a call for more interactive sessions with volunteers to help bring subject matter to life - including opportunities to network and discuss careers.
- Presentation skills were also flagged as a lesser developed skill this year.

Skill development varied from school to school, suggesting that expertise sharing between local partnerships could help (i.e. where a school has strongly agreed that their presentation skills have developed, share their activities with a school flagging this as a disagree).

### *Volunteer development*

The strongest development theme emerging from volunteer feedback focuses on their perceptions of professional development.

- A statistically significant number of Deloitte employees did not feel that the programme had helped them develop a specific range of skills.
- This contrasted to interviews with Deloitte coordinators who all suggested that the programme has positively developed their professional skills, as well as the skills of volunteers they work with. This suggests that more could be done to message the benefits of volunteering activity and how employees could maximise the experience for their professional development.

Another strong theme focussed on the positioning of the programme within Deloitte. Volunteers involved would like to see the profile of the programme raised more - to help with volunteer recruitment but also recognition of their participation. This may also support volunteer's confidence/ability to discuss the programme with clients, another feedback theme.

## APPENDICES

### APPENDIX A: ANALYSIS OF DATA GATHERED BY SUMMER PROJECT INTERNS

#### *Organisation and Structure*

- Launch sessions run at the start of the programme by Janet, Nigel and the Head Teacher of SMMA were very well received, according to colleagues. The fact that there were multiple sessions run on Fridays was appreciated by staff.
- Volunteers were happy with the range of involvement offered, from being part of the core team to participating in one-off events.
- Many volunteers felt that the programme provided the necessary leniency and flexibility to allow it to work alongside their existing and ever-changing time commitments.

#### *Support throughout the programme*

- All of the project leads interviewed felt that they were well supported.
- Limelight awards were seen as a good method of recognition amongst staff.
- 'A very professional team effort ...led to the pupils engaging really well, I'm really delighted with the level of motivation and careful planning and forethought that [volunteer] has brought to the Deloitte/SMMA partnership (Teacher, Survey Response)'.

#### *The impact of the programme on students*

- The Hostel Dweller mentoring experienced far greater success. The 12 hostel dwellers were mentored face to face and relationships appear to have been formed in a way that E-mentoring did not allow. The feedback from teachers was brilliant with one teacher speaking of noticeable changes in a pupil's behaviour which led to direct improvements in her work.
- 100% of student feedback from the SMMA Leadership Development for Prefects session rated 'Good' (56 %) or 'Excellent' (44 %).

#### *Increased confidence and raised aspirations*

- 80% of pupils either strongly agreed or agreed that they had more ambitious plans for the future after attending the Preparation for Work Day event (Preparation for Work Day evaluation forms).
- The results of the Preparation for Work Day were extremely positive and young people gained both knowledge and soft skills: 69% felt that they were better at working in teams; 59 % felt that they were more confident; and 66 % felt they were better at communicating (Preparation for Work Day evaluation forms).
- 74% of pupils either agreed or strongly agreed that they were more professional in terms of behaviour after the Preparation for Work Day event (Preparation for Work Day evaluation forms).
- 86 % of pupils felt better prepared to attend an interview after the Preparation for Work Day event (Preparation for Work Day evaluation forms).
- ‘Helped me learn the key features of being a good leader’ (Pupil focus group - SMMA Leadership Development).
- ‘It made me communicate with people and share my own opinions leader’ (Pupil focus group - SMMA Leadership Development).

#### *The impact of the programme on mentors and Deloitte*

- 90 % of pupils either agreed or strongly agreed that they had a better understanding of the kind of work Deloitte after the Preparation for Work Day event (Preparation for Work Day evaluation forms).
- It has reinforced our brand 100%. When I talk about the programme people say, ‘oh wow that sounds so cool!’ It’s so easy to get people enthused about it. It’s been a real eye opener (Employee).
- A lot of our clients know we engage with schools but it’s quite informal at the moment. It can’t do any harm for our work to be publicised even more (Employee).
- The Access Programme is something that is aligned with my own values and helps me connect my ideals with company. It’s important to remember that we aren’t all about the money (Employee).

## APPENDIX B: SUMMARISED DATA GATHERED THROUGH EVALUATION

*Full data from survey, interview, and focus groups available on request.*

Themes	Student Survey	Student Focus Groups	Staff Survey	Teacher Interviews	Data gathered by Deloitte Summer Interns
	Total 44 responses. 37 respondents (84 per cent) had been involved in mentoring activities.	Two focus groups - total of eight students	Total 33 responses 30 respondents (91 per cent) had been involved in mentoring.	Eight interviews	Interviews & focus group with Deloitte employees, SMMA pupil focus group & survey responses after key

					events
<b>1. The organisation and structure of the programme</b>					
<b>The outset of the programme and setting expectations</b>	<p>17 respondents (45 per cent) strongly agreed or agreed that 'I had enough information about the programme before it started' (total 38 responses).</p> <p><i>I didn't have as much information as I would have liked at the beginning of the course, although I did read up on some of the action plan provided. I didn't know whether it was our responsibility to request and arrange meetings with mentors and how often we were supposed to have them as we have only seen her thrice including the introductory session at [Deloitte]. Therefore I believe it would be beneficial to keep mentees more informed about how the mentoring scheme works: in terms of arranging times, how often we should meet up etc.</i></p>	<p><i>'I think for the mentoring programme, there was a bit of confusion but... the thing is partially because we had the assembly at the beginning and at that point I think everyone was kind of 'yeah I'll try it' but then... it was a bit of time before we had our passwords and then our school had our passwords but then it wasn't... they didn't get to us and then I think there was an issue for lots of people of not knowing what to say like how to build an 'e-relationships</i></p>	<p>30 respondents (94 per cent) strongly agreed or agreed that 'I had enough information about the programme before it started' (total 32 responses).</p> <p>26 respondents (81 per cent) strongly agreed or agreed that 'The aims and objectives of the overall programme are well defined and were communicated to me appropriately' (total 32 responses).</p>	<p><i>Wholly positive experience for us with a good set-up period initially and students have benefited enormously. Deloitte have given us a huge amount this year (Interview 1).</i></p> <p><i>Can say that Deloitte has been very good in asking what the school want and, getting info from the girls. We are pleased to continue with the programme and starting new courses next year (Interview 7).</i></p> <p><i>Deloitte are so efficient and quick I want to make sure they [Deloitte] know how a school works (Interview 1).</i></p>	<p>Launch sessions run at the start of the programme by Janet, Nigel and the Head Teacher of SMMA were very well received, according to colleagues. The fact that there were multiple sessions run on Fridays was appreciated by staff.</p> <p>Volunteers were happy with the range of involvement offered, from being part of the core team to participating in one-off events.</p> <p>Many volunteers felt that the programme provided the necessary leniency and flexibility to allow it to work alongside their existing and ever-changing time commitment</p>

		<i>p'... they just didn't know how to speak that way...</i> ' (Student 2 - SMMA Focus Group).			S.
<b>Experiences of mentoring/being mentored</b>	<p>29 respondents (<b>76 per cent</b>) strongly agreed or agreed that <i>'the match between my mentor and I was a good one'</i> (total 38 responses)*</p> <p>28 respondents (<b>74 per cent</b>) strongly agreed or agreed that <i>'my mentor helped me understand how the programme would work and what we would try and achieve'</i> (total 38 responses)*</p> <p>23 respondents (<b>61 per cent</b>) strongly agreed or agreed that <i>'my mentor and I have met regularly'</i> (total 38 responses)*</p> <p>32 respondents (<b>84 per cent</b>) strongly agreed or agreed that <i>'my mentor came to the meetings prepared to make the best use of the time available'</i> (total 38 responses)*</p> <p>32 respondents (<b>84 per cent</b>) strongly agreed or agreed that <i>'My mentor asked good questions'</i> (total 38 responses)*</p> <p>34 respondents (<b>89 per cent</b>) strongly agreed or agreed that <i>'my mentor and</i></p>		<p>15 respondents (<b>47 per cent</b>) strongly agreed or agreed that <i>'The matching process between my mentee and I worked'</i> (total 32 responses).</p> <p>14 respondents (<b>44 per cent</b>) strongly agreed or agreed that <i>'my mentee came to the meetings prepared to make the best use of the time available'</i> (total 32 responses).</p>		

	<i>I were open and honest with each other' (total 38 responses)*</i>				
<b>Support throughout the programme</b>	31 respondents (82 per cent) ) strongly agreed or agreed that <i>'I felt supported in the programme by my school'</i> (total 38 responses)		<p>23 respondents (72 per cent) strongly agreed or agreed that <i>'I felt supported by my line manager within Deloitte to get involved in the programme'</i> (total 32 responses).</p> <p>24 respondents (75 per cent) strongly agreed or agreed that <i>'I felt supported by the central programme team during the programme'</i> (total 32 responses).</p> <p>17 respondents (53 per cent) strongly agreed or agreed that <i>'I receive enough information from the central programme team about progress across the wider programme'</i> (total 32 responses).</p>	<p><i>Deloitte. They have been great - really, really good. We did not take advantage of the programme as much as we should and they kept persevering with us, which made things happen</i> (Interview 3).</p> <p><i>Deloitte have been a really consistent and excellent partner to the school. Highly accommodating to school's needs</i> (Interview 6).</p> <p><i>Our lead partner at Deloitte. To have him at the top makes a huge difference. He has got involved in the programme - leading a whole year group session. He had great leadership</i> (Interview 1).</p>	<p>All of the project leads interviewed felt that they were well supported.</p> <p>Limelight awards were seen as a good method of recognition amongst staff.</p> <p>A very professional team effort ...led to the pupils engaging really well, I'm really delighted with the level of motivation and careful planning and forethought that [volunteer] has brought to the Deloitte/SM MA partnership (Teacher, Survey Response).</p>

2. The impact of the programme on students					
<b>General comments on impact</b>				<p><i>This went very well this year and we have seen noticeable improvements in student's engagement and development. We value opportunities to combine enrichment with curriculum (Interview 2).</i></p> <p><i>Students in the programme benefited highly. The students in the programme talk about their experience - and the ripple effect is wide (Interview 5).</i></p> <p><i>We are starting a new project where older students will mentor younger ones and improve on their communication skills - different projects are spinning off the Deloitte Access Programme (Interview 4).</i></p> <p><i>Developing curriculum links and helping enrich the curriculum</i></p>	<p>The Hostel Dweller mentoring experienced far greater success. The 12 hostel dwellers were mentored face to face and relationships appear to have been formed in a way that E-mentoring did not allow. The feedback from teachers was brilliant with one teacher speaking of noticeable changes in a pupil's behaviour which led to direct improvements in her work.</p> <p><b>100 per cent</b> of student feedback from the SMMA Leadership Development for Prefects session rated 'Good' (56 per cent) or 'Excellent' (44 per cent).</p>

				<i>has been a strength. Being able to use volunteers as role models to students (Interview 2).</i>	
<b>Increased confidence and raised aspirations</b>	<p>22 respondents (<b>51 per cent</b>) strongly agreed or agreed that <i>'I am more confident'</i> (total 43 responses).</p> <p>27 respondents (<b>63 per cent</b>) strongly agreed or agreed that <i>'I am more independent'</i> (total 43 responses).</p> <p>32 (<b>74 per cent</b>) strongly agreed or agreed that <i>'I have more insight into my talents, passions, skills and interests'</i> (total 43 responses).</p> <p>31 respondents (<b>72 per cent</b>) strongly agreed or agreed that <i>'I have greater ambitions for my future'</i> (total 43 responses).</p>	<p><i>I'd say that what's possible for me is that I now feel more confident when doing things, and ... I know what's the right thing to do when doing it so like, I'm not too anxious whether I'm doing the wrong thing so I know what I'm doing (Student 1 - SMMA Focus Group).</i></p> <p><i>For me it was a confidence thing ...I'm now able to sign up to different activities and give a performance without being shy (Student 4 - SMMA Focus Group).</i></p> <p><i>With my</i></p>		<p><i>Raises bar of performance and aspiration by association with professional mentors. An improvement in career aspirations and in self-worth for participants. Also builds social/cultural capital (Interview 6).</i></p>	<p><b>80 per cent</b> of pupils either strongly agreed or agreed that they had more ambitious plans for the future after attending the Preparation for Work Day event (Preparation for Work Day evaluation forms).</p>

		<p><i>mentor I discussed that my future plans can be very varied and I have many options - she just helped me settle the pros and cons of going here, the pros and cons of going this way - so yeah she kind of really balanced and I think that the future looks bright (Student 3 - SMMA Focus Group).</i></p>			
<p><b><i>Influencing degree choice and feeling prepared to apply for further education</i></b></p>	<p>34 respondents (<b>79 per cent</b>) strongly agreed or agreed that <i>'I am better prepared to apply for further education'</i> (total 43 responses).</p> <p>Respondents were asked what degree course they might like to do and whether their answer would have been different before the start of the programme. Six respondents said that their answers would have been different (<b>16 per cent</b>), eight (<b>21 per cent</b>) did not know and 24 (<b>63 per cent</b>) said no their</p>	<p><i>Well she helped me with an application to a summer school and she's also helping me talk about my university plans, and kind of gave me suggestions on different things I could look at, and that kind of stuff which was</i></p>			

	<p>answers would not have been different (total 38 responses).</p> <p>Of the seven students who said their answers would have been different, three had changed their views on what field they might like to do a degree course in e.g. from Psychology or Sociology to Accounting, Economics or Maths. One student now had an idea of the degree they might like to do (Art, Architecture, Dance, Drama or Music, or Media, Marketing, Publishing or Journalism) whereas they had not known before. Three students had added to or refined the list of potential subjects they might like to study after the programme e.g. a student was still considering Biology or Biological Sciences, or Natural Sciences and was now also considering Chemistry, or Healthcare, Pharmaceutical or Medical but was no longer considering Accounting, Economics or Maths.</p>	<p><i>nice, that other people hadn't suggested (Student 2 - SMMA Focus Group).</i></p>			
<p><b><i>Influencing career choice and increased knowledge about the work place</i></b></p>	<p>Respondents were asked which fields they were interested in working in and whether their answer would have been different before the start of the programme. Four respondents said their answers would have been different (11 per cent), seven</p>	<p><i>With work in Deloitte I've seen that I've passion for doing things like marketing and so it's helped me see the possibilities in</i></p>		<p><i>Having people coming in from outside, Deloitte is a nice connection to the working world. It demystifies things for the girls, they enjoy meeting people and</i></p>	

	<p><b>(18 per cent)</b> did not know and <b>27 (71 per cent)</b> said no their answers would not have been different (total 38 responses).</p> <p>Of the four students who said their answers would have been different, one student now had an idea of the type of field they would like to work in (Accounting/Banking /Finance or Engineering or Healthcare, Pharmaceutical and Medical) whereas before they had not known. The three other students were refining their list of possible fields e.g. exploring the Charity, Engineering or Scientific fields, as opposed to Human Resources/Recruitment or Politics/Government.</p> <p><b>33 respondents (79 per cent)</b> strongly agreed or agreed that <i>'I have better knowledge of career opportunities'</i> (total 42 responses).</p> <p><b>27 respondents (61 per cent)</b> strongly agreed or agreed that <i>'I can apply for jobs more easily'</i>. <b>12 respondents (27 per cent)</b> were 'undecided' about this question perhaps suggesting that respondents don't feel they will know until they try to apply or that there are other external factors, such as the current labour</p>	<p><i>different jobs to do with marketing</i> (Student 4 - SMMA Focus Group).</p> <p><i>For me, we haven't really talked much about the world of work because that's not what I was needing advice on at the moment, but I did feel that if I needed that, that she would have known what to say</i> (Student 2 - SMMA Focus Group).</p> <p><i>And showing us like how other businesses , what they're doing how hard it actually is, like all these businesses , what they're doing it's not as easy as it looks cos they've</i></p>		<p><i>learning about their jobs and now know how to improve CVs. We like the idea of developing communication skills. It [the programme] passes a strong message that things are possible. Very positive having local people talking about their experiences, their career paths and where they are now, with diversified stories and many have same backgrounds as students</i> (Interview 4).</p>	
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	<p>market that might prevent them from applying more easily (total 44 responses).</p> <p>When asked for any further comments on the programme one student wrote <i>'thank you very much it was very helpful in deciding my future career path.'</i></p> <p>30 respondents (<b>68 per cent</b>) strongly agreed or agreed that <i>'I have more insight into what it's like to go to work'</i> (total 44 responses).</p> <p>19 respondents (<b>43 per cent</b>) strongly agreed or agreed that <i>'I know more about the professional services sector'</i>. 21 respondents (<b>48 per cent</b>) were 'undecided' about this question perhaps suggesting that the term <i>'professional services sector'</i> had not been understood (total 44 responses).</p>	<p><i>got loads of thing to do and, like managing their money and coming up with ideas and then like making the people like their ideas cos we did stuff that some people don't like so we had to change it and actually do something that the market people would like (Student - Micro Tyko Focus Group).</i></p> <p><i>It's something different than what you do in school, like in school its classes, normally the same stuff all the time, but with this, it gives you the chance to look in the real world basically. Like, what's outside,</i></p>			
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		<p><i>what work we'll have to do when we're older</i> (Student - Micro Tyko Focus Group).</p> <p><i>Like it gave us a chance to experience like the conference calls that we had to do</i> (Student - Micro Tyko Focus Group).</p>			
<b>Developing key work skills</b>	<p>34 respondents (79 per cent) strongly agreed or agreed that <i>'I act more professionally'</i> (total 43 responses).</p> <p>32 respondents (74 per cent) strongly agreed or agreed that <i>'I am more responsible'</i> (total 43 responses).</p> <p>29 respondents (67 per cent) strongly agreed or agreed that <i>'I am better at communicating'</i> (total 43 responses).</p> <p>33 respondents (77 per cent) strongly agreed or agreed that <i>'I can plan and organise my time better'</i> (total 43 responses).</p> <p>18 respondents (42 per cent) strongly agreed or agreed that <i>'I am better at giving presentations'</i> (total 43 responses).</p>	<p><i>I wanted to join in with it because I thought it would help develop me. I thought it would help build by leadership skills - which it did, and help me understand what better things I could do to help be a better leader to people</i> (Student 1 - SMMA Focus Group)</p> <p><i>I enjoyed it because I'm very</i></p>		<p><i>Mentoring has had the greatest impact. We have had challenges in attendance [pupil mentoring] and, just learning the ability to turn up and make commitments is useful</i> (Interview 3).</p> <p><i>Provides opportunities pupils would not otherwise access; develops leadership and personal skills plus takes learning out of classroom. Improves employability. Extra support mechanism</i> (Interview 8).</p>	<p>The results of the Preparation for Work Day were extremely positive and young people gained both knowledge and soft skills: <b>69 per cent</b> felt that they were better at working in teams; <b>59 per cent</b> felt that they were more confident; and <b>66 per cent</b> felt they were better at communicating (Preparation for Work Day evaluation forms).</p> <p><b>74 per cent</b> of pupils</p>

	<p>26 respondents (62 per cent) strongly agreed or agreed that <i>'I am better at researching and planning'</i> (total 42 responses).</p> <p>30 respondents (70 per cent) strongly agreed or agreed that <i>'I have more knowledge and am interested in more topics'</i> (total 43 responses).</p>	<p><i>business driven I'd like to be an entrepreneur ... so doing the challenge helped me and they came and helped us do our pitching so it gave me confidence to give speeches to other people... They kind of helped me in a way of how to plan presentations so when going into boardrooms - which can just help me in the future when I'm going in for job interviews and different things like that</i> (Student 4 - SMMA Focus Group).</p> <p><i>I think ... I kind of know more how to ask for help ... it's nice to have all these different</i></p>			<p>either agreed or strongly agreed that they were more professional in terms of behaviour after the Preparation for Work Day event (Preparation for Work Day evaluation forms).</p> <p><b>86 per cent</b> of pupils felt better prepared to attend an interview after the Preparation for Work Day event (Preparation for Work Day evaluation forms).</p> <p><i>Helped me learn the key features of being a good leader</i> (Pupil focus group - SMMA Leadership Development).</p> <p><i>It made me communicate with people and share my own opinions leader</i> (Pupil focus group - SMMA Leadership Development).</p>
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		<p><i>opinions (Student 2 - SMMA Focus Group).</i></p> <p><i>...we learnt how to like, manage money because we didn't really do that in school (Student - Micro Tyko Focus Group)</i></p> <p><i>And it tested us how to like work in a group (Student - Micro Tyko Focus Group)</i></p> <p><i>It's like giving us insight into what it's really like, to do things for yourself (Student - Micro Tyko Focus Group)</i></p> <p><i>And that you always need to make a plan but then sometimes plans don't always go right so you like, you gotta</i></p>			
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		<p><i>improve the second time. So we did some things wrong but we learnt from our mistakes so that like if we did it again we'd know what to do and what to change</i> (Student - Micro Tyko Focus Group)</p> <p><i>You can't like give up. Like once your plan doesn't go right you've got to keep trying and trying</i> (Student - Micro Tyko Focus Group)</p>			
<b>3. The impact of the programme on mentors and Deloitte</b>					
<b>Reputation of Deloitte</b>	39 respondents (89 per cent) strongly agreed or agreed that ' <i>I know more about Deloitte</i> ' (total 44 responses).		32 (100 per cent) strongly agreed or agreed that ' <i>I am proud that Deloitte delivers the Deloitte Access Programme</i> ' (total 32 responses). When asked to provide any further comments about the	<i>Just that they are a very professional organisation and this has affected our practices and experience</i> (Interview 2)  <i>We had no special perception/feelings about Deloitte across the school before.</i>	<b>90 per cent</b> of pupils either agreed or strongly agreed that they had a better understanding of the kind of work Deloitte after the Preparation for Work Day event (Preparation

			<p>scheme, one respondent wrote:</p> <p><i>I think it's fantastic! I am proud to have been involved in something that brings a different dimension to working in a corporate organisation</i></p> <p><b>23 (72 per cent)</b> strongly agreed or agreed that <i>'Deloitte Access is having a positive impact on Deloitte's external reputation.'</i> Nine respondents <b>(28 per cent)</b> were undecided (total 32 responses).</p> <p>Only two respondents (out of 23 responses) said that they had talked to clients about the programme. Others just said they hadn't or felt they had a more internal facing role and therefore this question was not applicable:</p> <p><i>I have bought it up numerous</i></p>	<p><i>Positive perception now - Deloitte has been very friendly and professional (Interview 4)</i></p> <p><i>The students in particular have more of an idea about Deloitte - particularly through the mentoring. The year 8 financial capability work was good as it gave the students a chance to ask questions about the firm - which they weren't afraid to do (Interview 3).</i></p>	<p>for Work Day evaluation forms).</p> <p><i>It has reinforced our brand 100%. When I talk about the programme people say, 'oh wow that sounds so cool!' It's so easy to get people enthused about it. It's been a real eye opener (Employee).</i></p> <p><i>A lot of our clients know we engage with schools but it's quite informal at the moment. It can't do any harm for our work to be publicised even more (Employee).</i></p>
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			<p><i>times with clients, including inviting some clients to come and talk about their careers during our Year 10 careers day held at Deloitte. Most clients have been really interested and have commented that they think what we're doing is inspirational!</i></p> <p>When asked what would assist employees to have more conversations with clients five respondents (out of 17 responses) felt that they required a prompt or an appropriate opportunity and that this had not yet arisen for them:</p> <p><i>It has not been a relevant topic to date, but would believe it is something //Deloitte can be proud of so would not hesitate to discuss when appropriate.</i></p> <p>One respondent</p>		
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			<p>felt that the programme could be better advertised to clients. Two respondents felt that they would talk about the programme if they'd had a better experience of mentoring:</p> <p><i>Only 1 of my 4 students replied to my emails and he wanted me to help him improve his Maths, which was not something I could offer.</i></p>	
<b>Engaging with the community and social issues</b>			<p>30 respondents (<b>94 per cent</b>) strongly agreed or agreed that '<i>I feel good about helping young people</i>' (total 32 responses).</p> <p>28 respondents (<b>88 per cent</b>) strongly agreed or agreed that '<i>I have contributed to the local community</i>' (total 32 responses).</p> <p>23 respondents (<b>72 per cent</b>) strongly agreed or agreed that '<i>I</i></p>	<p><i>The Access Programme is something that is aligned with my own values and helps me connect my ideals with company. It's important to remember that we aren't all about the money (Employee).</i></p>

			<p><i>better understand the needs of young people'</i> (total 32 responses).</p> <p>24 respondents (75 per cent) strongly agreed or agreed that '<i>I am more aware of social issues, such as educational inequality and social mobility'</i> (total 32 responses).</p> <p>16 respondents (50 per cent) I can better communicate with wider audiences. 8 (25 per cent) were undecided and 8 (25 per cent) disagreed or strongly disagreed (total 32 responses).</p>	
<b><i>Impact on mentors' careers and work skills</i></b>			<p>0 respondents (0 per cent) My career opportunities have widened. 11 (34 per cent) were undecided and 21 (66 per cent) disagreed or strongly disagreed (total 32 responses).</p> <p>3 respondents</p>	<p>All volunteers stated that opportunities were provided for skills to be developed and responsibility to be gained outside normal job roles. Skills gained included:</p>

			<p><b>(9 per cent)</b> I am better at working in teams. 13 (<b>41 per cent</b>) were undecided and 16 (<b>50 per cent</b>) disagreed or strongly disagreed (total 32 responses).</p> <p>17 (<b>53 per cent</b>) strongly agreed or agreed that <i>'My internal networks and contacts have improved through my involvement in the programme.'</i> Eleven (<b>34 per cent</b>) of respondents disagreed with this statement (total 32 responses).</p> <p>22 (<b>69 per cent</b>) strongly agreed or agreed that <i>'The programme has developed my personal and/or professional skills'</i> (total 32 responses).</p> <p>26 (<b>84 per cent</b>) strongly agreed or agreed that <i>'The programme has increased my knowledge around education and business</i></p>		<ul style="list-style-type: none"> <li>▪ Learning to facilitate different types of workshops and how to interact with new groups of people.</li> <li>▪ Sharing personal insight and life experiences with somebody younger.</li> <li>▪ Enhanced problem solving skills through overcoming bumps that were hit along the way.</li> <li>▪ Coordinating contracts, liaising with schools, managing stakeholders and giving recognition to colleagues.</li> <li>▪ Developing management skills, multitasking</li> </ul>
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			<p><i>partnerships'</i> (total 31 responses).</p> <p>10 respondents <b>(31 per cent)</b> I have improved my presentation skills. 6 <b>(19 per cent)</b> were undecided and 16 <b>(50 per cent)</b> disagreed or strongly disagreed (total 32 responses).</p> <p>12 respondents <b>(38 per cent)</b> I am more confident. 9 <b>(28 per cent)</b> were undecided and 11 <b>(34 per cent)</b> disagreed or strongly disagreed (total 32 responses).</p> <p>7 respondents <b>(22 per cent)</b> I am better at managing my time. 12 <b>(38 per cent)</b> were undecided and 13 <b>(41 per cent)</b> disagreed or strongly disagreed (total 32 responses).</p> <p>18 respondents <b>(56 per cent)</b> strongly agreed or</p>	<p>king and developing ability to prioritise and manage day to day work with volunteering activities .</p> <p><i>The whole thing has been a real boost to skill set, my confidence and what I can achieve (Employee)</i></p> <p><i>It is very unlikely that a second year analyst is going to be asked to mentor somebody inside the firm. As I wanted to gain experience of becoming a mentor, I looked outside the firm to gain this experience (Employee).</i></p> <p><i>The skills needed to mobilise and enthuse volunteers are crucial when moving from analyst into management (Employee).</i></p>
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			agreed that 'I have developed my managerial skills.' 7 (22 per cent) were undecided and 7 (22 per cent) disagreed or strongly disagreed (total 32 responses).		<p><i>It's been incredibly helpful in end of year appraisals - I have been to say that I've done so much more than I was previously doing (Employee).</i></p> <p><i>Contributions were recognised in performance management reviews. It really has helped me this year as I have been able to demonstrate my strength of character as well as being able to do my day to day job (Employee).</i></p>
<b>4. The future of the programme</b>					
<b>Recommending the programme to others and advice for future mentors</b>		<i>I would because I have some friends who ain't probably as confident as I say I would be, so then for instance ... I'd say they wouldn't be a good leader to</i>	<b>29 (91 per cent)</b> strongly agreed or agreed that 'I would recommend getting involved in the Deloitte Access programme to colleagues' (total 32 responses).  There were seven areas of key advice	<i>We have got a lot out of the programme. We had a review meeting with Deloitte this past week where we had a conversation of planning for next year - we appreciate that it's a continuous programme. Nicer to have</i>	

		<p><i>a group of people, so with the leadership programme I think maybe if other students would do it, it would help improve them and how they are so I think it would be a good thing to recommend it to friends (Student 1 - SMMA Focus Group).</i></p> <p><i>I would. There was some people who weren't logging on and I would say to them 'no you really should' and then they did and they liked it and I think it's nice to have someone to talk to who isn't in the school necessarily and so they're kind of ... a fresh</i></p>	<p>from 24 respondents for future volunteers:</p> <p>The most common piece of advice (seven respondents) was to prepare well for sessions, and look for creative and fun ways to broaden mentees horizons. Several respondents suggested bringing mentees to Deloitte Offices to show them what the work environment is really like.</p> <p><i>Focus on the needs of your mentee and establish v[ery] quickly how much time you with have with them, then devote as much as you can for the potentially short time, to impart as much experience and knowledge as you can. Enjoy it and be persistent in looking for ways to help the mentees put thoughts into context. If your</i></p>	<p><i>someone external coming into the school rather than the school delivering these kind of things, it has bigger impact (Interview 4).</i></p>	
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		<p>outlook (Student 2 - SMMA Focus Group).</p> <p><i>Yeah I definitely would because having a mentor did kind of guide me through your future, so it's always best to have someone with experience to talk to in case you get stuck and you don't know what to do, so I would definitely recommend it to my friends (Student 3 - SMMA Focus Group).</i></p> <p><i>I would recommend it because it was sort of a risk, it was a business challenge that I hadn't done before and I would suggest it to others because it's fun</i></p>	<p><i>mentee tells you they want to work in an office, bring them to Deloitte and show them how many offices there... showing them rather than telling them can make a massive difference...</i></p> <p><i>...start alternating visits with the workplace. It really helped my mentee's confidence and aspirations to be inside a modern office building.</i></p> <p><b>The second most common common piece of advice (six respondents) was to build relationships with mentees early on and set clear boundaries about what you can and cannot offer.</b></p> <p><i>To try and establish a rapport with your mentee before diving in with career advice etc.</i></p> <p><b>Linked to both of the above was advice to focus on the needs of the young person</b></p>		
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		<p><i>and you get help along the way and you can improve on different skills as well</i>  (Student 4 - SMMA Focus Group)</p>	<p>from the outset and not be too prescriptive with the agenda (three respondents), as well as to be patient with mentees, confirm appointments and if mentees don't engage then raise this at the earliest opportunity (five responses):</p> <p><i>I always tell volunteers to go with the flow of their meetings and not try to be too prescriptive about the agenda and what needs to be achieved. A mentoring relationship develops over time and no two are the same, everyone's needs and interests are different.</i></p> <p><i>If your mentees don't respond/engage with you early in the programme then make sure it's raised at the earliest opportunity.</i></p> <p>Other pieces of advice included to be committed to</p>		
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			<p>the programme and aware of time commitment required (two responses), to be prepared to push your mentee and not 'spoon-feed' them (two responses), and finally to not be scared but to enjoy the programme (three responses):</p> <p><i>To be committed. Don't sign up for these six sessions and go twice. Work will sometimes get in the way but once you're in, you're in.</i></p> <p><i>Don't spoon-feed your mentee, make them think/work things out.</i></p> <p><i>Not to be scared! The thought of spending time with a young person 1:1 is a scary one, but they are all there because they want to be.</i></p>		
<b>Areas for improvement and recommendations</b>	Sixteen students responded to the question on how to improve the programme. Feedback from the	Students in the focus groups wanted more	Employees were asked what they would advise the central programme	<i>We are quite an efficient operation but still are very busy and have limited</i>	The e-mentoring programme was generally unsuccessful

	<p>young people fell into three main categories:</p> <p>The majority of responses (eight responses) were around sessions being more interactive and there being more group activities e.g. how to apply for a job, workshops and games:</p> <p><i>It would be better for the Deloitte mentors to be more interactive with the students and do more hand on activities.</i></p> <p><i>More interacting with the pupils with things such as workshops, instead of just sitting through presentations.</i></p> <p><i>I think that the programme should have more interacting activities with the students because it helps people to learn better and gives people a better understanding of what jobs and what you have to do to get a job.</i></p> <p>The other two recommendations from young people were for Deloitte to offer work experience to mentees after the programme (two responses) and for more frequent meetings between mentors and mentees (two responses).</p>	<p>face-to-face mentoring rather than e-mentoring :</p> <p><i>Yeah I prefer to meet in person because the email sometimes she'd reply, sometimes I would reply... so it's best to have a face to face conversation, and then you can move forward from the conversation as well... as soon as the programme has been confirmed in the school, I'd say to get the mentors to meet the individuals first who are signed up for it so first of all they won't feel so uncomfortable when they log into e-mentoring and that</i></p>	<p>team to change about the programme. Twenty-three respondents answered this question. Eight made suggestions about the organisation of the programme for the mentors. This included requests for clearer messaging about the time commitment both for mentors and also their superiors, the type of mentoring (i.e. e-mentoring as well as face-to-face), and more contact between the team and mentors once the programme had begun. A few respondents suggested catch-up meetings between mentors to share experiences, successes and provide support to one another, for instance on how to handle sensitive conversations with young people:</p>	<p><i>capacity to deliver on this which can cause delays in communication. I think Deloitte need to recognise this; that students and parents are our priority (Interview 1)</i></p> <p><i>Deloitte need a stronger understanding of how schools work - more insight into that they are getting themselves into! (Interview 3)</i></p> <p><i>I have delivered most of the programme this year, and not the most ideal person to be in charge from the school. Deloitte should advise schools more around who should be in charge - what is the commitment? (Interview 3)</i></p> <p><i>E-mentoring has not gone so well this year [why?] Slightly uncoordinated which resulted in low student engagement (Interview 1)</i></p>	<p>. On June 24<sup>th</sup> only 54% of Deloitte volunteer and 18% of mentees had logged onto the on-line platform. There are several reasons behind this lack of success including problems with both selection and virtual relationship building.</p> <p>Recommendation - mentor face-face in order to develop a relationship with the pupils and use the E-mentoring to complement the face-to-face element and maintain communication throughout the year.</p> <p>Whilst volunteers often showed a clear understanding of the objectives of the projects they were directly involved in, many felt that they lacked a broader</p>
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		<p><i>they know how they should present themselves, or they know how to tell the mentor about the things they need help with, the things they need support with, so I think it's always best to meet them before they carry on with the next stage</i> (Student 3 - SMMA Focus Group).</p> <p><i>Because then you feel like you're talking to a friend, rather than this faceless computer!</i> (Student 2 - SMMA Focus Group).</p> <p>They also suggested more interactive sessions, more time in the programme and more information on</p>	<p><i>Keep in contact more and perhaps support the progress of meetings a bit more. After the initial induction I was left to it in terms of contacting and guiding mentees.</i></p> <p><i>I think it would be nice if the team met with mentors a few weeks/months after they join the programme. My mentee told me a lot of personal stuff and we got on very well. I always listened and gave the best advice, but sometimes I could have used a bit of guidance on how to deal with certain topics.</i></p> <p>Another common piece of advice given by respondents (six respondents) was to ensure that young people had really volunteered to be part of the programme and were being</p>	<p><i>Great to have externals coming in to the school. We have students wanting to go to Deloitte for the compulsory work experience week - could this be considered? ... It would be good if the programme led to apprenticeship opportunities with Deloitte</i> (Interview 4)</p>	<p>understanding of what was happening elsewhere in the programme and how their own work was connected to it.</p> <p>Some mentors felt they were 'left by themselves' after the initial training and would have liked informal 'check in/drop in' sessions for those that needed them with the lead of the stream throughout the year and/or other mentors. One mentor stated that he would have flagged problems earlier regarding issues with his mentee's commitment but never came in contact with her or any other mentors. Some volunteers thought that there needed to be an ongoing</p>
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		<p>universities and jobs within Deloitte:</p> <p><i>Student: I think like when people come in to see us, if they, they've worked with us more, cos when they come, when we first had people coming in, they were just showing us like a slide show and talking to us but recently when we've done the CVs and things, people have been coming in and working with us -</i></p> <p><i>Student: Interactive</i></p> <p><i>Student: Interactive, that's the one</i></p> <p><i>Interviewer: Ok. so more interactive sessions.</i></p> <p><i>Student: Yeah (Students - Micro Tyko</i></p>	<p>supported by their schools to engage with their mentors and benefit from the programme. This advice may be linked to two respondents advice that schools needed to be better prepared and informed as to what they could expect from Deloitte mentors and another two respondents advice who said that expectations needed to be set right from the outset with young people:</p> <p><i>Identify someone in the school who will encourage, remind and co-ordinate the mentees so they don't miss sessions, prepare for them and get the most value out of the programme.</i></p> <p><i>Ensure the schools are better informed - I know [school] was new to the programme but I am not</i></p>		<p>method of giving and collecting feedback so concerns could be expressed and issues could be dealt with as they arise.</p> <p>Recommendation - an interactive shared calendar should be made accessible for Deloitte volunteers and possibly SMMA staff to enable them to access to gain insight into all elements of the programme as a whole. This could be used to support and not replace the current quarterly reporting process which provides a more detailed view of what is happening over the shorter term.</p> <p>Recommendation - ongoing feedback and evaluation should be encouraged</p>
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		<p>Focus Group)</p> <p><i>But we probably could have done better if we had more time</i> (Student - Micro Tyko Focus Group)</p> <p><i>...something that I've struggled with recently - in the last week, was choosing between university courses, and ... since you already have it set up, it'd be nice if you had stuff about specific universities and their courses there because it would be kind of a collated thing to look through ... because there's lead tables but that's not really the same ... something that talked about each subject</i></p>	<p><i>sure my mentee gained the best of what she could have done - I ended up only meeting with her twice.</i></p> <p><i>The mentee has to really want to do this - the education needs to be given to the school as to how the mentees use a work mentor. I found it frustrating that my mentee did not communicate effectively in regards to time etc. I would sometimes have to contact the school to see if the session was actually taking place.</i></p> <p><i>...it felt like the student, saw me as a tutor, who could help them with their work (in my case further his maths knowledge). I am unsure what the school had communicated to them - as I thought we were there to provide guidance and</i></p>		<p>amongst all volunteers to ensure all volunteers feel supported and are able to easily and comfortably express any concerns.</p> <p>Recommendation - the introduction of informal check in sessions, run by project leads perhaps in breakout areas, for people who require the support or help. This could simply be a 10 minute get together for people to share experiences.</p> <p><i>One of the reasons the E-mentoring didn't work was because we didn't learn from the fact that the hostel dwellers mentoring was working really well and should have changed the E-mentoring programme accordingly.</i></p> <p><i>The introductory training sessions</i></p>
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		<p><i>and what that gives you (Student 2 - SMMA Focus Group).</i></p> <p><i>More about what they do. Cos when they mentioned like, one of them briefly mentioned that they all have different roles in Deloitte, so like maybe about what they all do, like with the ICT thing and they all do different things but we just thought they were just management really, well I did anyway (Student - Micro Tyko Focus Group)</i></p>	<p><i>information on interviews, University applications, business issues etc.</i></p> <p><b>Other suggestions</b> were that there could be a better matching process between mentee and mentor, that group sessions could be offered to mentees which could be more interactive and fun, that it would be better to start meeting mentees earlier in their school career, meet them more regularly and have longer sessions to ensure that they really benefit from the programme and that the programme could be rolled out to all students:</p> <p><i>Try to match the interest/career plan of the mentee to that of the mentor so that the mentor can have more relevant skills/experie</i></p>		<p><i>were really good but the comms dropped off completely. Could us E-mentors have been gathered together perhaps to find out how other mentors were getting on? A sort of come along if you can/need support session would be great and the lead for the stream could be there to offer advice and facilitate (E-mentor volunteer).</i></p> <p><b>Volunteers</b> seem uncertain about what role the Access Programme plays within Deloitte's priorities and the role it plays in their own Practice Development Time. Whilst all volunteers stated that they took part in the programme because its objectives aligned with their</p>
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		<p><i>nce to help the mentee.</i></p> <p><i>Improve the matching process between mentor and mentee: I think it would be better to do so based on short questionnaires rather than randomly.</i></p> <p><i>The only issue with my school is that the mentoring relationship started a way into the school year with year 12 students who then had to sit exams. I only managed 2 meetings with my mentee so I don't feel it was as impactful as it could/should have been.</i></p> <p><i>The programme is clearly well intentioned but the sessions are quite short and I'm not sure provide the benefit I'd like to the students.</i></p> <p><i>I think it could be fantastic but at the moment I feel it's lacking a</i></p>	<p><i>personal values, it was clear that some felt the programme was benefitting them more than others.</i></p> <p><i>Whilst I did mention the mentoring to my appraise and was told that it was something that is positively viewed, I was told it didn't carry as much weight as if I had demonstrated similar skills when working with clients for example. As a result, it wasn't mentioned at all in my year-end (Employee)</i></p> <p><b>Recommendation - a clear message should be communicated from senior members of staff regarding the importance/value of volunteering in the Access Programme and the benefits it can bring to</b></p>
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			<p><i>bit of structure and interaction time with mentees which I feel is crucial</i></p> <p><i>I see a reluctance to take part due to client commitments. More promotion (in person by a member of the central team and some participants at team meetings, rather than just emails which are so easy to delete unread), promotion of any time allowances and demonstrable buy in by partners/appraisers would help.</i></p> <p><i>Even though I feel my first year was unsuccessful, if there was more communication and regular catch ups from the DCE team then I would like to get involved again next year as I can see how improvements could be made and also that when this works it could</i></p>		<p>staff.</p> <p>Recommendation - volunteers from this year's programme should be encouraged to talk about their experiences and their kind words used in future recruitment campaigns.</p> <p>Project leads were paired up with different teachers within the school and this generally did work very well. However, where proffered methods of communication were not outlined, problems did arise.</p> <p>Recommendation - encourage all volunteers to establish their preferred methods of communication when new relationships are formed. For example, find out if the teacher</p>
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			<p><i>be very successful and rewarding for both the student and the mentor.</i></p> <p><i>I understand that the programme is quite elitist and is only currently open to the best and most promising students in each year group, is there capacity to roll it out across the whole year group?</i></p>	<p>you are working with would rather be emailed or called after 4pm. Parameters could also be set with regards to how soon missed communication can be chased up. Some teachers need and perhaps even like being chased as it helps them get through their workload.</p> <p>Recommendation - Deloitte should be aware of teaching hotspots - periods in the calendar year when the school has other priorities, such as exams. In general, these include September, January, May and early June. However, it should be noted that this varies depending on the year group and should be pre agreed with the</p>
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					school at the beginning of the programme with the school and built in to the shared calendar.
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<sup>i</sup> Based on data collected from the Deloitte Access Student Survey 2014 [online]. Summarised positive answers are based on the percentage of students either strongly agreeing or agreeing to the given statement.

<sup>ii</sup> Based on transcript from a focus group carried out with four students from St Mary Magdalene Academy 2014

<sup>iii</sup> Based on transcript from a focus group carried out with four students from Holly Lodge School 2014

<sup>iv</sup> Based on notes from a Deloitte Partner or Deloitte Programme Coordinator interviews 2014

<sup>v</sup> Based on data collected from the Deloitte Access Volunteer Survey 2014 [online]

<sup>vi</sup> Based on transcript from a focus group carried out with four students from St Mary Magdalene Academy 2014

<sup>vii</sup> Based on notes from School Senior Teacher Interviews 2014