

Careers Hubs: One Year On

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The research in this report was carried out in partnership between The Careers & Enterprise Company and SQW. SQW led on the qualitative research with Hub Leads, Enterprise Coordinators, Careers Leaders and Enterprise Advisers and the survey of schools and colleges. The Careers & Enterprise Company led on the analysis of Compass data and Future Skills data.

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About this paper

22 Careers Hubs pilots were launched in September 2018. One year on, this report identifies the emerging impacts of Hubs and how they have been achieved.

The report draws on a range of information to understand the progress of Careers Hubs from different perspectives:

- Data drawn from Compass – a self-completion tool that schools and colleges use to record their progress against the Gatsby Benchmarks.
- A survey of schools and colleges in the Enterprise Adviser Network and Careers Hubs about their perceptions of progress.
- Results from the Future Skills Questionnaire completed by young people about their career readiness and essential skills.
- Qualitative interviews with Hub Leads, Enterprise Coordinators, Careers Leaders and Enterprise Advisers.

Researchers from The Careers & Enterprise Company and their evaluation partner, SQW, prepared the report together.

The evaluation will continue over the coming year, incorporating the new wave of Careers Hubs that began work in September 2019.



Executive summary

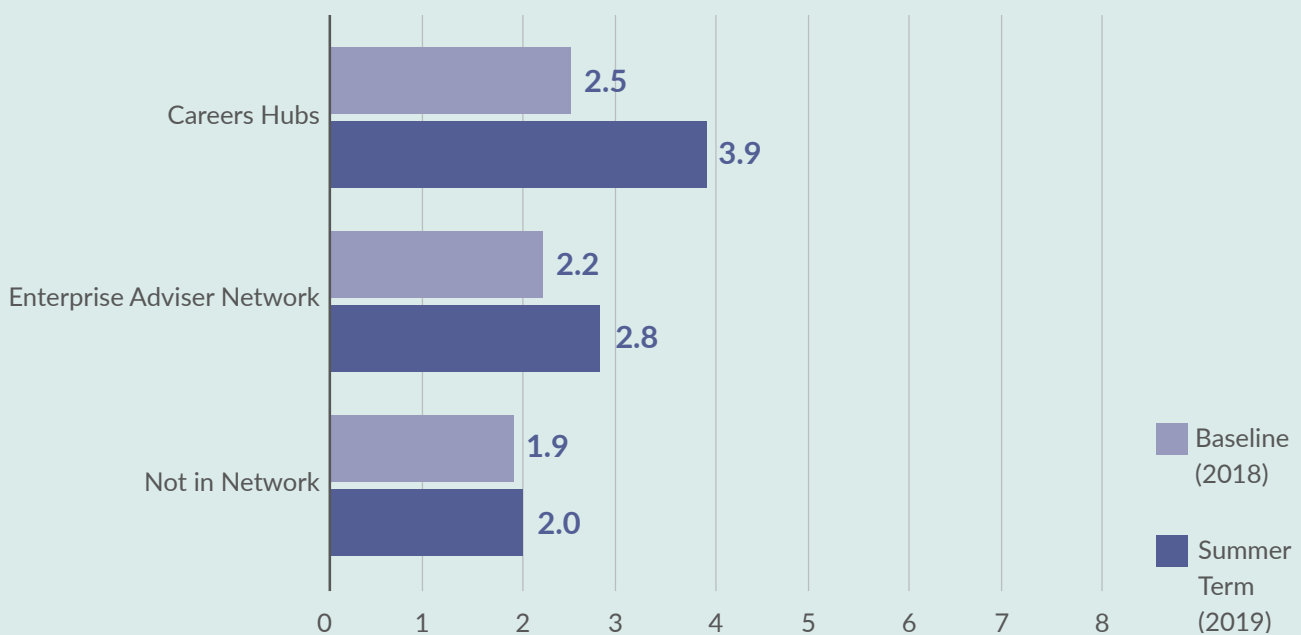
Schools and colleges in Careers Hubs are achieving higher standards of career guidance, improving the opportunities for young people

The impacts achieved by Careers Hubs so far are:

- Schools and colleges in Careers Hubs have made accelerated progress against the Gatsby Benchmarks and are outperforming other parts of the country. The average number of Gatsby Benchmarks achieved in Careers Hubs has increased by 56% over the past 12 months.

- Careers Hubs promote a strategic area-based approach and strategic working within schools and colleges.
- Careers Leaders in Careers Hubs are more positive about the progress their schools and colleges are making and are benefitting from engagement in training.
- Young people’s skills are improving in Hubs through career programmes that give them access to wide-ranging career activities.

Chart 1: Average number of Gatsby Benchmarks achieved by schools and colleges at baseline and at the end of the 2018/19 academic year¹.



1. Careers Hubs (n=727), Enterprise Adviser Network (not in Hubs) (n=2,429), Not in the Network (n=958).

We know what is making the difference

The impact of Careers Hubs is achieved through the following:

- The development of networks that enable Careers Leaders to share and implement best practice.
- Governance models that are embedded within the local context, aligning with the wider work of the LEPs and drawing on local expertise through steering groups.
- An effective Hub Lead who builds networks and ensures strategic oversight.
- An effective Lead School who is instrumental in achieving change across an area.

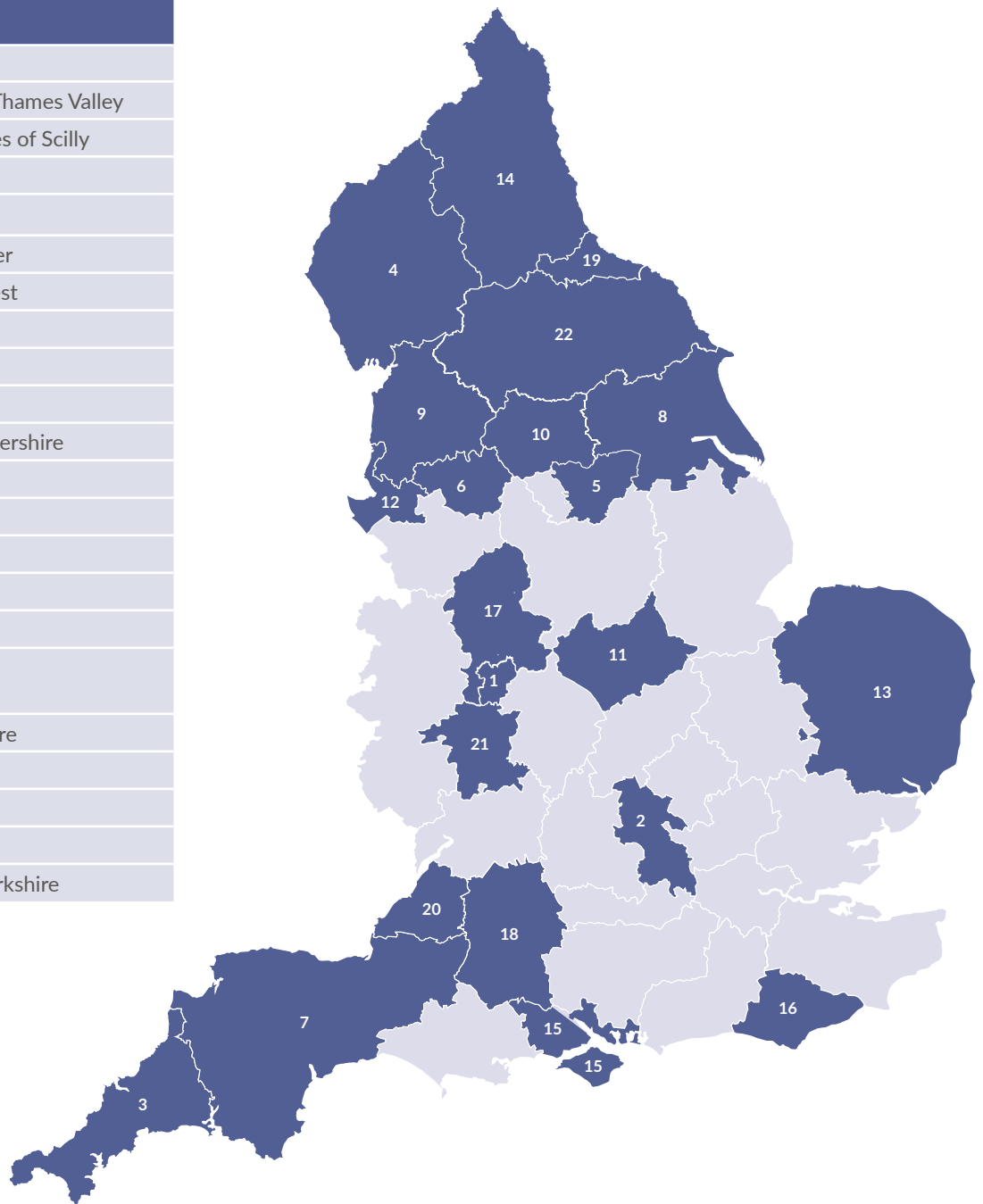
Next steps

To maximise the impact of the established and new Careers Hubs over the year ahead, Hub Leads should focus on:

- Ensuring that the Lead School has the capacity to deliver the role effectively, sharing examples of effective practice to maximise the impact of the role.
- Harnessing the benefits of the local context, aligning with the wider LEP where appropriate and considering the most effective size and composition of the steering group.
- Promoting the Careers Leader Training among Headteachers and college leaders to enable Careers Leaders to be effective in their role.
- Providing additional support where needed for schools and colleges to use Compass to identify gaps and support improvement.
- Supporting/training Enterprise Coordinators to overcome barriers in linking schools and colleges to employers.
- Promoting 'communities of practice' among Careers Leaders.

The map shows the Local Enterprise Partnership areas that had a Careers Hub in 2018/19. Typically, the Careers Hubs do not cover the whole LEP area. The 22 Hubs include 736² schools and colleges. With 20 new Careers Hubs launched in September 2019, 1,300 schools and colleges are now part of a Careers Hub covering 25% of the state sector.

No	Name of hub
1	Black Country
2	Buckinghamshire Thames Valley
3	Cornwall & the Isles of Scilly
4	Cumbria
5	Doncaster
6	Greater Manchester
7	Heart of South West
8	Humber
9	Lancashire
10	Leeds City Region
11	Leicester & Leicestershire
12	Liverpool
13	New Anglia
14	North East
15	Solent
16	East Sussex
17	Stoke-on-Trent & Staffordshire
18	Swindon & Wiltshire
19	Tees Valley
20	West of England
21	Worcestershire
22	York and North Yorkshire



2. 707 of these schools and colleges are funded by the Careers & Enterprise Company. The 29 schools and colleges in Doncaster Careers Hub are funded by Doncaster Opportunity Area.

Introduction

The launch of Careers Hubs

Careers Hubs pilots were launched in September 2018 in 22 areas of England³, following the announcement in the Government's Careers Strategy⁴ the previous December. The vision for Careers Hubs is that they link together schools, colleges, universities and other local organisations to transform career education for all young people. The Careers & Enterprise Company was tasked with establishing the Careers Hubs and supporting them to succeed across the eight Gatsby Benchmarks of good career guidance⁵.

The Careers Hubs pilots were based on a successful model piloted by the Local Enterprise Partnership in the North East in 2015-17 with support from the Gatsby Charitable Foundation⁶. After two years of the North East pilot, 14 of the 16 schools taking part had achieved the majority of benchmarks and three schools had achieved all eight.

In September 2019, the Careers Hubs were expanded to include 18 new Careers Hubs and two extensions of existing Careers Hubs⁷. With the second wave of Careers Hubs up and running, just over 1,300 secondary schools and colleges (one quarter of all state-funded schools and colleges) are now part of a Careers Hub.

What is a Careers Hub?

A Careers Hub is a group of 20 or more secondary schools and colleges located in the same geographic area, working together, and with partners in the business, public, education and voluntary sectors to deliver the Gatsby Benchmarks and ensure that careers outcomes are improved for all young people.

The Careers Hubs pilots will test whether being part of a Careers Hub helps schools and colleges to meet the Gatsby Benchmarks and ultimately improves a range of outcomes for young people.

The eight Gatsby Benchmarks for good career guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

3. www.careersandenterprise.co.uk/news/twenty-new-careers-hubs-launched

4. Department for Education (2017). *Careers strategy: making the most of everyone's skills and talents*. DFE-00310-2017.

5. Gatsby Charitable Foundation (2014). *Good career guidance*. London: Gatsby Charitable Foundation.

6. Hanson, J., Vigurs, K., Moore, N., Everitt, J., & Clark, L. (2019). *Gatsby careers benchmark north east implementation pilot: interim evaluation (2015-2017)*. Derby: International Centre for Guidance Studies, University of Derby.

7. www.careersandenterprise.co.uk/news/secretary-state-announces-boost-careers-support-20-areas

Careers Hubs have the following features:

- 1** | A Hub Lead who works alongside Enterprise Advisers and Enterprise Coordinators to provide a unified management system to deliver against the Gatsby Benchmarks.
- 2** | Enterprise Coordinators who work with clusters of approximately 15 schools and colleges to build careers plans and connect with employers.
- 3** | Enterprise Advisers who are volunteers from business working closely with the Senior Leadership Team of a school or college to provide strategic support.
- 4** | Lead School (or more than one) that works more closely with Enterprise Coordinators and Hub Leads to build capacity throughout the Hub.
- 5** | Access to training bursaries for the Careers Leader to participate in one of the face-to-face training programmes⁸.
- 6** | A Central Hub Fund to benefit schools/colleges across the Hub. Around half of the schools and colleges in Careers Hubs also received a 'virtual wallet' fund to support their careers programme.
- 7** | Cornerstone Employers⁹, representing a range of business sizes and sectors, who work with their networks, the wider business community and the local Hub Lead.

8. www.careersandenterprise.co.uk/schools-colleges/careers-leaders

9. www.careersandenterprise.co.uk/employers-volunteers/cornerstone-employers

About the evaluation

The purpose of evaluation of Careers Hubs is to find out:

- The impact of Careers Hubs on the standard of careers provision in schools and colleges.
- How young people benefit from Careers Hubs.
- What Careers Hubs do that makes a difference.

The evaluation is taking place across 2019-2020 and is being carried out jointly between The Careers & Enterprise Company and SQW, an independent research organisation. The evaluation aims to capture the perspectives of a wide range of stakeholders through a range of quantitative and qualitative data sources. SQW is leading the qualitative research with Hub Leads, Enterprise Coordinators, Careers Leaders and Enterprise Advisers and a survey of schools and colleges. The Careers & Enterprise Company collects and analyses Compass data from schools and colleges, Future Skills data from students and the Careers Leader training participant information.

This report is designed to provide a snapshot of progress midway through the evaluation. A final report will follow at the end of 2020.

Data sources for this report

Compass

Compass is an online self-completion tool¹⁰ available to all schools and colleges in England to assess their career provision against the eight Gatsby Benchmarks of good career guidance. Across England, over 4,000 schools and colleges have used Compass at least once. The latest results, reported in the State of the Nation 2019¹¹, show progress across every dimension of careers education over the past year.

Compass results are reported in the following ways:

- Average number of Gatsby Benchmarks achieved across England, the Enterprise Adviser Network¹² and Careers Hubs.
- Percentage of schools and colleges fully, partially and not achieving each Gatsby Benchmark. To fully achieve a benchmark, schools and colleges must achieve all of the sub-benchmark requirements that make up the benchmark. Partial achievement denotes the achievement of between 1% and 99% of the sub-benchmarks. If schools and colleges have not achieved any of the sub-benchmark requirements, this is marked as not achieved.

10. Self-completion is a key aspect of the self-improving system that the Careers Strategy is looking to create. Guidance is provided on how to complete the tool to promote consistency. Although some variation in interpretation may be possible, the evidence does not suggest that schools and colleges are unduly generous in their scoring.

11. The Careers & Enterprise Company (2019). *State of the Nation 2019: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

12. The Enterprise Adviser Network strengthens the links between education and business. Schools and colleges received support through a senior business volunteer (Enterprise Adviser), an Enterprise Coordinator and access to tools and programme providers.

Future Skills Questionnaire

The Future Skills Questionnaire was developed by The Careers & Enterprise Company for young people to measure progress in the skills and personal attributes needed to make the transition to the world of work¹³. Young people complete the questionnaire before and after a careers activity to provide a measure of change in personal effectiveness, career readiness and employability skills. Fourteen schools and colleges in Careers Hubs encouraged their students to complete Future Skills at the start and end of the summer term 2019. This report presents the results from the 396 young people who took part on both occasions.

Survey of schools and colleges

Schools and colleges in the Enterprise Adviser Network and Careers Hubs were invited to take part in an online survey in June-July 2019 to explore their progress, effectiveness and impact of the networks and identify areas for improvement. Overall, 676 schools and colleges took part in the survey, representing 22% of all those in the Enterprise Adviser Network or Careers Hubs. Of the responses, approximately half were from Careers Hubs and the remainder were from the Enterprise Adviser Network, providing an opportunity for comparison¹⁴.

Table 1: Participants in research interviews

Participant Group	Number interviewed	Hub	Network
Hub Leads (HL)	22	22	0
Careers Leaders (CL)	20	13	7
Enterprise Coordinators (EC)	20	11	9
Enterprise Advisers (EA)	20	9	11

Source: SQW

Qualitative interviews

Qualitative telephone interviews were undertaken with four groups of participants within the Enterprise Adviser Network and Careers Hubs: Hub Leads¹⁵, Careers Leaders, Enterprise Coordinators and Enterprise Advisers. A total of 82 one-hour interviews took place June-July 2019. A workshop with Hub Leads was also held to identify how Hub Leads expect to achieve change through the Hubs model.

Structure of the report

There are two main sections to the report – the difference made by Hubs and how those impacts are achieved. Each section draws on the range of data sources that cover each theme. The conclusions chapter draws together the key findings and highlights the actions needed for Careers Hubs to maximise their impact over the coming year.

Table 1 shows the sample size and the number of respondents from each group who were working within a Hub area or within an Enterprise Adviser Network. This report draws mostly from Hub Lead interviews with additional insights from the other stakeholders.

13. www.careersandenterprise.co.uk/schools-colleges/future-skills

14. Significance testing (using Chi-square or Fisher's exact test) was carried out to see whether any differences in responses between schools in Careers Hubs or the Enterprise Adviser Network were statistically significant.

15. By the time SQW interviewed the Hub Leads in June-July 2019, three-quarters of them had been in their role for less than a year, although some had previously worked within the Enterprise Adviser Network as an Enterprise Coordinator in the same area.

What difference do Careers Hubs make?

One year on, the evidence points to four key ways in which Careers Hubs are having an impact:

- 1** | Careers Hubs are making faster progress towards achieving the Gatsby Benchmarks.
- 2** | Careers Hubs are improving the strategic coordination of careers at a local level.
- 3** | Careers Hubs help to embed the Careers Leader role.
- 4** | Careers Hubs are focused on improving outcomes for young people.



1 | Careers Hubs are making faster progress towards achieving the Gatsby Benchmarks

The Gatsby Benchmarks and Compass tool are helping schools and colleges make progress

The Gatsby Benchmarks of good career guidance are an evidence-informed and practical standard that schools and colleges are working towards. We know from the recent survey of Careers Leaders in secondary schools that there is now widespread awareness of the Gatsby Benchmarks and a belief that they are helping schools and colleges to improve the standard of careers education¹⁶.

This evaluation also found widespread commitment to the Gatsby Benchmarks and Compass tool. Almost all Hub Leads felt that Compass was effective in helping schools and colleges to improve their careers provision planning. Some Hub Leads emphasised the importance of encouraging schools to complete Compass regularly and 'with integrity' (rather than regarding it as a 'tick-box' exercise) to enable schools to become more reflective and constructive in their approach to careers.

All interviewed Careers Leaders (regardless of whether they were in a Careers Hub or were a member of an Enterprise Adviser Network) reported using the Compass tool regularly. They described Compass as 'useful' and 'helpful' in auditing their careers provision and identifying gaps which needed to be addressed to achieve the Benchmarks.

Careers Hub Leads offered suggestions of how they felt Compass could be further developed to increase its impact on achievement of the Gatsby Benchmarks. These included: limiting how frequently changes to the tool took place; schools/colleges involving Hub Leads and Enterprise Coordinators to ensure critical and accurate completion of the tool; ensuring Compass was fit for SEND/PRU providers; and allowing detail/narrative to be added to the tool through inclusion of free text options.



16. Tanner, E., Percy, C. and Andrews, D. (2019). *Careers Leaders in Secondary Schools: The first year*. London: The Careers & Enterprise Company.

“

We use the Compass tool every half term. We have to do this for the Enterprise Coordinator, but it is really useful, it's perfect to audit provision in school and identify gaps to work on next.

Careers Leader

“

Compass, to me, has been probably the best thing that a hub manager can have and make use of, because if used in the right way, it gives you an exact picture of where each individual school needs support.

Schools love Compass, it's quick to use and provides a clear snapshot of where you are.

Hub Lead

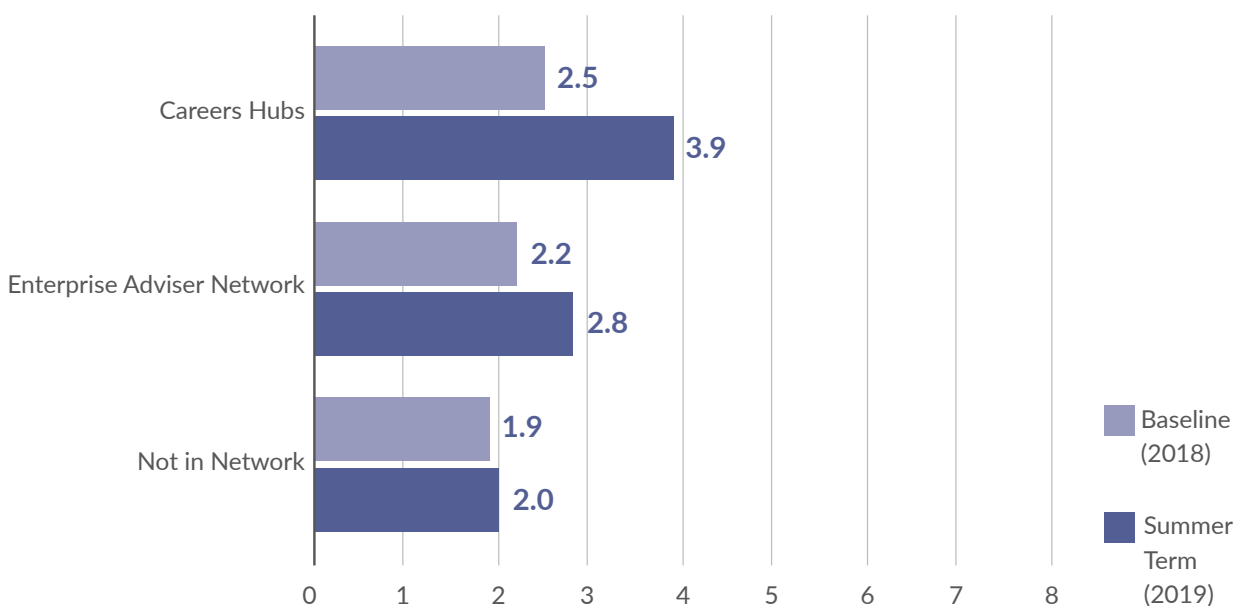
Progress and performance are stronger in Careers Hubs

Nationally, schools and colleges have made considerable progress over the past five years from a low starting point. Schools and colleges are achieving an average of three out of eight benchmarks and more than half are achieving Benchmark 8 (Personal guidance) and Benchmark 5 (Encounters with employers and employees)¹⁷.

On average, schools and colleges in Careers Hubs are attaining 3.9, almost half, of the Gatsby Benchmarks of good careers guidance. This is over one benchmark higher on average than those in the Enterprise Adviser Network and almost two benchmarks higher than those not in the Network.

Careers Hubs establishments were achieving more Gatsby Benchmarks than other schools and colleges at baseline, and they have made the greatest progress. An improvement of 1.4 benchmarks exceeds the increase in performance seen in the Enterprise Adviser Network (0.6 benchmarks), not in the Network (0.1 benchmarks) and nationally (0.9 benchmarks). This seems to suggest that although marked improvement against the benchmarks can be attained by being part of the EAN, progress is enhanced through Careers Hubs.

Chart 1: Average number of Gatsby benchmarks achieved by schools and colleges at baseline and at the end of the 2018/19 academic year¹⁸.



17. The Careers & Enterprise Company (2019). *State of the Nation 2019: Careers and enterprise provision in England's secondary schools and colleges*. London: The Careers & Enterprise Company.

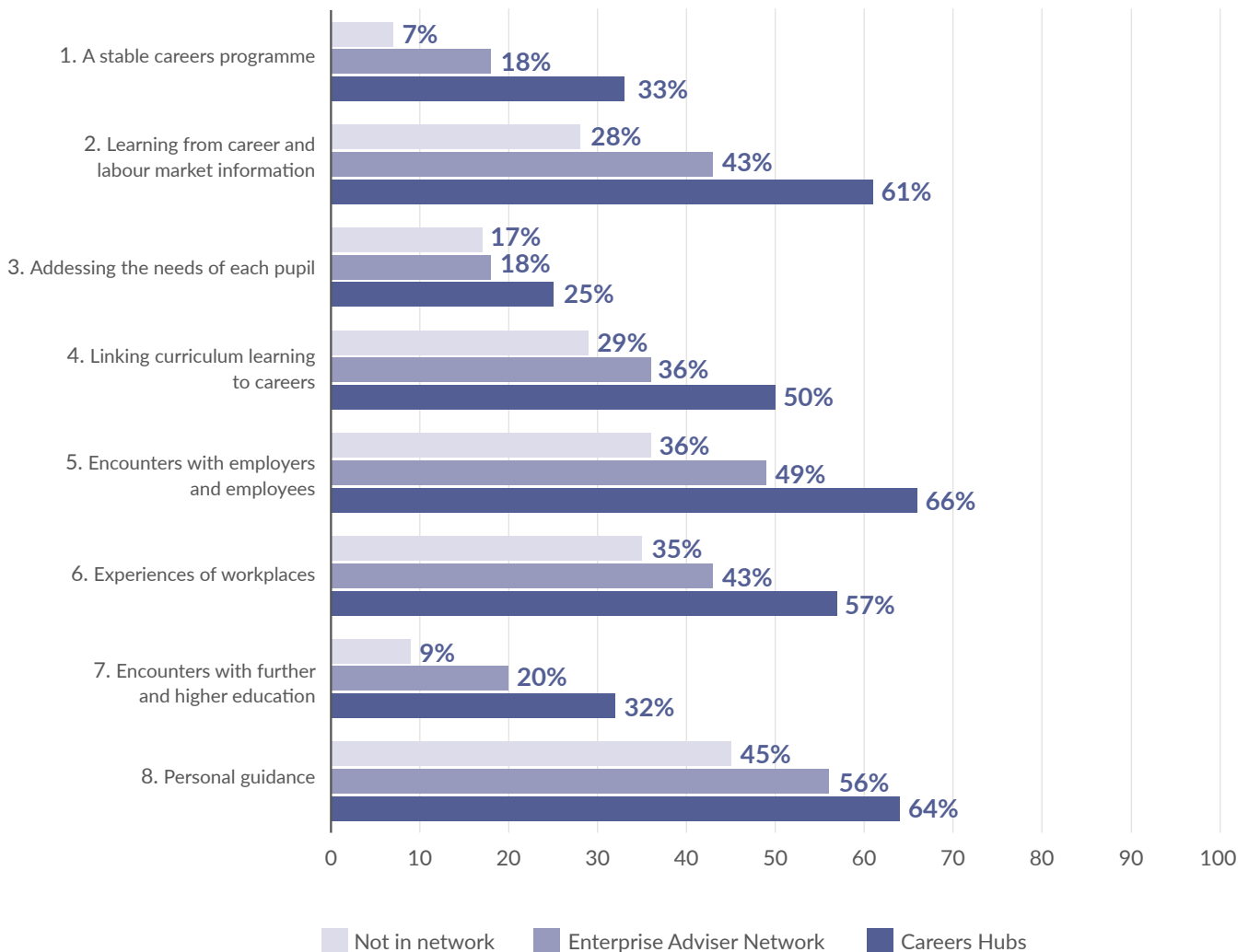
18. Careers Hubs (n=727), Enterprise Adviser Network (not in Hubs) (n=2,429), Not in the Network (n=958).

Achievement across the benchmarks

Careers Hubs work towards all eight of the Gatsby Benchmarks, with specific targets set on Benchmarks 5 and 6. This is clearly reflected in reported performance, with Careers Hubs consistently outperforming the rest

of the nation on every dimension of careers education. Five of the benchmarks are achieved by over half of Hubs schools and colleges.

Chart 2: Percentage of schools and colleges fully achieving each of the Gatsby Benchmarks in Careers Hubs, the Enterprise Adviser Network and not in the Network.



The largest gaps between schools and colleges in Careers Hubs and elsewhere can be seen in Benchmark 5 with 66% of Careers Hub schools and colleges achieving good employer encounters, 17 percentage points higher than the Enterprise Adviser Network and 30 percentage points higher than those not in the Network. There is also a large gap between Careers Hubs and elsewhere in learning from career and labour market information (Benchmark 2) with 61% of Hubs establishments achieving this benchmark in comparison to 28% of those outside the Network.

Although only 32% of Hubs schools and colleges are fully achieving the benchmark for encounters with further and higher education, this is nevertheless 12 percentage points above those in the EAN and 23 percentage points above those that are not in the EAN. Due to the difficult nature of achieving encounters with further and higher education (Benchmark 7) this is a considerable achievement for Careers Hubs and reflects the emphasis on joining up the work of providers and making connections.

Much like the rest of the nation, schools and colleges in Careers Hubs find Benchmarks 1 and 3 harder to achieve than others. However, Careers Hubs are still outperforming both those in the EAN and outside the network, particularly on Benchmark 1.

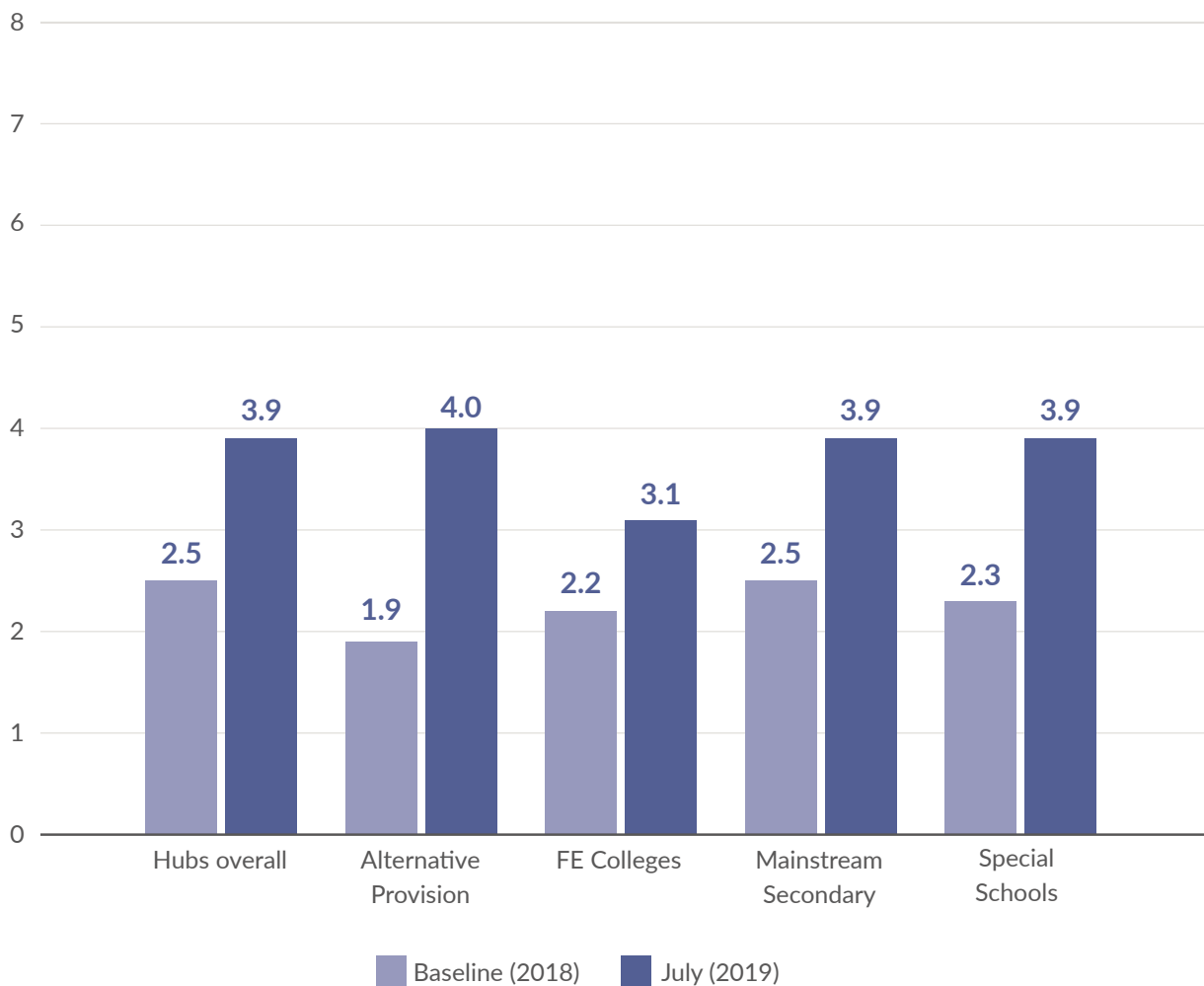


Achievement across types of establishment

The progress made in Careers Hubs over the past year applies to all types of establishment. Alternative Provision establishments and special schools saw the greatest progress and are achieving on a par with mainstream schools, which is not the case nationally. Further education colleges progressed the least over

the year but still achieved an average benchmark score that is higher than the national average of 2.8 for colleges. The evidence suggests that the Hub model is proving to be particularly effective for the schools targeting students with higher level needs.

Chart 3: Average Benchmark achievement at baseline (2018) and July (2019) in Hubs by school type¹⁹.



19. AP=21, FE colleges=63, mainstream=582, and special schools=60.

Progress on the most challenging benchmarks

Benchmarks 1, 3 and 7 are the most challenging to achieve both nationally and within Careers Hubs. This section explores the progress made on the sub-benchmarks to identify where Hubs are making the most difference and the areas for further focus²⁰.

Benchmark 1 – A stable careers programme

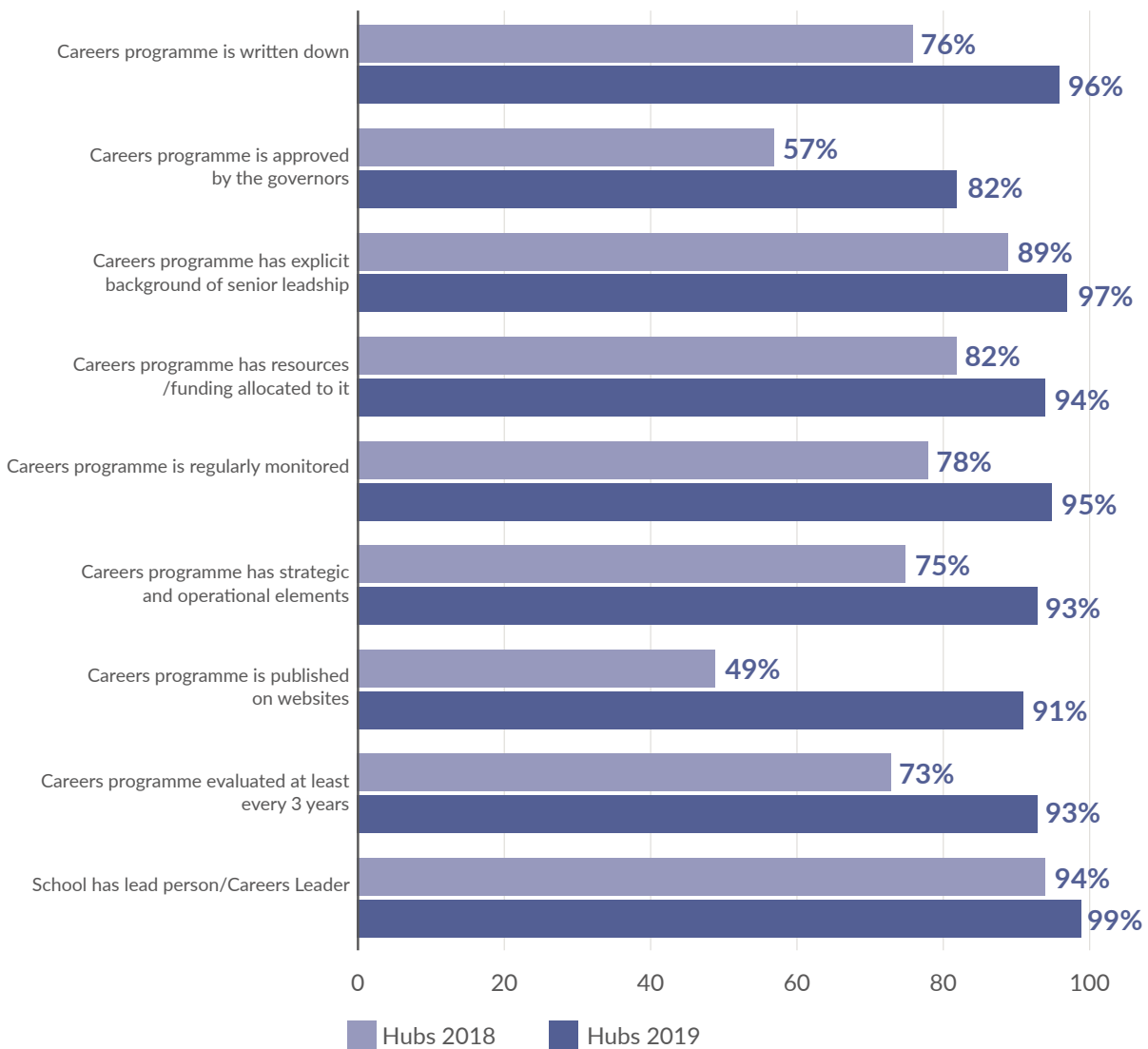
Under Benchmark 1, the greatest progress over the past year was made on publishing the careers programme on the website (+42 percentage points), governor approval of the careers programme (+35 percentage points), evaluating the careers programme every three years (+20 percentage points) and having a careers programme that is written down (+20 percentage points).

By the end of the 2018/19 academic year, over 90% of Hubs schools had achieved most of the sub-benchmarks. Governor approval of the careers programme was achieved by 82% of schools. The findings suggest that the two-thirds of schools that have not yet fully achieved the whole benchmark are close and that this benchmark may see significant progress over the coming year.



20. The analysis focuses on schools since the college Compass tool was only introduced in September 2018 so we do not have comparable baseline data.

Chart 4: Progress on the sub-benchmarks within Benchmark 1 for schools in Careers Hubs (N=568)

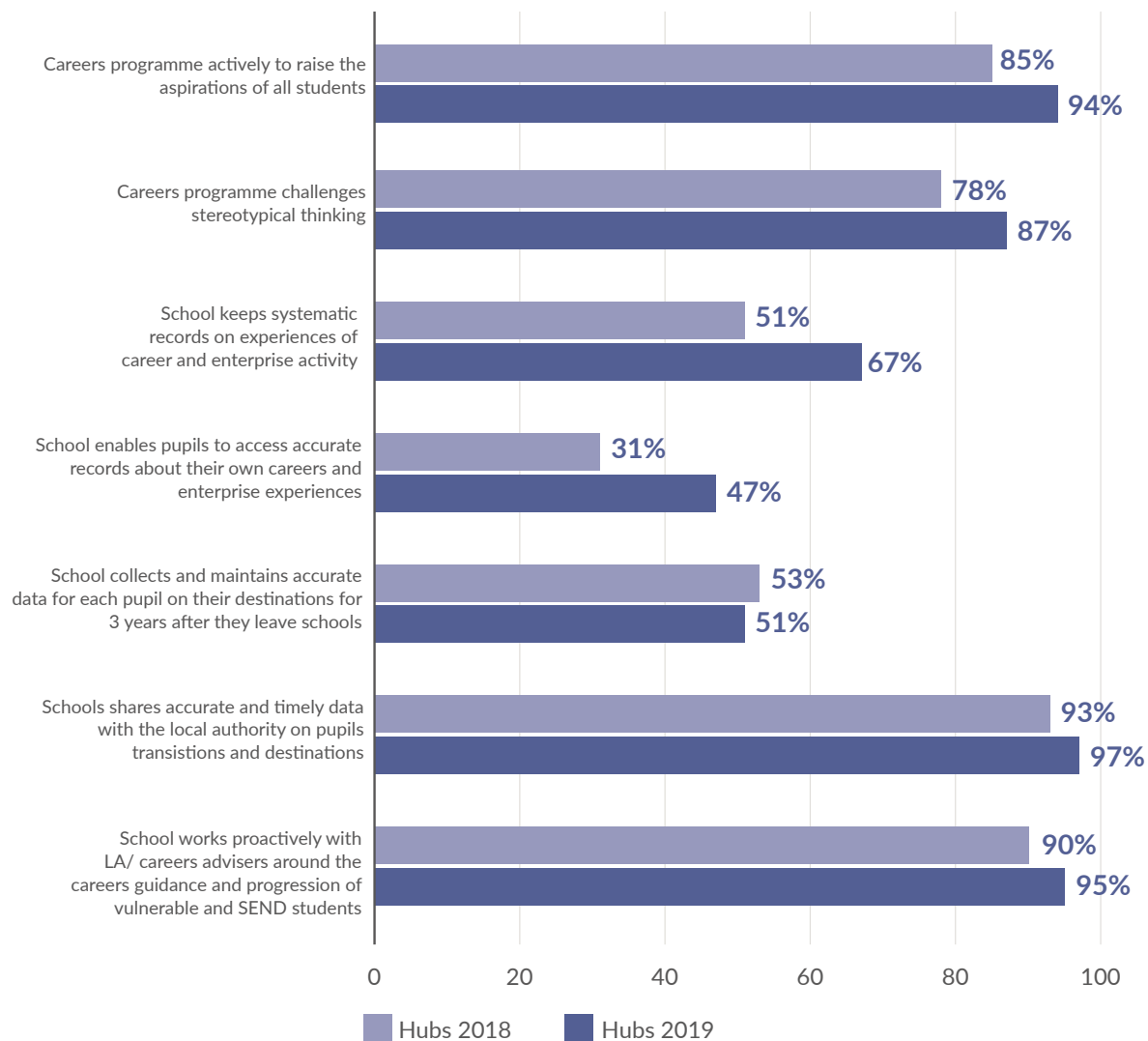


Benchmark 3 – Addressing the needs of each pupil

The greatest progress for Hubs schools across 2018/19 under Benchmark 3 was on keeping systematic records and enabling pupil access to their records (both +16 percentage points). There was also marked progress on the careers programme seeking to raise student aspirations and challenging stereotypical thinking (both +9 percentage points).

The sub-benchmarks least likely to be achieved by the end of the 2018/19 academic year were enabling students to access the records of their experiences (achieved by 47% of Hubs schools) and tracking destinations for three years (achieved by 51%).

Chart 5: Progress on the sub-benchmarks within Benchmark 3 for schools in Careers Hubs (N=568)

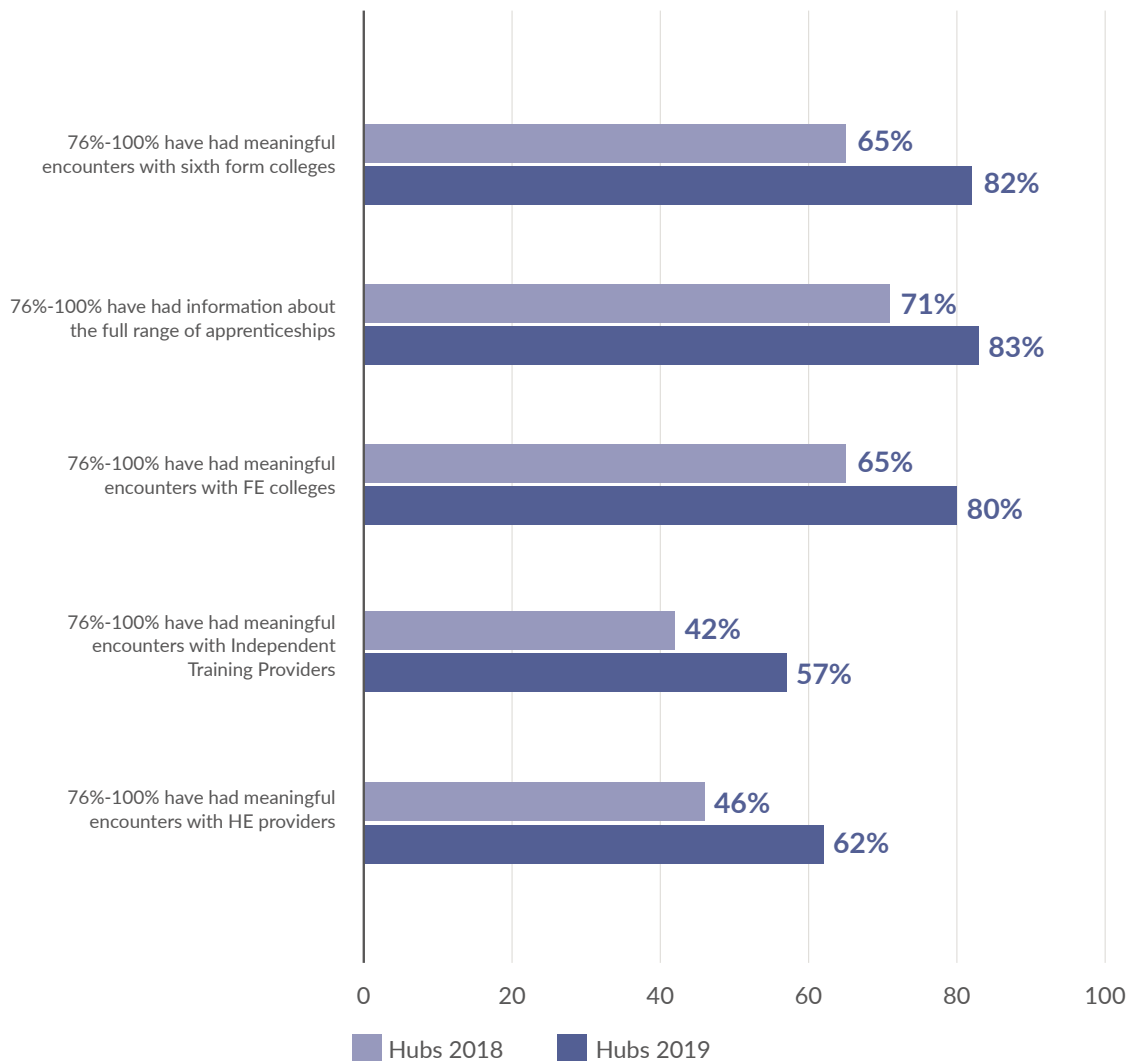


Benchmark 7 – Encounters with further and higher education

All of the sub-benchmarks under Benchmark 7 saw marked progress over the 2018/19 academic year of between 12 and 17 percentage points. 80% or above of schools in Hubs now ensure that all or the majority of their students have encounters with sixth form colleges, apprenticeships or further education (FE) colleges.

The sub-benchmarks least likely to be achieved are encounters with Independent Training Providers and higher education (HE) providers.

Chart 6: Progress on the sub-benchmarks within Benchmark 7 for schools in Careers Hubs (N=568)



The impact of the Hubs model

While it is clear that schools and colleges in Hubs outperform other areas on the Gatsby Benchmarks, it is possible (although unlikely) that this is due to structural differences between Hub and non-Hub schools and colleges. For example, if Hub schools and colleges have more advantaged intakes or are graded outstanding by Ofsted, it may be easier for them to make progress towards the Gatsby Benchmarks regardless of the additional Hub support. We used a range of advanced statistical techniques²¹ to compare 'like with like' and test the added value of Careers Hub participation over and above other characteristics that might explain progress. Each of the approaches found the same result – that being in a Hub is independently associated with better performance.

The analysis is based on schools and colleges with a Compass return from the 2017/18 academic year and a Compass return between start January and end July 2019. Excluding independent schools, this leaves a core sample size of 1,884: 593 Hub providers and 1,291 non-Hub providers. The schools and colleges in Hubs were indeed structurally different from other schools. In general, Hub providers were more likely to already be in the EAN and to have higher scores on Compass at baseline (except for Benchmark 8 where non-hubs have a higher achievement rate). They were more likely to have slightly higher FSM-eligible cohorts and lower Ofsted scores than non-Hub schools and colleges included in this analysis.

The results from the three main analyses were as follows:

1. Each Hub school and college was matched to its nearest neighbour outside of Hubs on each variable of interest (e.g., Ofsted grade, having a sixth form, being in the EAN, region, baseline Compass performance, size, type and FSM category). The effect size²² of being in a Hub varied from +0.37 to +0.62 benchmarks across individual variables (p-values<0.01).
2. Multivariate nearest neighbour matching analysis found being in a Hub to be independently associated with higher benchmark scores (+0.76; p-value=0.00; n=1884). Multivariate regression on the same core set of variables found an outperformance of +0.55 (p-value=0.00; R-squared 0.25).
3. A multi-match propensity score model used a wide range of variables to explain the likelihood of Hub participation. Once outliers were removed, there was a positive impact of Hub participation of +0.51 (p-value=0.01; n=1629)²³.

The out-performance of Hubs across several different statistical methodologies strongly supports the added value of Hubs being in a range of around +0.4 benchmarks to +0.8 benchmarks over the last year, comparing Hub schools/colleges with non-Hub schools/colleges with similar characteristics.

21. Nearest neighbour matching, propensity score matching, and multivariate regression.

22. Average Treatment Effect on the Treated (ATET) via a nearest neighbours algorithm (Mahalanobis distance, with replacement).

23. 17 outliers were removed. The lower sample size is primarily due to additional variables which have some missing data. Such additional variables included school-level data like Progress 8 and destinations measures as well as local area data like the local unemployment rate and deprivation measures.

Hubs help to increase understanding of, and focus on, the Gatsby Benchmarks

Hub Leads are tasked with achieving all eight of the benchmarks, in contrast to the Enterprise Adviser Network which focuses primarily on achieving employer engagement (Benchmarks 5 and 6). Several Hub Leads said that they set targets for their team associated with extending school and college achievement of all benchmarks. They use the Compass data and their own knowledge of the area to plan progressive improvements.



Our first priority was to form a community of best practice – this was a big challenge. For example, in one of our Multi-Academy Trusts there were six schools with six Careers Leaders and they did not know who each other were. Our first target was 100% membership, which we have achieved. Second KPI for us is fixed to EC [Enterprise Coordinator] work around Benchmarks 5 and 6. Now we are working across all Benchmarks, so rather than aim for all [Gatsby Benchmarks] in Year 1 we wanted to focus on 100% of schools achieving Benchmark 1 - it is fundamental and this is statutory. Then our focus will be on [Benchmarks] 5, 6, 7 and 8.

Careers Hub Lead

Several Hub Leads saw Hub schools making quicker progress than Enterprise Adviser Network schools, as well as a couple who said they saw positive spill-over effects amongst neighbouring schools who were also benefitting from the Hub emphasis on achievement of the Gatsby Benchmarks. Hub Leaders attributed this to their ability to provide clear and consistent messages about careers work and offer a higher level of support to schools, which, in turn, improved engagement and subsequently success.

Some Hub Leads were clear that they wanted to use the opportunity offered by Careers Hubs to enable schools to become more reflective and constructive in their approach to careers, with one specifically noting that they wanted Careers Leaders to be less reactive and to think more strategically about careers provision.



...schools not in the hub don't understand the wider agenda, the ones in are more clued up.

Careers Hub Lead

Hubs experience the same barriers to achieving the benchmarks as other areas

Specific challenges with individual benchmarks were raised:

- **Destinations data** (Benchmark 3) – virtually all Hub Leads, Enterprise Coordinators and Careers Leaders saw collecting destinations data as an ongoing challenge for schools. Small schools, schools with sixth forms and colleges were said to have found this easier.
- **Encounters with further and higher education** (Benchmark 7) – some Hub Leads and Careers Leaders raised concerns about the practicality of this due to a lack of school and further/higher education capacity, lack of relevance to students from certain cohorts and providers, and a lack of funding for trips and related transport, particularly in rural areas.
- **Personal guidance** (Benchmark 8) – Careers Leaders faced challenges providing meaningful personal guidance for every student, due to a lack both of funding and of qualified advisers and the challenge of delivering this with high student numbers and only limited time in the school/college timetable.

Alongside the barriers to achieving the benchmarks, Hub Leads and Careers Leaders identified changes needed to the Compass tool to help them track their progress. These included: guidance to support consistent interpretation of the sub benchmark questions; and the need for questions to be better tailored to the different contexts of Further Education colleges, special schools and pupil referral units. For example, questions on visits to a university were considered inappropriate for some special schools.



This is a huge issue. At the moment, we only have one or two schools doing the three-year tracking. They tend to be high achieving grammar school types, who retain the majority into their own sixth form, then track for one year into uni. [The] ones finding it hardest are 11-16 schools, and schools who have a disadvantaged cohort – as they are harder to engage, harder to reach out to... It will take a lot of time and money to provide the facility to do this.

Hub Lead

2 | Careers Hubs are improving the strategic coordination of careers at a local level

Careers Hubs benefit from access to LEP and Local Authority partners and resources

The funding and location of Hub Leads enable them to work strategically across their area, as they can link in with the work of their LEP colleagues, and use existing governance arrangements through, for example, their Employment and Skills boards. Careers Hub Leads are predominantly based in their local LEP offices, with a small proportion located within their Local Authority. This is reflective of funding and line management arrangements for the Enterprise Coordinators in their team. While Hub Lead roles are funded by The Careers & Enterprise Company, the Enterprise Coordinators in their teams are often co-funded by the LEP or combined authority partners.

Some Hub Leads reported that their LEPs were 'hands on' in providing strategic direction, with one Hub Lead stating they had weekly meetings with their LEP Director. Illustrating this strategic linkage, one Enterprise Coordinator reported that, since being in the Careers Hub, they now had more strategic direction from their LEP (and the LEP Skills Lead) than previously. In some cases, these links also meant that Hub Leads focussed on LEP strategic priorities by directing events for example, or their recruitment of Enterprise Advisers, aligned with LEP priority growth sectors.

Careers Hubs steering groups provide regular oversight and bring key partners together

All Careers Hubs have a steering group, which provides strategic oversight of the work of the Hub. These steering groups enable the local careers landscape to be linked up, allowing interested parties to influence the direction and work of the Hub, which in turn influences careers provision in schools. The composition of Hub steering groups varies by size and representation. The majority have a LEP representative, but can also include employers, Lead Schools, local careers providers, universities, local National Collaborative Outreach Programmes, and the Chamber of Commerce. Some steering groups are kept deliberately small to enable rapid decision-making and progress, whilst others have a broader representation with the hope of encouraging meaningful engagement and support. One Hub Lead, for example, highlighted the positive role played by steering group members in creating opportunities to link up a university with one of the schools that was struggling to meet Gatsby Benchmark 7 (encounters with further and higher education).

Hub Leads have a strategic role and use evidence to set direction

The Hub Lead role enables individuals and their teams to focus on core strategic issues affecting numerous schools and colleges and work together to achieve change. Hub Leads' oversight of 'what needs to be done, and where we need to go' and understanding of the collective needs of Hub schools and colleges was frequently mentioned by interviewees. Compass data was cited as an enabler for understanding school needs, as Hub Leads were able to have an overview of where the most substantial gaps were. The Hub Leads were also able to link up the key players through networking, which was considered particularly valuable with so many stakeholders.

This view was supported by Enterprise Coordinators, who reported that Hub Leads add value through their strategic oversight of careers provision across their area, enabling them to share best practice, coordinate activity, engage partners and continually plan ahead. One also reported that it prevented siloed working for Enterprise Coordinators, allowing them to work more effectively as a team. One Careers Leader noted that their Hub Lead was 'the spider at the centre of a web', using their knowledge and influence locally to support careers provision in their school.



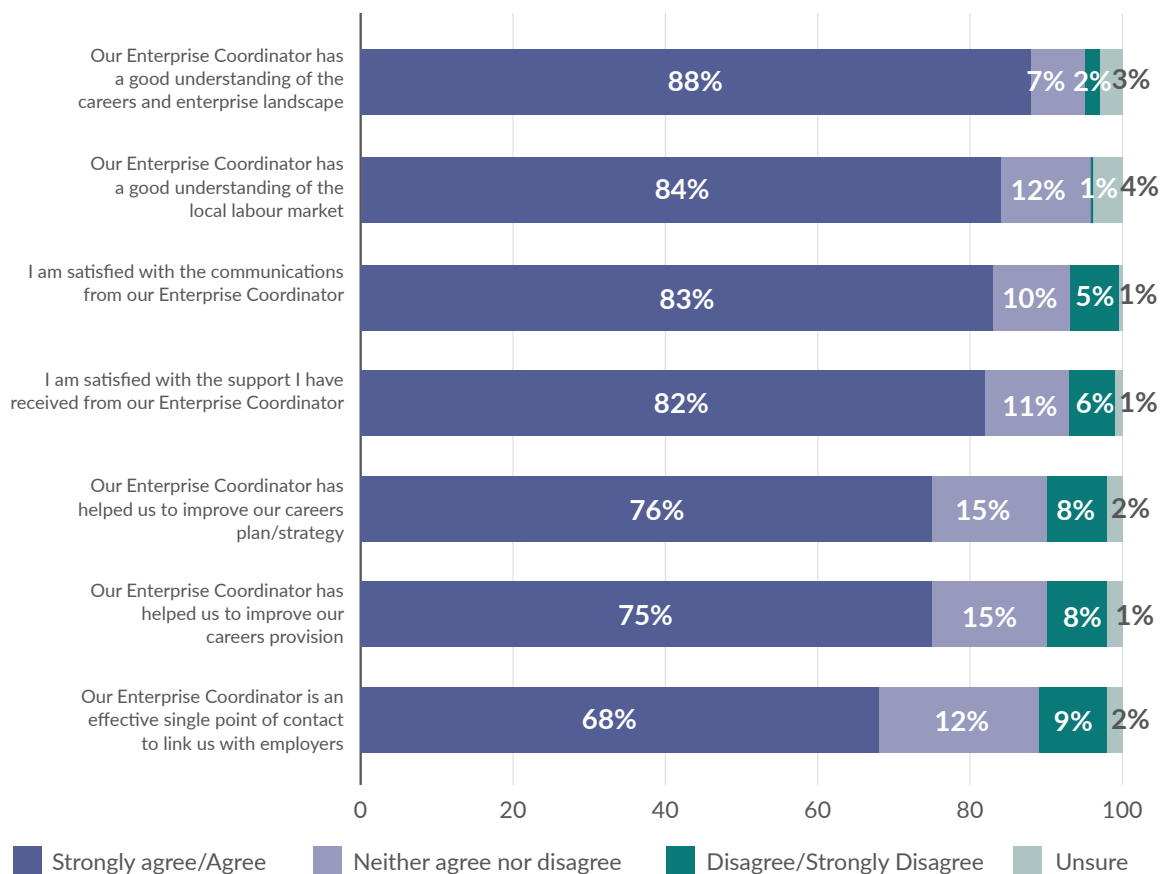
The Hub Leader has the strategic overview of the Hub and pulls the whole team together. Before becoming a Hub, Enterprise Coordinators were just doing their own thing but now we are much [closer] as a team and working to the same goals.

Enterprise Coordinator

Across the EAN and Careers Hubs, the majority of Careers Leaders in schools and colleges perceived Enterprise Coordinators to be valuable through the knowledge they bring and the role they play. 87% of survey respondents agreed that the EC had a good understanding of the careers and enterprise landscape and 80% thought they have a good understanding of the local labour market. Over 70% thought that ECs helped schools and colleges to improve career provision and strategy and two-thirds thought they were effective in linking schools and colleges to employers (see Chart 7).

Enterprise Coordinators in Hubs were perceived to be more effective than those in the Enterprise Adviser Network in relation to helping schools and colleges with their overall careers planning and strategy, and were thought to have a better understanding of the local labour market²⁴.

Chart 7: School and college perceptions of Enterprise Coordinators in Careers Hubs (n=358)



24. These differences between the EAN and Hubs were statistically significant.

3 | Careers Hubs help to embed the Careers Leader role

Careers Hubs are raising the profile of the Careers Leader role

The establishment of the Careers Leader role in the Government's Careers Strategy²⁵ marked a significant change for the careers workforce in schools and colleges. In contrast to a tradition of careers education being delivered by a coordinator, the strategy recognised the need for leadership skills and specialist knowledge to deliver a complex set of activities involving a wide range of stakeholders. A recent national survey of Careers Leaders in secondary schools²⁶ found that considerable progress has been made during the first year in establishing the role, with widespread engagement from senior leadership teams and a positive, well-networked workforce emerging. The key challenges at a national level relate to the wide variation the amount of time and resources that Careers Leaders have for the role.

The evidence from the Careers Hubs confirmed that time was a challenge in some schools and colleges. The Careers Leaders who took part in interviews typically had fewer than ten hours a week for their careers role (and one had no allocated time). Several said that they spent more than the number of hours they were allocated working on careers responsibilities to fulfil their role. The ability of Careers Leaders to engage with their Hub and embed their careers role within their school, therefore, was clearly variable. Some Enterprise Coordinators and Hub Leads noted that where there was churn in the Careers Leader role or lack of support from senior leadership teams, it was difficult to make headway.



Careers leaders as a group are very varied and are not resourced to the same level across the area. Senior leaders need to recognise they need to resource these vital roles.

Hub Lead

25. Department for Education (2017). *Careers strategy: making the most of everyone's skills and talents*. DFE-00310-2017.

26. Tanner, E., Percy, C. and Andrews, D. (2019). *Careers Leaders in Secondary Schools: The first year*. London: The Careers & Enterprise Company.

Against this backdrop, some Hub Leads said that Careers Hubs have raised awareness of the new agenda for careers and made careers a ‘whole school issue’, which in turn has raised the Careers Leaders’ role and profile. The Careers Leaders in Hub areas said they thought their school and college senior leadership teams had more understanding of the importance of careers in their schools/colleges, something that was partly attributed to their involvement in the Hub. (Other contributing factors influencing their senior leadership team to focus on careers work were external, including the statutory requirement associated with the Government’s Careers Strategy and the increased focus on careers by Ofsted.)

This finding was echoed in the survey of schools and colleges. Careers Hubs schools and colleges were significantly more likely than those in an Enterprise Adviser Network to say that their senior leadership teams are more engaged with the careers programme (71% compared to 62%)²⁷. On a broader front, some Hub Leads stated that school governors also had a greater understanding of the importance of careers in their school/college. One Hub Lead was asked to undertake a governor briefing on the Careers Strategy, for instance, and, since then, noted that some Careers Leaders in their area are being asked for reports by their governing bodies.

Careers Hubs support Careers Leaders to adopt a strategic approach to careers planning

Hub Leads suggested that they help to set the strategic direction for schools, which in turn can be implemented by Careers Leaders. Several interviewees noted that they had set targets across their areas to focus on a set of Gatsby Benchmarks, often starting with Benchmark 1 (a stable careers plan) alongside Benchmarks 5, 6 and 7. Benchmark 1 was said by one Hub Lead to be a useful starting point as it reinforced the need for a planned and strategic approach, and that this in turn, supported more strategic thinking across a school or college.



We have taken a lot of our leaders into a more strategic thinking space, whereas previously, they would have taken more of a scattergun approach.

Hub Lead

27. Based on 240 Hub schools/colleges and 139 Enterprise Adviser Network schools/colleges.

Membership of a Hub also helps facilitate access to training

Careers Leaders in Careers Hubs can take advantage of funding made available by The Careers & Enterprise Company for Careers Leaders training²⁸. So far, 226 Careers Leaders in Careers Hubs have started their training.

Almost all of the interviewed Careers Leaders in Hub schools had received training, to which they said they would otherwise not have had access due to cost and time considerations. Certain aspects were reported to be very positive, particularly the flexible choice of course (including online training) through to training available at different levels and up to Level 7. Some Careers Leaders have chosen to take the course and have had their completion certificated but not accredited, as some either do not have the time, or cannot see the benefit of achieving a qualification. Even very experienced Careers Leaders said they had benefitted through participation in a network of peers. Some said that it had given them additional confidence and the capacity to implement the careers agenda school-wide.

Hub Leads' assessment of the effectiveness of training was based primarily on feedback from their Careers Leaders (noting they had said that courses were enjoyable and offered good developmental and networking opportunities). Both Hub Leads and Careers Leaders commented on the time commitment involved, however, which prevented some Careers Leaders from engaging to the extent that they would like.



What has been really useful as an outcome [from Careers Leaders Training] has been a working document of a careers strategy, which is really beneficial. Although it is not accredited, it has made a big difference by having that working document to maximise my limited time.

Careers Leader

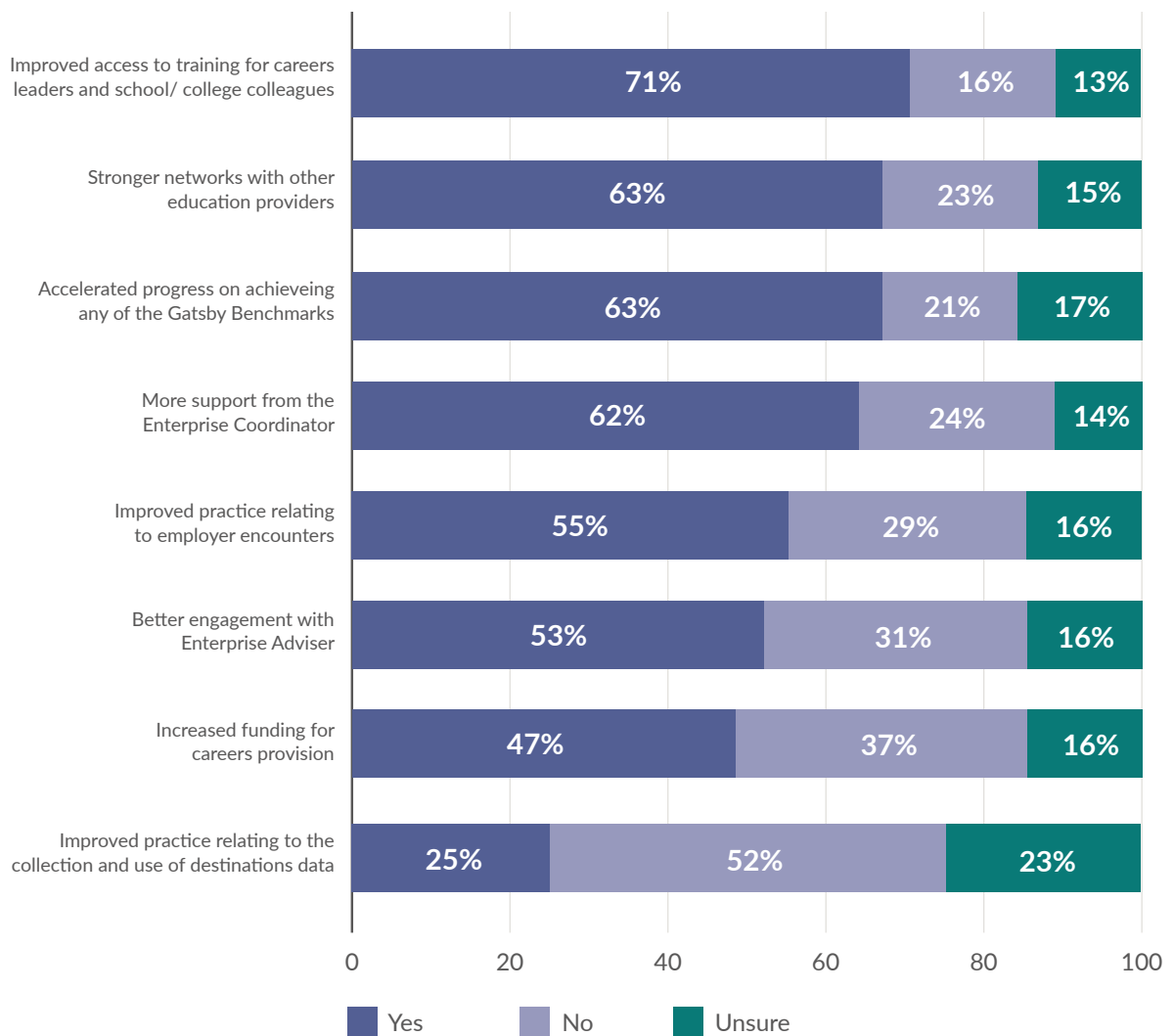
We have received positive feedback on the training in supporting Careers Leaders in designing a strategy and embedding it across their school.

Hub Lead

Improved access to Careers Leader training was the most frequently reported change noticed since joining a Careers Hub, with 71% of school and college respondents noting this benefit. Other frequently

reported benefits included stronger networks with other providers (63%), accelerated progress towards the benchmarks (63%) and increased support from the Enterprise Coordinator (62%).

Chart 8: Perceived benefits of Careers Hubs by schools/colleges (n=358 Hubs schools/colleges)



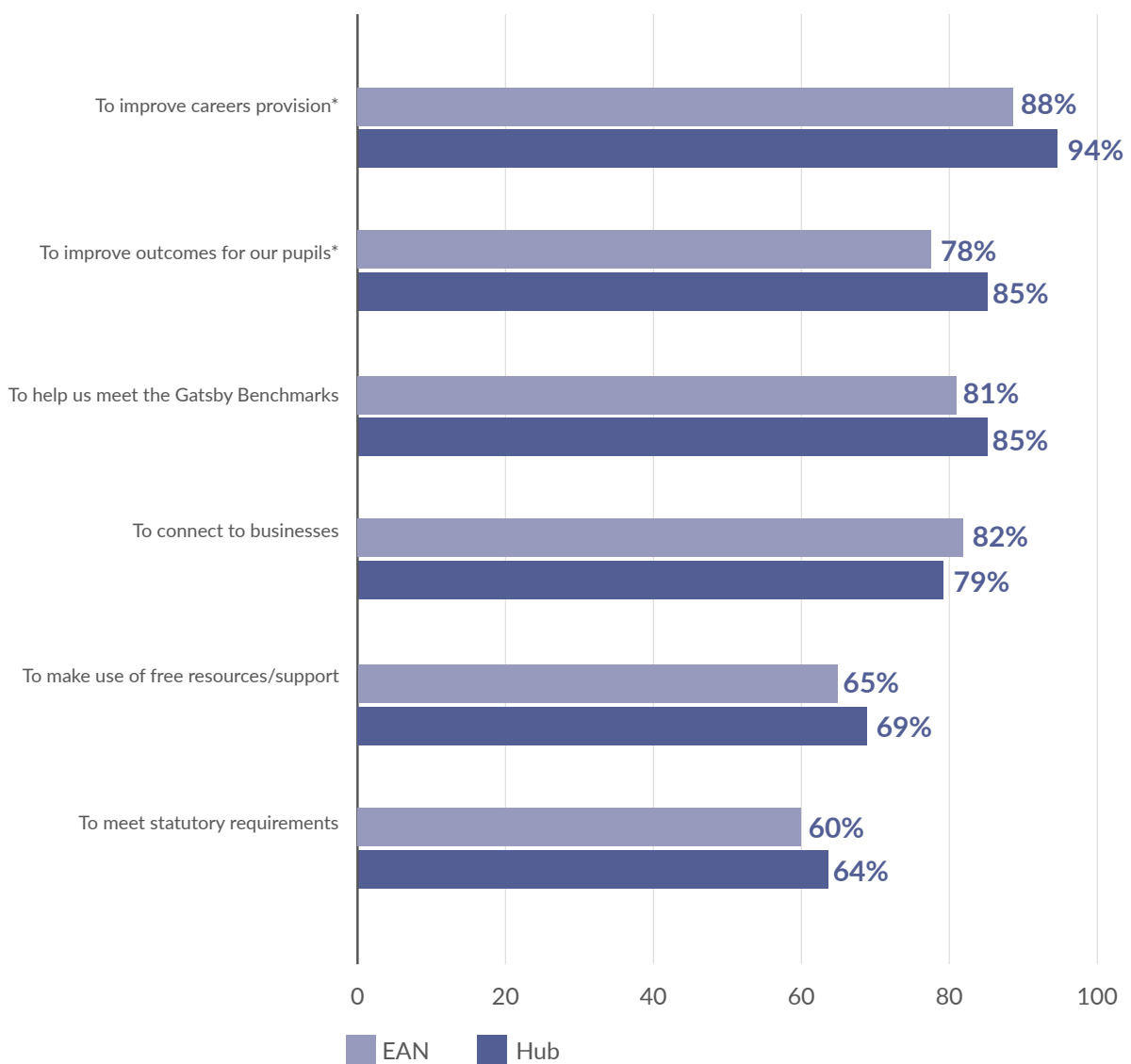
4 | Careers Hubs are focused on improving outcomes for young people

Hub schools and colleges are motivated to achieve better outcomes for pupils

Schools and colleges were motivated to participate in Careers Hubs for a variety of reasons including those associated with improving their careers provision, meeting the Gatsby Benchmarks and connecting with employers. Through the survey of schools and colleges in Careers Hubs and the Enterprise Adviser Network, it is possible to compare the motivations. Those in Careers Hubs were significantly more likely to say they were motivated to join the Hub by improving the careers provision and outcomes for pupils than schools and colleges that were part of the Enterprise Adviser Network. This suggests that Hub schools and colleges, in particular, considered there to be benefits of participation that went beyond simply meeting their statutory requirements and achieving the Gatsby Benchmarks. This may indicate a more rounded and long-term set of aspirations for careers work in their school or college.



Chart 9: Reasons cited by schools and colleges for joining the EAN or Careers Hubs
(n=358 in Hubs, 224 in EAN)



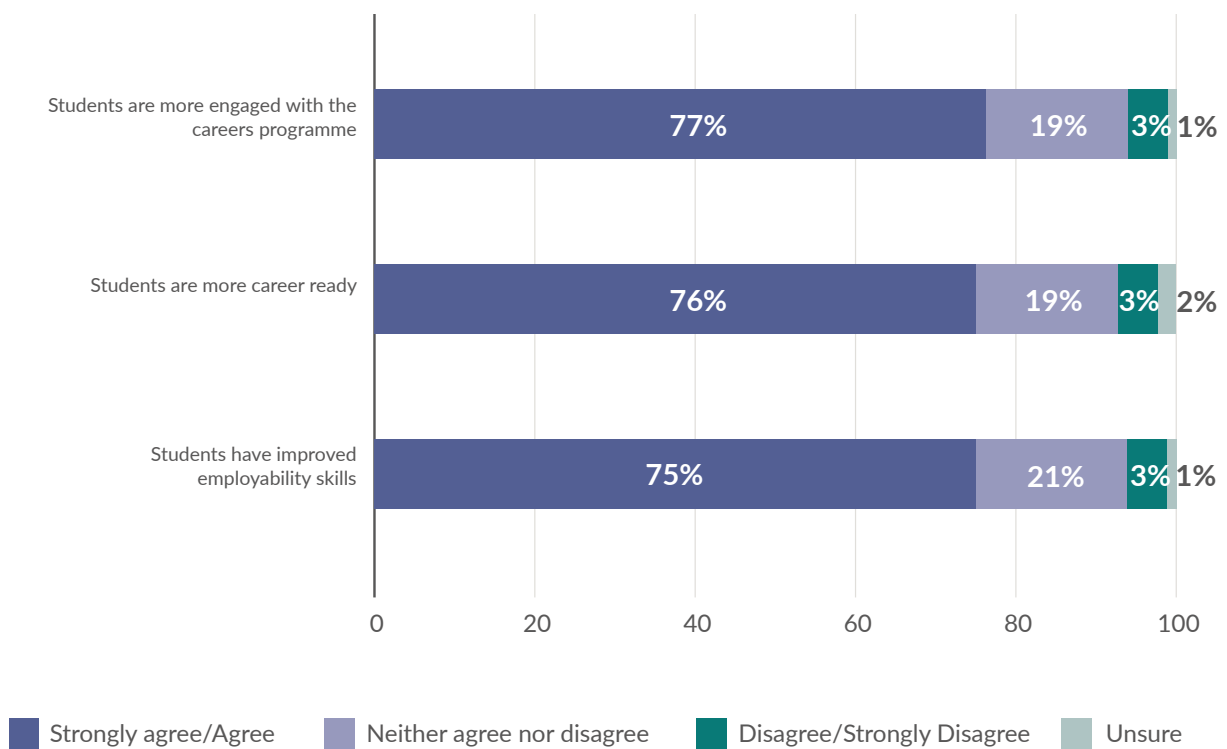
*Statistically significant differences between EAN and Hubs.

Hub schools and colleges are focussed on the career-readiness of their pupils

When asked about the impact that membership of a Careers Hub had on their pupils, the majority of schools and colleges reported that it had an impact

on pupil engagement with their careers programmes, the career readiness of their pupils and improved employability skills.

Chart 10: Perceived impacts of Careers Hubs on students (n=240)

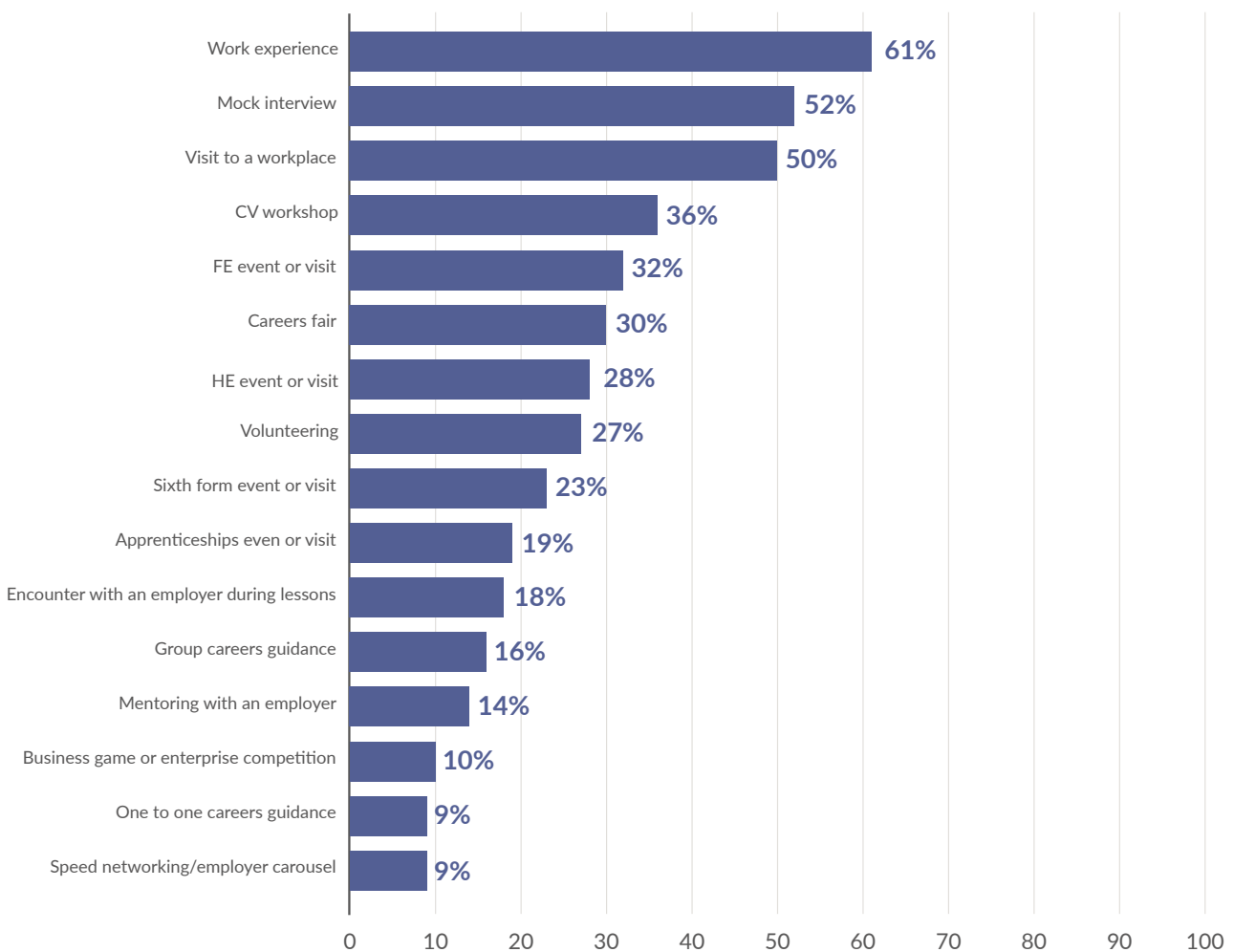


The development of skills

Fourteen schools and colleges distributed the Future Skills questionnaire among their students in the Summer term 2019 to measure skills before and after participation in a range of careers activities. The pre and post questionnaires were matched for 396 young people who were primarily in Year 10 (69%) and Year

12 (21%) with a minority in Years 9 and 13. The most frequently cited activities were work experience (61%), mock interview (52%) and visit to a workplace (51%). Students reported taking part in multiple career activities across the summer term (Chart 11).

Chart 11: Percentage of students taking part in career activities in summer term 2019 (n=396)



The main impacts of the careers activities perceived by young people were on awareness of different careers and the motivation to work hard at school or college.

76% of young people are more aware of different careers

75% of young people are more motivated to work hard at school or college

66% of young people are clearer about what they need to do to achieve their ambitions

Each of the Future Skills domains of personal effectiveness, career readiness and essential skills improved statistically significantly between the start and end of the term in which the careers activities took place. The patterns in the improvements across the different areas measured broadly reflected other data using the same questionnaire²⁹. The largest changes (which were all statistically significant) were seen on resilience, transition skills, work readiness, problem solving and presenting. A selection of the results is presented below³⁰.



29. To be published in November 2019.

30. There were 48 questions in total. Progress was seen across all measures apart from 2 and was mostly statistically significant. The areas that changed the least were teamwork, creativity and some aspects of personal effectiveness (eg, 'I can do most things if I try').

Chart 12: Change in resilience (% agreeing)

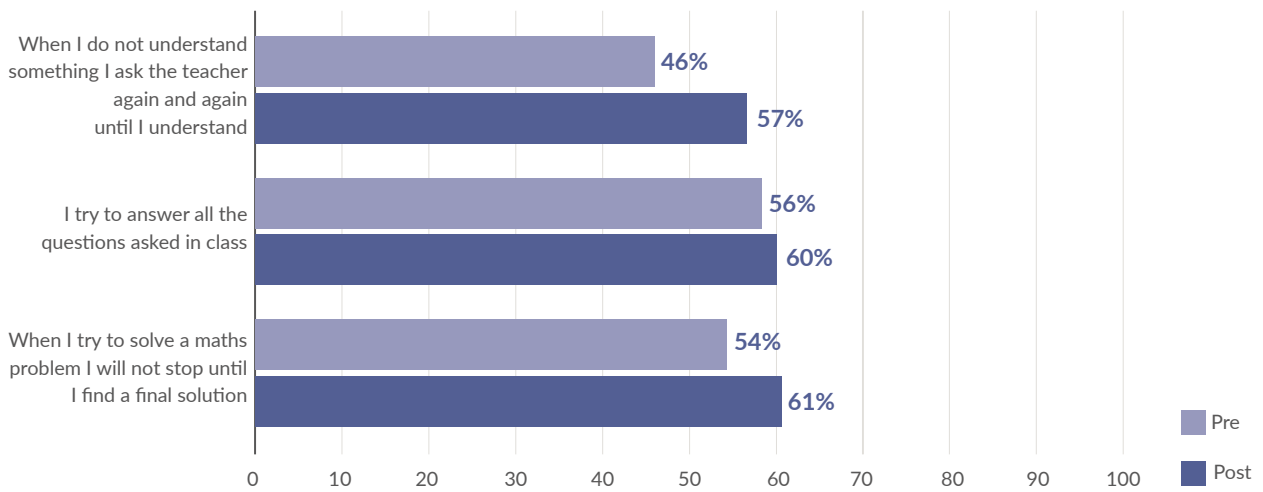


Chart 13: Change in transition skills (% agreeing)

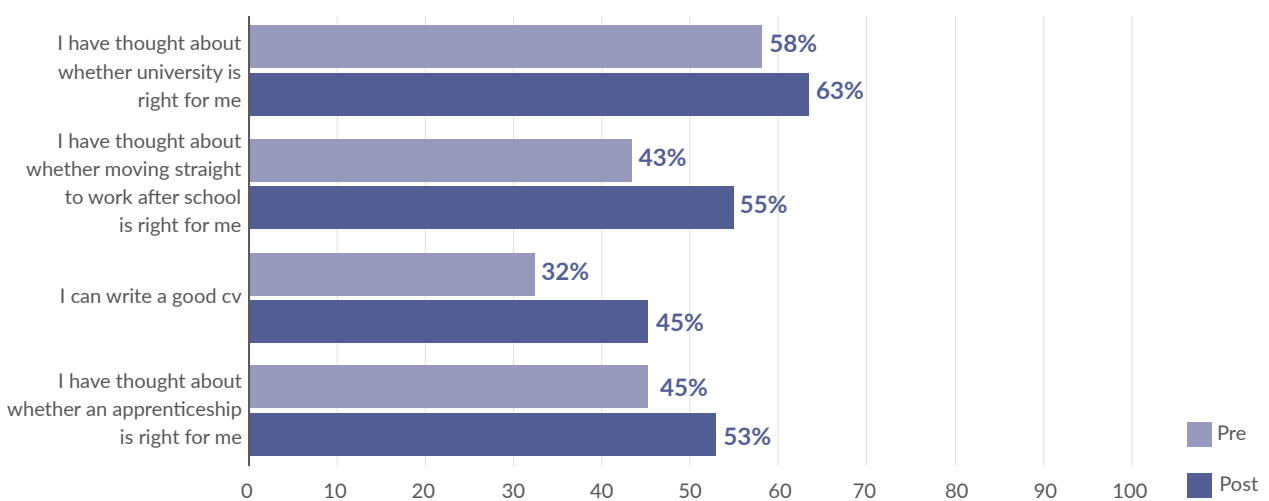


Chart 14: Change in career management skills (% agreeing)

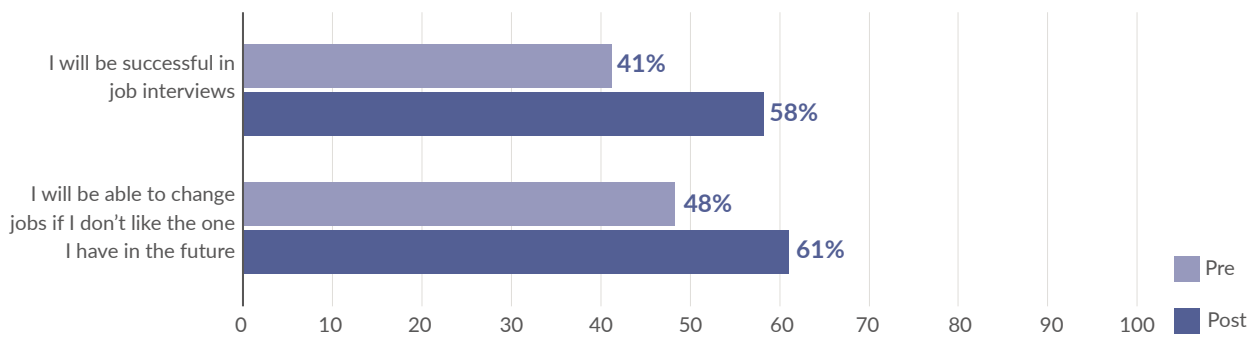
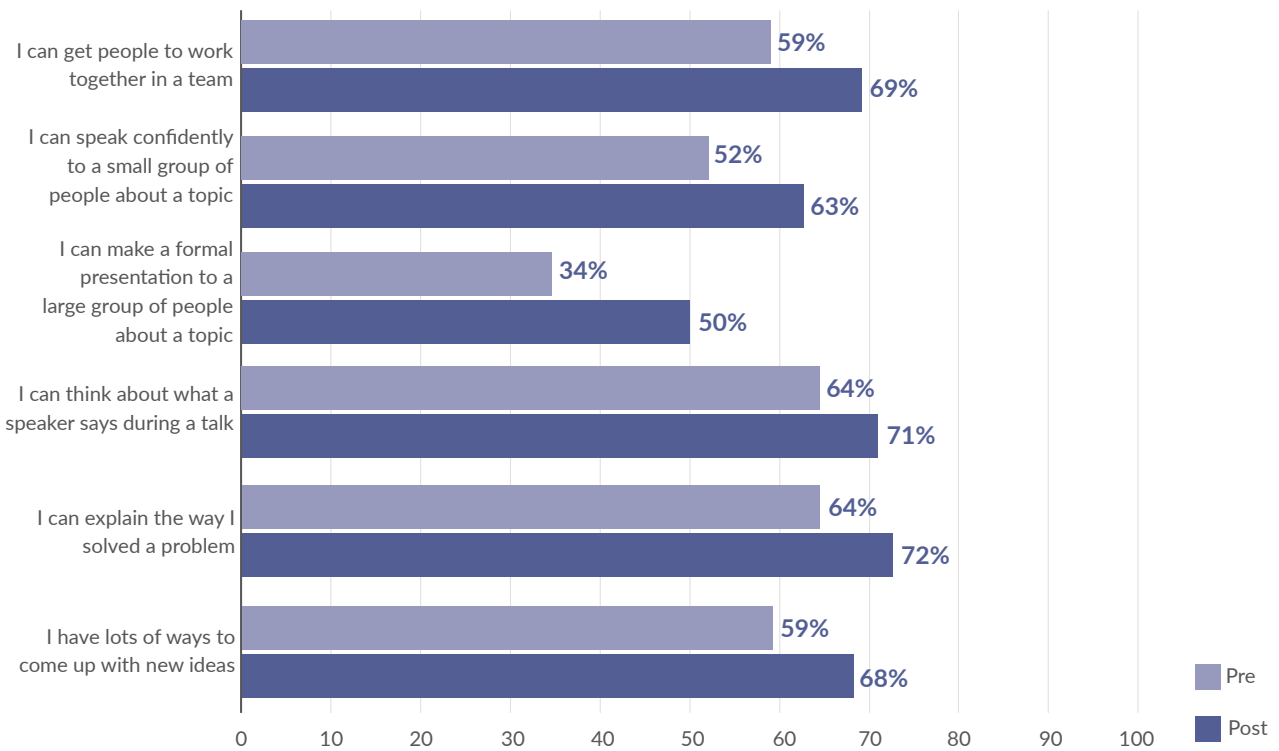


Chart 15: Change in essential skills (% agreeing)

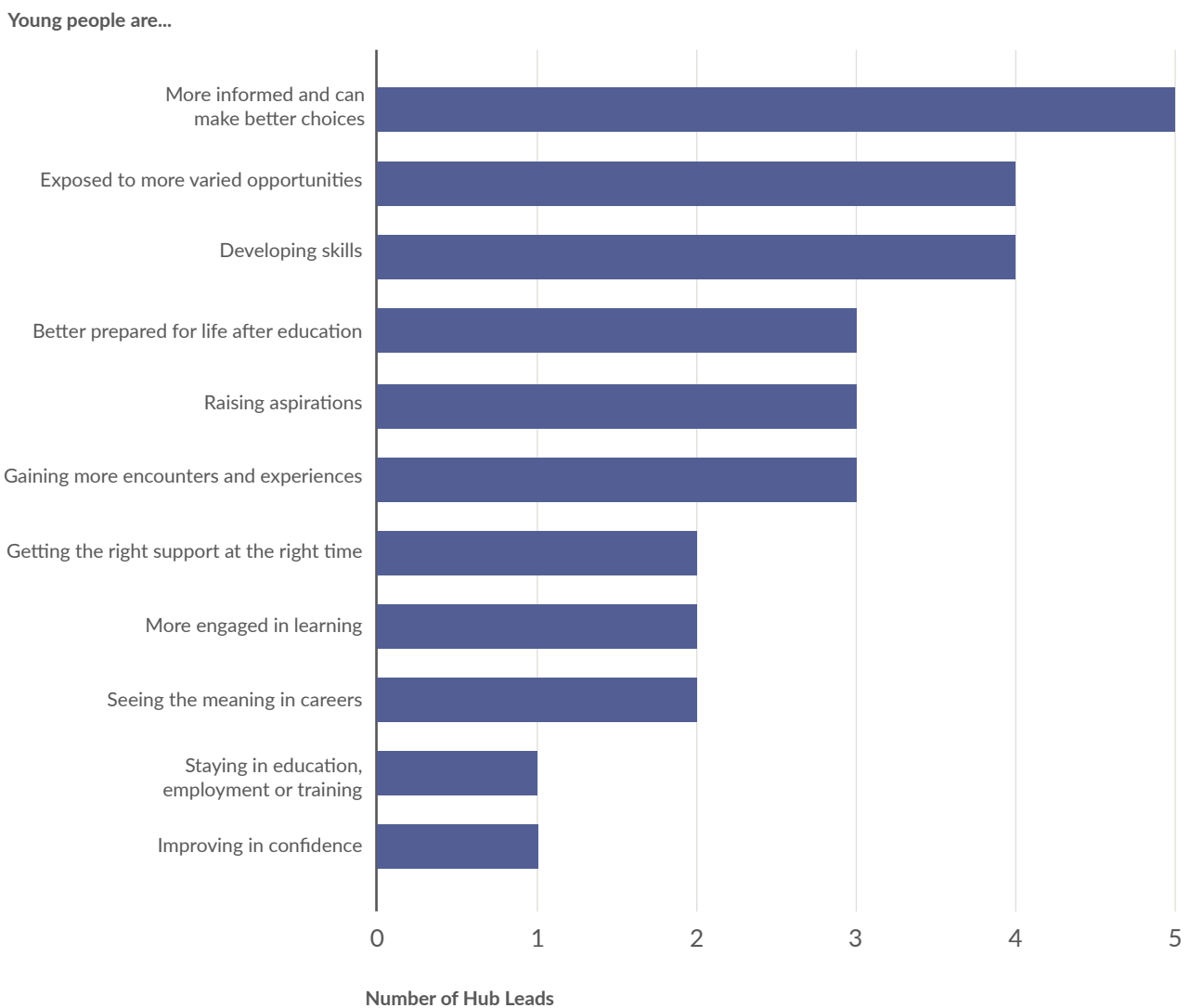


Professionals perceived young people to benefit from Careers Hubs

Hub Leads articulated a wide range of benefits that young people experienced in their Hub area because of an improved careers programme. These included

being more informed, having exposure to more varied progression opportunities, and developing careers-related skills.

Chart 16: Potential benefits identified by Hub Leads for young people



Enterprise Advisers felt that the activities provided within schools, such as mock interviews, were particularly beneficial for students in terms of building their confidence to engage with people they had not met previously. Enterprise Advisers also observed increased confidence amongst SEND students who had experienced employer workplace visits and felt they understood more about the careers related to these workplaces.

Almost all of the Enterprise Coordinators identified some potential benefits and early impacts for young people in schools/colleges. These were primarily focused on Benchmarks 5 and 6 relating to employer encounters and experiences of workplaces, which they thought had a range of benefits, including addressing stereotypical thinking about who does what sort of work, enabling young people to experience different workplaces, and making curriculum learning more relevant.



Before schools were working towards the benchmarks their careers programmes were often uncoordinated, whereas now the journey for students is much more recognisable both by the students but also parents and the school. The benefits of the network on young people have been huge, it has boosted their confidence, increased their understanding both in terms of the workplace and the skills required for a workplace. It means that they can have varied experiences with different people from different sectors at different levels, which all helps to build up their knowledge base and enables them to make better and more informed decisions whenever they need to make that decision.

Enterprise Coordinator

But evidencing that benefit so far has been limited

While several Hub Leads were also able to relate different individual anecdotes, they too commented that actual measurable effects on young people were more difficult to capture. Several said it was too early to see the benefit of being in a Hub, while others wanted to explore impact in the future by undertaking research to capture the student voice.

Hub Leads were generally aware that the range of evidence used to be able to attribute a Hub's impact on young people needed to be improved. Tracking destination data (while recognising the practical difficulties with this) would provide one measure of progress, but this would be most meaningful if it could capture sustained destinations. Some Hub Leads suggested that they would like to focus on capturing a wider evidence set of the impact of careers work on young people (including video testimony and student-led evidence) to supplement and enrich data collated through national surveys or tracking.



For example, in one school there was a group of pupils that weren't doing well in maths. I arranged for an EA from a construction company (a quantity surveyor) to come and deliver four maths lessons to 60 students. He brought in drawings to show how maths is utilised in his job. The pupils did a mock test before and after and 66% scored higher after the maths lessons delivered by the quantity surveyor.

Enterprise Coordinator

What makes the difference?

The multi-faceted nature of Careers Hubs combined with the variations in implementation when tailored to local contexts provides an opportunity to explore what it is about the Hubs model that makes a difference.

The evaluation evidence highlighted the importance of:

1 | Networks of Careers Leaders

3 | Effective Hub Leads

2 | Embedding governance structures within the local context.

4 | Effective Lead Schools



1 | Networks of Careers Leaders

The majority of Careers Hubs are comprised of between 20 and 40 schools/colleges. Regular and accessible meetings held by Careers Hubs for these schools has resulted in some strong networks, or 'communities of practice'. Some Hub Leads stated that establishing these communities was the biggest success factor of Hubs, as they enable information and best practice to be shared quickly. It was noted by some Careers Leaders that their role in a school can be solitary, and therefore access to learning from others was a critical factor in making progress in their careers provision and meeting the benchmarks.

Hubs have developed communities of practice in varying ways. One Hub holds their meeting in a different school each time, and that school is required to present on their best practice, which disseminates ideas to other schools. Other Hubs have online portals where they can share resources, have working groups to collaboratively develop ideas and resources, or 'buddy up' schools who have opposing strengths and weaknesses to work together. Whilst this has benefitted schools as they have been able to share learning, it has also resulted in a positive 'mentality shift'; Hub Leads reported that Careers Leaders are now willing to share ideas and resources, whereas at the beginning of the Hub they were said to be reluctant to share. One Hub Lead said that one of their Careers Leaders offered to share their email contacts with the schools in the new Wave 2 Hubs, just in case they needed any support or resources. The Hub Lead noted that this would not have happened previously.

In addition to sharing learning, strong networks between schools have enabled individual schools to grow their own networks with employers. Within their communities of practices there were examples cited by Careers Leaders who would share contacts of employers or Enterprise Advisers with another school or college where that contact could help them to fill a gap in their provision. The value of the Network was further strengthened through Enterprise Adviser-run sessions in some Careers Hub meetings. In addition, Careers Leaders cited the support received from their Enterprise Coordinators and Hub Leads to help them to grow their employer networks.



One school was beginning careers education in Year 7. Their Careers Leader shared information about a Year 7 event they do called 'why am I here?' Other Careers Leaders didn't know what to do with their Year 7s. Through the Hub, the event materials have been disseminated and other schools now use it.

Hub Lead

2 | Governance structures embedded in local context

Careers Hubs are structured to reflect the skills and employment infrastructures that exist in their areas. In most cases this has been led by the LEP, and a strong connection to the relevant LEP Employment and Skills Boards (or equivalent) was reported to be a positive feature of governance. This alignment helped the Careers Hubs to reflect the sector or growth priorities of their LEP, but it also helped with access to resources and to more strategic networks of employer groups and labour market insight. Where Hub Leads were located in LEPs but did not have a clear relationship with these Boards, this was thought to be problematic. Close alignment to Local Authorities benefitted similarly from links to their equivalent Education and Skills Boards and their associated networks.

Flexibility of Steering Group representation allowed for a locality appropriate and wide-ranging group. Whilst the size of Steering Groups varied for Hubs, one Hub Lead noted that having a wide range of stakeholders around the table supported effective governance. Some Hub Leads stated that Steering Group members were engaged and supportive, offering good strategic direction. In addition, depending on where Hub Leads were located, they were able to draw on expertise from a range of stakeholders who were most appropriate for their local area. This flexibility in governance structure has enabled Hubs to play to their local strengths and access a wide range of expertise.

The political geographies of LEPs are not straightforward. Most LEPs have several Local Authorities within their boundaries, while some Local Authorities straddle more than one LEP area. In addition, the creation of Combined Authorities has added a layer of governance to be negotiated by Hub Leads. Hubs have approached these potential challenges pragmatically. In some cases, they have created clusters of schools that reflect either this political landscape, by bringing schools and colleges within the Hub from the same local authority together, or that reflect the distances that members of the Hub have to travel in more remote or geographically dispersed areas.

Hub structures have developed that reflect their political geographies (for example to enable connections with teacher networks that are run by local authorities), or their landscapes (for example with the creation of clusters in larger rural areas). These structures are created as a flexible and pragmatic response to ensure connectivity between policy makers and practitioners. For example, Careers Hub schools and colleges meet regularly, with some meeting on a termly basis, some quarterly, and some bi-monthly. In some cases, Careers Hubs run the same session multiple times to enable Careers Leaders from all schools to attend, while other Careers Hubs hold smaller, cluster group meetings which can be based on geography or school type (e.g. a SEND or Further Education cluster). This pragmatic approach has supported engagement from schools with the Careers Hubs, enabling them to better benefit from the learning shared at these meetings.

3 | Effective Hub Leads

Hub Leads were asked about how their role adds value. Three core elements mentioned by most of them as making a difference were:

- **Previous experience:** Hub Leads had often worked in an area, either in education or careers work, for several years. Some had previously held an Enterprise Coordinator role. Their ability to bring practical knowledge of careers work to support different organisations in their area was said to help bring credibility and speed of response to drive the Careers Hub.
- **Strategic oversight:** Hub Leads recognised that their role was strategic, and that its purpose was to provide strategic oversight by using local data and evidence to shape priorities, and then communicating these priorities clearly and consistently.
- **Network management:** The third element that many talked about was network creation and management and the importance of using their governance structures to maintain interest and momentum and of harnessing the talents of individuals in their teams and networks.

Hub Leads have a challenging role but they were energised and committed to making a positive difference for their teams and the schools and colleges that they supported.



ECs know minute detail of their schools and caseloads, but the Hub Lead has a strategic overview of [the] whole area... you network with other relevant stakeholders and initiatives - such as NCOP, and Local Authorities- to make sure things link up ...- added value is that overview and understanding of the patterns of Careers Hub schools.

Hub Lead

4 | Effective Lead Schools

Where the Hub Lead School operated effectively, it was considered by Hub Leads to be an important enabler towards achievement of better careers provision and achievement of the Gatsby Benchmarks. Some Careers Hubs had a single Lead School, while others operated a more devolved model with two or more Lead Schools working with a smaller sub-group. Some Careers Hubs also had Lead Colleges and Lead SEND schools working with similar providers in their area. There appeared to be no single process for designating Lead Schools or deciding what they should do; indeed, the role of the Lead School was often said to have 'emerged' during the first year of the Careers Hub.

The role of the Lead School is still emerging, but interviewees felt that it had the potential to be a key enabler of better careers provision in schools and colleges in a number of different ways. Hub Lead Schools, for instance, are able to share knowledge, expertise and contacts with other schools, with one Hub Lead stating that a Lead School 'levers this for the benefit of others'. In addition, as many Hub Lead Schools are included on the Careers Hub Steering Group, they can feed back schools' needs and so influence the direction of the Hub. Two Hub Leads described using the Lead School as a 'testbed' to try out new initiatives and gather feedback before supporting their roll out across other schools.

There were instances, however, where the Lead School was not considered to be effective. This appeared to be due to the time commitment required and the school's struggle to meet this. In some Hub areas, Lead Schools were provided with a financial allowance to cover staff time and it was suggested that this should be both standardised and extended to all Lead Schools.



What we did with the Lead School was to sit down and come to an agreement on what we both felt a Lead School would do. Then at the first Hub meeting, they stood up and said how they could help other Hub schools. It set a nice tone.

Hub Lead

Conclusion

Careers Hubs pilots were established to replicate and extend the successful pilot in the North East. The evidence suggests that, one year on, the scale-up is progressing well. The schools and colleges in the 22 Careers Hubs have made accelerated progress compared to the rest of the country and are leading the way on every aspect of careers education. Five of the 8 benchmarks have been achieved by more than half the schools and colleges in Careers Hubs. The average number of benchmarks achieved in Hubs is double the number achieved outside of the network and more than a benchmark higher than in the Enterprise Adviser Network. More needs to be done to support schools and colleges with the most challenging areas such as tracking destinations and enabling young people to encounter further and higher education providers.

The Careers Hub model is facilitating the strategic coordination of careers provision across local areas and supporting Careers Leaders to be effective in their schools and colleges. There are also signs that young people's career readiness skills are improving in Hubs through participation in a wide range of careers activities.

The evidence shows that there are some key features of Careers Hubs that are making the difference. The Hub Lead role is instrumental in ensuring a strategic approach and building the networks across employers, education providers and other agencies involved in careers. Where Lead Schools are operating effectively, they act as trailblazers in their local areas, leading change that others can follow. Careers Leaders are benefitting from communities of practice that enable them to share ideas and find solutions to challenges.

This report provides a snapshot of progress after the first year of Hubs. The evidence so far suggests that the model is scalable and that different types of schools and colleges across the country can benefit from being in a Hub. Progress looks set to continue over the coming year, with the onboarding of the new Careers Hubs, continued delivery of Careers Leader training and the momentum of shared learning between and within Careers Hubs.

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