

Enterprise Adviser Network and Careers Hubs

Evaluation Report



Contents

Executive Summary.....	i
1. Introduction.....	1
2. How the Network and Careers Hubs operate.....	6
3. Achievements.....	16
4. What makes a difference?	35
5. What next?	47
Annex A: EAN and Careers Hubs timeline	A-1
Annex B: Evaluation method	B-1
Annex C: Thematic case studies	C-1
Annex D: Learning good practice from peers.....	D-1
Annex E: Enabling Cornerstone Employers to support career guidance	E-1
Annex F: Improving career guidance for young people with SEND	F-1
Annex G: Capacity building by Lead Schools and Colleges	G-1
Annex H: Digital approaches to career guidance	H-1

Contact:

Dr Jo Hutchinson

Tel: 0161 475 2116

email: jhutchinson@sqw.co.uk

Approved by:

Marian Morris

Director

Date: 21/10/2020

Disclaimer

This report has been prepared by SQW based on fieldwork undertaken between April 2018 and August 2020 with data provided by The Careers & Enterprise Company covering the same period. The report was prepared during September and October 2020.

About the report

The Careers & Enterprise Company (The Company) supports delivery of good career guidance as defined by the Gatsby Benchmarks and built into the government's 2017 Careers Strategy. Building networks is one of the core objectives of The Company; as part of this, their role is to link schools and colleges to employers and other external careers providers through the Enterprise Adviser Network and Careers Hubs.

The national Enterprise Adviser Network helps provide career guidance to all young people by linking schools and colleges with senior-level business volunteers (Enterprise Advisers) and supporting Careers Leaders working in schools and colleges. Careers Hubs, as a part of the Network, are coordinated groups of schools and colleges in the same geographic area working together and with partners in the business, public, education and voluntary sectors, to accelerate progress towards achieving all the Gatsby Benchmarks.

This report draws on a range of information to evaluate the effectiveness of the Enterprise Adviser Network and Careers Hubs with regard to the:

- ways in which the Network and Hubs have supported schools and colleges in developing their careers provision in line with the Gatsby Benchmarks
- impact of the links between schools, colleges and employers at the local level and the range and quality of careers programme opportunities available to young people
- value for money that has been delivered.

The findings reported here are based on:

- latest data for 4,240 state-funded schools and colleges drawn from Compass and Compass+ in March 2020, which are self-completion tools used by schools and colleges to record their progress towards the benchmarks
- two annual surveys each of Careers Leaders in schools and colleges (1,910 responses), Enterprise Coordinators (283) and Enterprise Advisers (1,505), conducted between 2018 and 2020
- qualitative interviews over two years (2018 to 2020) with 36 Enterprise Advisers, 36 Careers Leaders, 30 Enterprise Coordinators, and 40 Hub Leads (22 of whom were interviewed in both years).

This report was produced by SQW, who were commissioned by The Company to evaluate the Network and Careers Hubs from 2017 to September 2020. This is the final report of the evaluation.

Executive Summary

1. The Careers & Enterprise Company is responsible for the development of a national Enterprise Adviser Network (the Network). The purpose of the Network is to connect schools and colleges with employers to ensure good career guidance for all students. The Network started in 2015 and, following a successful pilot in the North East, Careers Hubs were introduced in a phased way from 2018. Careers Hubs involve groups of between 20 to 40 schools and colleges in the same geographical area working together with local businesses to accelerate progress towards the achievement of all the eight Gatsby Benchmarks.
2. The Company organise the Network to align with Local Enterprise Partnerships (LEP areas), and work closely with LEPs and Local Authorities to ensure that national frameworks and support are in place, whilst allowing for local variation in response to need. Following publication of the UK government's Careers Strategy (December 2017) the work of The Company and the Network was set within a policy expectation for good career guidance.

The evaluation

3. An evaluation of the Network, was set up from its start and was run initially by Pye Tait with a [report](#) published covering 2015-17. SQW's evaluation started from the end of 2017 and was subsequently adapted to include the Careers Hubs. The overall aim of the evaluation was to assess the effectiveness of the Network, including developing formative insights in relation to the process (how the Network works), the areas of impact as a result of the Network's activities, and the effectiveness of investment of public money.
4. A formative, mixed methods approach was taken to the evaluation. Seven national surveys were undertaken, including annual surveys of Careers Leaders in the Network, Enterprise Advisers and Enterprise Coordinators. The Careers & Enterprise Company provided analysis of both Compass data (for insight into progress with achieving Benchmarks), and the Enterprise Adviser Network Register. Qualitative insights have come from in-depth interviews with key stakeholders and those in Network/Hub delivery roles undertaken in 2019 and 2020 and including interviews with 36 Enterprise Advisers, 36 Careers Leaders, 30 Enterprise Coordinators, and 40 Hub Leads (22 of whom were interviewed in both years). These were supplemented by analysis of standard characteristics proformas provided by Leaders for each of the Careers Hubs. Five thematic case studies supplement this report.

Growth and development of the Network

5. The numbers of schools and colleges who have joined the Network has grown steadily, from 2,165 participating schools and colleges in August 2017 to 3,865 by August 2020 of whom 3010 were currently matched with an Enterprise Adviser. In line with the growth of participating schools and, the number of Enterprise Advisers signed up to the Network and matched with a school/college has also grown. In August 2017, 2,019 Enterprise Advisers had

been recruited to the Network, of whom 81% were matched with a school/college; by August 2020 this had increased to 3,645 Enterprise Advisers, of whom 90% were currently matched.

Establishment and development of Hubs

6. Careers Hubs were launched nationally in September 2018. In 2018/9, 22 Careers Hubs were established as Wave 1 Hubs including 704 schools and colleges, and a further 618 establishments joined the 20 new or expanded Careers Hubs in Wave 2 in 2019/20. Wave 3 was launched in September 2020, including 943 establishments in 21 further Careers Hubs. Hubs vary in management and governance models to fit their geography and their local geo-political circumstances.

Achievements

Progress and performance against the Gatsby Benchmarks

7. Schools and colleges have adopted the Gatsby Benchmarks and the use of Compass to assess their own performance. This has grown from 578 user establishments in August 2017 to 4,307 user establishments in August 2020. This suggests that leaders in schools and colleges are paying strategic attention to their careers work and how it relates to all young people, both as a result of the work of The Company and the statutory duty established in the 2017 Careers Strategy.
8. Analysis of Compass data shows that schools and colleges in the Network, particularly those in Careers Hubs, achieve more of the Gatsby Benchmarks than those not in the Network, and have also improved faster (between summer 2018 to March 2020). On average, schools and colleges in the Network, and particularly those in Careers Hubs, outperformed those not in the Network on every benchmark. This is true for all types of schools and colleges.
9. In a period of less than two years the average number of benchmarks that schools and colleges in the Network have achieved has nearly doubled from 2.5 to 4.8. While achieving good careers guidance takes time, membership of the Network helped achieve faster progress. However, achieving some benchmarks (such as Benchmark 3; Addressing the needs of each pupil and Benchmark 4: Linking curriculum learning to careers) appears to be more challenging than others and progress towards them remains slower.

Helping Careers Leaders to develop professionally

10. The Company has helped build the Network and Hubs through funding training and development opportunities, particularly for Careers Leaders. Fully funded, accredited and non-accredited training opportunities were reported by Careers Leader interviewees to have been positively received and impactful, particularly in re-evaluating their provision and reflecting on their careers programmes and progression, improving their understanding of theory and their role, and empowering them to engage with senior leadership teams. Careers

Leaders also reported that training provided valuable opportunities to network with their peers. Further research on careers leaders training has been [published](#) by The Company.

11. Informal learning and development are facilitated through the formal structures associated with Networks and Hubs. Regular meetings and training events hosted by Hub Leads and Enterprise Coordinators provide an opportunity for people to build networks of supportive peers. For example, the 2020 Careers Leader survey reported that nearly three-quarters of respondents said they had stronger networks with other education providers as a result of joining the Careers Hub¹. These collaborative networks offer members the opportunity to talk through ideas, learn from each other and share resources, improving their skills and knowledge and allowing them to improve their school or college's careers provision as a result. Opportunities to connect with peers were highly valued by Careers Leaders, Enterprise Advisers and Coordinators who might otherwise feel isolated in the role; some said that it energised them and gave them more confidence.

Connecting local communities

12. The Network has succeeded in creating connections between schools and local businesses. Over half of the respondents to the 2020 Enterprise Adviser survey had connected the school or college to other local employers², and around three-quarters of Careers Leaders in schools and colleges had engaged with more employers since joining as a result of the Network and Careers Hubs.³ As a result, many young people have had encounters with the Enterprise Advisers or other business leaders brought in from the Enterprise Adviser's wider network or elsewhere.
13. Careers Hubs built on the foundation provided by the Network to foster local connections. They have strengthened the Network by creating a web of links that connect strategic stakeholders in Local Enterprise Partnerships and Local Authorities with the operational level of stakeholders, including Careers Leaders and Enterprise Coordinators. Factors which have enabled the fostering of strong relationships include additional time and funding, the role of the Hub Lead, the Hub infrastructure (which links the Network with local strategic decision makers), and LEP areas' support in linking with other stakeholders in the local community. Additionally, Cornerstone Employers are starting to grow connections with schools and colleges in Careers Hubs.

Raising the profile of careers guidance

14. The Network and the Hubs have helped schools and colleges to visualise *how* they will enact duties required in the government's Careers Strategy. The work of the Network and the

¹ [School and College survey 2020](#). 72% said that since joining the Careers Hub they had noticed stronger networks with other education providers.

² [Enterprise Adviser survey 2020](#). 56% stated that they have supported the school or college that they are currently matched to by connecting the school/college to other local employers.

³ [School and College survey 2020](#). 73% of schools and colleges in the Network reported engaging with additional employers to support their careers plans since joining.

Careers Hubs has empowered many Careers Leaders to work with, request or (if necessary) lobby their senior leadership teams to provide access to sufficient training and the resources required to achieve a good standard of career guidance. Being part of a national, government-recognised initiative, has also increased the esteem of careers-related activities in schools and colleges. Through this, the work of the Network and Careers Hubs has further raised the profile of career guidance within member schools and colleges with senior leaders.

Opportunities for young people

15. Ultimately the work of schools and colleges towards implementing the benchmarks is undertaken for the benefit of students. Evaluation research found Enterprise Advisers, Coordinators, Hub Leads and Careers Leaders who were confident that participation in the Network has given young people an opportunity to benefit from increased employer encounters, and who said the quality of employer engagement in schools or colleges had increased as a result of the Network and Careers Hubs' work. Finding evidence that connects support for implementation of the Gatsby Benchmarks with better career management skills and decision making by young people is part of The Company's mission. Research, such as that in the [Future Skills](#) report and the [impact report](#) of the North East Careers Hub pilot, will continue to explore those links at both local and national levels.

What makes a difference?

Great people who know their Network and act as role models

16. A key part of the success of the Network depends on Enterprise Coordinators ensuring a good match between their schools and colleges and Enterprise Advisers. Almost all Enterprise Advisers interviewed over the last two years were satisfied both with their match to an educational institution and with the process of matching. Enterprise Coordinators have acted flexibly in linking up Enterprise Advisers with suitable schools and colleges, been responsive in removing Enterprise Advisers from schools and colleges where there was a lack of engagement and been attentive in moving Enterprise Advisers onto new schools and colleges in cases where Enterprise Advisers and the original school or college feel their goals have been achieved.
17. The capability of Careers Leaders makes a substantial difference as to how schools and colleges progress their careers agenda. A Careers Leader who has responsibility for their careers programme as their sole, full-time role has more opportunities to make good progress in developing their school's or college's careers programme than those for whom it was an additional role. Careers Leaders benefited from external support through the Network and associated training opportunities.
18. Hub Leads acting in strategic rather than operational roles were well placed to drive the progress of the Careers Hub. Hub Lead roles varied in their balance between strategic and operational delivery between areas. Hub Leads felt they could add value by providing the

strategic oversight of Careers Hub activities. This was enhanced by having a greater understanding of the work of other Careers Hubs, the local careers landscape and building relationships between local stakeholders. Hub Leads without the responsibilities for direct engagement with schools and colleges had time to engage with and share best practice and organise learning opportunities for their Careers Hub team and the wider Careers Leaders group.

Local leadership

19. Senior leadership team buy-in is critical for schools and colleges to make progress on their careers agenda. There have been improvements in levels of senior leadership engagement over the last few years. Since joining the Network or Careers Hubs, 57% of Careers Leaders surveyed agreed or strongly agreed that their senior leadership team were more engaged with the careers programme⁴. This, in turn, can lead (though did not always do so) to a greater allocation of time and resource to careers work, access to the Governors, integration of careers into wider school strategies; and greater understanding of the purpose and importance of careers work.
20. Empowering headteachers from Lead Schools to act as ambassadors or champions for the Hub has proved an effective way of engaging senior leadership in local schools and colleges, according to interviewees. Individual headteachers are influential locally, raising the profile of careers through headteacher networks, academy trusts and LEP steering groups.
21. The LEP is important in setting strategic direction, providing resources, training and strategic support, and aligning activity and messaging in both the Network and the Careers Hubs. Key individuals in the LEP can make a big difference in connecting careers work and the skills agenda at a LEP level. The individuals who assume this role were reported to share certain characteristics; having a passion for and buy-in to the importance of careers for the local area, having a strong local network, and an engaging way of communicating their enthusiasm with different stakeholder groups.

The role of The Company

22. The Company plays a central role in providing key resources which support the Networks and Careers Hubs to work effectively.
23. Regional Leads were seen as supportive, helpful and beneficial to the Hub Lead role, adding value by providing guidance on the national position, resources and a wider expertise, balanced alongside a regional perspective and an understanding of how to align this with local priorities and opportunities. Regional Leads also facilitate a professional network between Hub Leads across the region and provide a connecting mechanism with The Company.

⁴ [School and College survey 2020](#) 18% strongly agreed, and 39% agreed that since being involved in the Enterprise Adviser Network or Careers Hub, the senior leadership team are more engaged with the careers programme.

- 24.** Most Careers Leaders in secondary schools gave positive feedback about the Compass tool, and those in colleges and special schools responded positively once they had received their own Compass tool, tailored to their educational context. The tool was considered by Careers Leaders to be important for tracking progress and identifying gaps in benchmark achievements. It was also considered useful for sharing with senior leadership and wider colleagues to engage staff in how they could contribute to delivery of the Careers Strategy. To increase the impact of Company resources and research further, stakeholders recommended a national, online resource bank⁵ and system of disseminating which ensures the number of resources is not “overwhelming”.

What next?

- 25.** The findings presented in this report in relation to the effects of the Network and Careers Hub models and the factors enabling these, raise both opportunities and challenges.

Reach

- 26.** The reach of the Network and Careers Hubs has increased rapidly. The third wave of Careers Hubs will test the scale-up of the model, extending coverage to more than 2,200 schools and colleges, and, in 12 LEP areas, including all schools and colleges. However, there is still a way to go in ensuring all young people benefit from high quality careers and enterprise education and the benefits that being part of the Network and Careers Hubs bring. There remain some schools and colleges that are not in the Network, and some Enterprise Advisers not yet matched with a school or college that are in the Network. There is therefore still progress to be made to ensure full reach of the Network.
- 27.** Similarly, even among those schools and colleges that are participating and are accessing the resources, peer support, training and other resources afforded through membership, there is still much more to be done to reach the exacting standards of the Gatsby Benchmarks and ensure that all young people experience good career guidance.

Sustainability

- 28.** Careers Hubs and Networks require dedicated resource to continually engage and promote the work with new volunteer Enterprise Advisers, teachers who take on a Careers Leader role, senior leadership teams and governors, and LEP and Local Authority colleagues. The community is continually challenging as people leave and arrive. A dedicated coordination and relationship-management role will be required to sustain the Network and Careers Hubs and is fundamental to its growth into the most challenging (and possibly previously resistant) schools and colleges.

⁵ A Resource Directory has now been launched by The Company;
<https://resources.careersandenterprise.co.uk/>

Structural challenges endure

29. There are fundamental challenges in connecting schools and colleges to businesses. These are centred around time constraints and competing priorities within schools, colleges and businesses, their different working cultures and practices, and the challenges posed by the differing levels of business leader availability in different geographies. The impact of COVID-19 has led to additional pressures on schools, colleges and businesses.
30. While there are no silver bullets, Careers Hubs and Networks have demonstrated that good practice can help to overcome these challenges. Where Careers Leaders are skilled, supported and respected, they are more empowered to find ways around challenges as they arise. Where there are strong networks of different local stakeholders, people can share expertise, resources and contacts, which help individuals tackle the challenges highlighted above. The fact that Networks and Careers Hubs are structured by geography enables stakeholders to adapt activity to local challenges.

Opportunities and challenges over the next phase

31. Despite strong policy backing for careers and enterprise provision in schools and colleges, institutions continue to face significant challenges in providing good career guidance. Resources for careers provision have to compete with other educational priorities both nationally and in individual institutions. The case for careers has to be promoted repeatedly, designated funding has to be sought continually, and the impact of the COVID-19 pandemic is bringing issues of opportunity, structural inequality and social mobility to the fore.
32. COVID-19 has clearly created a set of challenges for Networks and Hubs (such as access to experience of the workplace, opportunities for discussion, Enterprise Advisers needing to focus on business-related issues and so on). However, there are many opportunities arising, partly in response to the social and economic implications of COVID-19. The profile of careers and enterprise education and understanding of its importance to the future workforce appears to be rising within the education sector and more widely, which provides an opportunity to galvanise support for young people and their futures through the Network and Careers Hub model. Positivity and support for careers work among the school workforce, including at a senior leadership level, was evidenced in the evaluation research.
33. The Network and Careers Hub models, and the resources provided through these to schools and colleges, are providing support which will continue to benefit the development of careers provision in several ways, if activities are sustained and progressed:
 - Use of the Gatsby Benchmarks in schools/colleges is well-established but there is room for continued growth and support from The Company to achieve universal reach.
 - A network of inspiring and engaging Enterprise Advisers and Cornerstone Employers are bringing energy and new perspectives into schools and colleges, something that will be vital in careers education during a challenging period of economic recovery.

- Professional development for experienced and new Careers Leaders is vital to ensure there is a trained, networked and valued Careers Leader community.
 - Intelligent use of data and digital resources both to plan and review provision at an institutional level, and also to provide regional and national insight.
- 34.** Finally, as students and the education workforce work through the uncertainties associated with COVID-19, the ability to use digital tools interchangeably with face-to-face experiences will remain important, both for keeping the Network and Hubs communicating, and for providing high quality relevant, appropriate and timely career guidance to help ensure that all young people can make good career decisions in a challenging economic environment.

1. Introduction

The role of The Careers & Enterprise Company

- 1.1** The Careers & Enterprise Company (The Company) was established in 2015 to create powerful, lasting connections between local businesses and the schools and colleges in their area. The work of The Company is focused on driving forward the government's 2017 Careers Strategy⁶. This Strategy was influenced by the 2014 Gatsby Foundation report on good career guidance⁷, alongside other reports that emphasised the importance of connecting young people with professionals in a wide range of career roles and with employers. This was the early focus of The Company. The Company's role expanded to support the delivery of all eight benchmarks, including delivering a programme of training and professional development for people taking on the challenging role of leading their school/colleges' careers programme planning and delivery.
- 1.2** The annual Grant Funding Agreement with the Department for Education tasks The Company to deliver on this role by prioritising three main objectives:
- **Building Networks:** The Company link schools and colleges to employers and other external providers through the Enterprise Adviser Network and Careers Hubs
 - **Supporting Careers Leaders:** The Company provides training and support for Careers Leaders in schools and colleges
 - **Backing the Gatsby Benchmarks:** The Company supports schools, colleges and employers to implement best practice careers support with tools and targeted funding.
- 1.3** The Company is responsible for the delivery of the national Enterprise Adviser Network (the Network), which links schools and colleges to employers, and Careers Hubs. In the Network, Enterprise Coordinators (trained professionals) and Enterprise Advisers (strategic-level volunteers from business) support Careers Leaders in schools and colleges with the development of their careers programme and with employer engagement. Careers Hubs are a development of the Network, coordinated by Hub Leads and involving groups of schools and colleges in the same geographical area working together with local businesses to accelerate progress towards the achievement of all the eight Gatsby Benchmarks. The Company provide support to all stakeholders, which includes national and regional training opportunities and relevant resources.

⁶ Department for Education (2017) Careers strategy: making the most of everyone's skills and talents. <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

⁷ The Gatsby Charitable Foundation (2014) Good Career Guidance <https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

The role of Local Enterprise Partnerships and Local Authorities

- 1.4** Local Enterprise Partnerships (LEP areas) are The Company's key delivery partner across the Network. It is clear that without the active engagement and support of the national network of LEPs the Enterprise Adviser Network and Careers Hubs would not have been able to gain as much rapid traction and impact as they have. The Company work with all Local Enterprise Partnerships across England to recruit, train and support a cadre of Enterprise Coordinators who in turn support volunteer Enterprise Advisers. This arrangement helps to ensure a standard framework of delivery is in place nationally, whilst allowing for local variation in response to need.
- 1.5** Local Enterprise Partnerships, or in some cases Local Authorities / Combined Authorities where this is agreed by local partners to be more appropriate for effective delivery, employ and part-fund Enterprise Coordinators⁸ who support all the schools and colleges in the local Network and Hubs.
- 1.6** The locality partners provide support to Enterprise Coordinators and Hub Leads which includes staff training and development opportunities, communications support, links to the local employers through established business networks and Chambers of Commerce, and resources such as local labour market information.

Wider context

- 1.7** Annex A lists key dates and milestones which are associated with the establishment, development and policy drivers of the Network and the Careers Hubs, alongside headline data which show the growth of the Network and Careers Hubs since their establishment.
- 1.8** Fundamental challenges in relation to the provision of career guidance in schools and colleges also impacted on the delivery of the Network and Careers Hubs and this evaluation. Schools and colleges have to balance the delivery of careers education and guidance alongside a wide range of other requirements and strategic priorities not least managing timetabling and budgeting, ensuring high quality teaching and learning, maximising the educational attainment of all students and ensuring the delivery of a diverse and inclusive curriculum. Some schools view careers education and guidance as a component that supports the delivery of other strategies for raising attainment (for instance, taking the perspective that high-quality careers and enterprise provision will improve outcomes for all young people), whereas others accord it a lower priority or make it a priority for selected young people only. The Network and Hubs therefore have an important role in elevating the profile of careers in educational establishments.

⁸ The Company fund all Hub Leads.

1.9 Additionally, the ability of schools and colleges to implement their careers programmes was affected by the closures of schools and colleges for the majority of young people between March and September 2020 due to the COVID-19 pandemic. For many institutions, certain types of employer engagement activities have traditionally been delivered during the summer term. However, as young people could not physically attend work experience placements, challenge days, open days and so forth, this work was disrupted. Schools and colleges have used digital communication technologies in many different ways to help ameliorate the impact of lockdown. However, most of the research work informing this evaluation had been completed prior to the closure of schools and colleges and so the full effect of this on young people and local economies will not be captured in this report.

The Evaluation of the Network and Careers Hubs

1.10 In December 2017, The Company commissioned [SQW](#), an independent research and consultancy organisation, to conduct the second phase of the evaluation of the Network covering the period 2018-20. This built on the previous evaluation, which was delivered by Pye Tait and covered the first two years of the Network (2015-2017)⁹. The scope of the evaluation was subsequently expanded to include the evaluation of the Careers Hubs.

1.11 The evaluation traces the development and growth of the Network since 2018 and the establishment and growth of Careers Hubs since the pilot launch in 2019; the changes that have been achieved as a result of this work; the factors which make a difference in delivering outcomes effectively; and learning and insights to inform the future development and sustainability of the Network.

1.12 The overall aim of the study was to evaluate the effectiveness of the Network which involved establishing a series of formative insights in to:

- Process – the ways in which the Network has supported schools and colleges in developing their careers provision in line with the Gatsby Benchmarks, captured primarily through surveys and interviews
- Areas of impact – such as improvements in:
 - the quality and sufficiency of engagement between schools and colleges and employers at the local level
 - the local operation of the careers and enterprise market to support quality provision
 - the range and quality of career learning opportunities available to young people, demonstrated by progress in the development of stable and inclusive careers

⁹ The Careers & Enterprise Company (2017) Fuelling Young People's Futures: An Evaluation of The Careers & Enterprise Company's Enterprise Adviser Network 2015-2017.

<https://www.careersandenterprise.co.uk/research/publications/fuelling-young-peoples-futures>

programmes in schools and colleges as summarised by the achievement of the Gatsby Benchmarks

- Value for money – exploring the effectiveness of the investment of public money that has been made in the network. It was anticipated that the investment of centralised and local support by the Network, and subsequently by Careers Hubs, would mean that schools and colleges involved in the Network would make more progress against the Gatsby Benchmarks than non-Network institutions.

Methodology

- 1.13** The Network was two years into delivery and Careers Hubs had not yet been established when the evaluation commenced. A formative, mixed methods approach was taken to the evaluation, exploring progress (from annual surveys) and effective practice and suggesting improvements that could be fed back into the programme to improve implementation. The research was undertaken based on close cooperative working between SQW and The Company. This has seen The Company's reporting of SQW survey results for example, and SQW inclusion of The Company's analysis of its Enterprise Adviser Network Register and Compass data in reports.
- 1.14** Sources of quantitative data throughout the evaluation included annual surveys of Careers Leaders in schools and colleges in the Network, Enterprise Advisers and Enterprise Coordinators, and data from The Company's Compass tool and Network register. Qualitative insights have come from in-depth interviews with key stakeholders, Enterprise Advisers, Careers Leaders, Enterprise Coordinators and Hub Leads, and the analysis of structured reporting templates completed by Hub Leads to provide information on their Careers Hub.
- 1.15** Five thematic case studies have also been developed. These illustrate a range of different approaches adopted by members of the Network or Careers Hubs to work around a core theme of common interest. They are based on interview evidence with supplementary email or telephone communication to explore particular aspects. Further detail on the evaluation approach and methodologies is provided in Annex B.

Report structure

- 1.16** This report is structured as follows:
- Section 2: How the Network and Careers Hubs operate
 - Section 3: Achievements
 - Section 4: What makes a difference?
 - Section 5: What next?
- 1.17** This report also contains a series of annexes:

- Annex A depicts a timeline of policy, delivery and evaluation associated with the EAN and Careers Hubs
- Annex B sets out the methodology of this evaluation in further detail
- Annex C provides the full case studies, with summaries included in this report.

2. How the Network and Careers Hubs operate

Summary

- The Network and Careers Hubs aim to improve career guidance planning and provision within schools and colleges in England for all young people.
- Since the Network was established, the numbers of schools and colleges who have joined the Network has grown steadily. By August 2020, 3,865 state-funded schools and colleges were part of the Network, of which 1,322 had joined a Wave 1 or Wave 2 Careers Hub.
- Since 2018, 42 Careers Hubs have been launched or extended across England in two Waves, with a third Wave announced in June 2020 and launched in September 2020. This will include a further 943 schools and colleges.
- The Network and Hub models have been adapted and vary in reach and operation to respond to the context of each area's socio-economic and political characteristics. The delivery of key roles in practice has developed from initial intentions, but otherwise operations still reflect the original design.

Introduction

2.1 This chapter draws on data from the Enterprise Adviser Network Register and primary research (proformas, surveys and interviews) with Hub Leads, Enterprise Coordinators and Senior Enterprise Coordinators, and Enterprise Advisers between 2018 and 2020. It describes:

- The operational structures of the Network and Careers Hub models, including key roles, strategic stakeholders and partnership models. This profile is informed by data collected through the Enterprise Adviser Network Register by The Company (anonymised data summaries shared with SQW) and by primary data collected by SQW through Careers Hub proformas completed by Hub Leads.
- The infrastructure and resources available to the Network and Careers Hubs through The Company and looks at the uptake and responses to this support from individuals in key roles. These findings are informed by the primary research data collected by SQW through a series of surveys and interviews between 2018 and 2020.
- The growth of the Network and Hubs, their geographical spread, and how the models operate in practice.

The Enterprise Adviser Network model and growth

- 2.2** The Network was established by The Company in collaboration with Local Enterprise Partnerships (LEP areas) in 2015 as part of a government drive to improve the careers system within secondary education in England. The aim was to build and co-fund a national network linking schools and colleges to employers to coordinate improvements in careers education. This would be achieved by supporting schools and colleges to develop and improve their careers programmes and, specifically the level and quality of employer engagement with young people.
- 2.3** The Network model is intended to operate with an Enterprise Coordinator linking each school/college with a volunteer Enterprise Adviser from a local employer. The Enterprise Adviser works directly with the school/college's Careers Leader and Senior Leadership Team¹⁰. The Enterprise Coordinator also provides engagement support, facilitates the sharing of best practice and liaises with local employers to coordinate work encounters. More detail on the key roles in the Network and how they operate can be found in Table 2-1.

Table 2-1: Key roles in the Network model

Role title	Description of role and remit
Enterprise Coordinators	<p>Enterprise Coordinators are co-funded, trained and supported by both The Company and the partner LEP or Local Authority. They work with a group of around 20 local mainstream schools, special schools, colleges and/or pupil referral units (PRUs) within the Network. Within these educational establishments, they engage with Careers Leaders to support the development of a quality and sustainable careers strategy, careers provision plan and connections with employers.</p> <p>Enterprise Coordinators also lead on the recruitment and matching of Enterprise Advisers to schools and colleges based on locality, needs of the institution and interest and skills of the Enterprise Adviser. They support both Careers Leaders and Enterprise Advisers throughout their relationship.</p> <p>Some larger LEP areas include Senior Enterprise Coordinators in their delivery models. In addition to the responsibilities of an Enterprise Coordinator (though with a smaller case load), they assume line management responsibilities of other Enterprise Coordinators. They may also have responsibility for a specific group of schools such as special schools or PRUs in their area.</p>
Enterprise Advisers	<p>Enterprise Advisers work directly with the school/college's Careers Leader and Senior Leadership Team. They are volunteer senior business people who are matched with a school or college to support them with their careers programme (strategy and provision) and use their knowledge of the business landscape to provide opportunities for young people to experience the world of work or meet with employers through a range of activities.</p>

¹⁰ Prior to the UK government's 2017 Careers Strategy, which stipulated as statutory that each school or college was expected to have a designated Careers Leader, there was inconsistency across schools in having a named Careers Leader with time allocated to this role. The Enterprise Coordinator would work with the best placed individual in the institution.

Role title	Description of role and remit
	Enterprise Advisers are recruited, matched and supported by Enterprise Coordinators and work with Careers Leaders and when required, members of the Senior Leadership Team. The Enterprise Adviser role varies depending on the needs of the school but overall is shaped and guided by the Enterprise Adviser Roadmap ¹¹ produced by The Company.
Careers Leaders	Careers Leaders are responsible for the careers strategy, planning and provision within their school or college. The Enterprise Coordinator engages with them to participate in the Network. Careers Leaders vary in their level of seniority within their school or college, in the structure of their position and in the amount of time which is allocated to this role ¹² . In some schools and colleges, the Careers Leader role is seen as a full-time role (17% of Careers Leaders in the 2019 survey and 40% in the 2020 survey reported this to be their only role in their institution ¹³), but many also have other responsibilities including Head of Department, other Senior Leader or subject teacher. Free training opportunities are accessible to all Careers Leaders within the Network through The Company.

Source: SQW

2.4 The Network has evolved in different areas. In several geographical areas, informal arrangements between business networks and school and college careers teams had been in place prior to the establishment of The Company or the government's Careers Strategy. These groupings have now been formalised as part of the Network, which has also retained or further developed local arrangements to reflect organisational structures in each LEP area as well as wider socio-economic and political factors. The numbers of schools and colleges who have joined the Network has grown steadily:

- In August 2017, 2,165 schools and colleges participated in the Network
- By July 2018, this had risen to 2,651 schools and colleges
- Almost a year later in June 2019, 3,277 schools and colleges were part of the Network
- By August 2020, 3,865 schools and colleges were part of the Network and 3010 were matched with an Enterprise Adviser.

2.5 In line with the growth of the number of schools and colleges within the Network, the number of Enterprise Advisers signed up to the Network and matched with a school/college has also grown:

¹¹ Enterprise Adviser Roadmap (December 2018) The Careers and Enterprise Company

<https://www.careersandenterprise.co.uk/about-us/our-network/enterprise-adviser-resources>

¹² The Careers & Enterprise Company (2019) Careers Leaders in Secondary Schools: The first year.

<https://www.careersandenterprise.co.uk/our-research/careers-leaders-secondary-schools-first-year>

¹³ The inclusion of Careers Leaders in colleges and the focus on Careers Leaders within the Network in this sample may explain the difference between the 2019 and 2020 figures.

- In August 2017, 2,019 Enterprise Advisers had been recruited to the Network, of whom 81% (1,628) were matched with a school or college
- By July 2018, 2,485 Enterprise Advisers had been recruited, with 88% (2,196) matched with a school or college
- In June 2019, 2,896 Enterprise Advisers had been recruited with 87% (2,529) matched to a school or college
- By August 2020, 3,645 Enterprise Advisers had been recruited, of whom 90% (3,289) were matched.

Careers Hub model and growth

- 2.6** Within the Network, the Careers Hub model was first piloted in the North East LEP, in partnership with the Gatsby Charitable Foundation. From 2015 to 2017, the North East LEP worked intensively with schools and colleges to support their achievement of the eight Gatsby Benchmarks. By the end of the pilot, 85% of schools and colleges had fully achieved six or more of the eight Gatsby Benchmarks¹⁴.
- 2.7** Building on the success of the pilot and its lessons, Careers Hubs were launched nationally in September 2018. This followed the UK Government's announcement in the Careers Strategy (December 2017) that schools and colleges required more support to develop all aspects of their careers programmes¹⁵.
- 2.8** A Careers Hub, led by a designated and appointed Hub Lead, is designed to be a geographically localised group of 20 or more secondary schools and colleges in the Network¹⁶. Careers Hub members are either mixed (a combination of all types of schools and colleges in the area) or specialised (specifically for mainstream, colleges or special schools).
- 2.9** In order to accelerate progress in relation to careers (as measured against the Gatsby Benchmarks), several features were added in Careers Hubs which distinguish them from the Network, including Hub Leads, Lead Schools/Colleges and Cornerstone Employers (see table 2-2). The Careers & Enterprise Company provides investment to cover the salary and costs of Hub Leads. In addition, a small Central Hub Fund was established to support each Careers Hub in delivering its goals, amounting to c. £1,000 per school/college in the Hub. In the Wave 1 Hubs, £1.25m 'virtual wallet' funding was made available to the 10 most disadvantaged Hubs to support the purchase of careers activities from approved third party providers. In

¹⁴ Hanson, J., et al (2019) 'Gatsby careers benchmark North East implementation pilot: interim evaluation (2015-2017)'. Derby: University of Derby.

<https://derby.openrepository.com/bitstream/handle/10545/623538/Interim%20exec%20summary%20FINAL.pdf?sequence=4&isAllowed=y> (Final report not yet published.)

¹⁵ Department for Education (2017) Careers strategy: making the most of everyone's skills and talents <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

¹⁶ Note that Hubs themselves are not physically located in one location, although Hub teams will have a physical base.

addition, The Company and LEPs continued to share funding for the Enterprise Coordinators (as is the case within the wider Network) with 50% annual match funding per post, and extra finding (also on a match funding basis) to recruit additional Enterprise Coordinators. Within a Careers Hub, support from Enterprise Coordinators is more intensive than in the Network, with each Coordinator supporting around fifteen schools (rather than 20 schools in the wider Network model).

Table 2-2: Key roles in the Hub model

Role title	Description of role and remit
Hub Leads	The Hub Lead role varies depending on the local context but, in general, Hub Leads provide the strategic leadership within the Careers Hub; coordinate all Careers Hub activities; build relationships with external stakeholders, including local authorities, the LEP area and businesses; and manage the Careers Hub team of Senior/Enterprise Coordinators. Hub Leads are responsible for all project management, reporting and evaluation requirements to The Company. They are funded, trained and supported by The Company, including the support provided by Regional Leads, consultancy from a team of experienced school leaders, regular training for Careers Hub staff and best practice resources.
Lead Schools/ Colleges	When Careers Hubs were launched, each Hub Lead established a Lead School/College role(s) to work more closely with the Careers Hub. Lead Schools/Colleges act as mentors to other schools in the Careers Hub, providing examples of best practice, hosting meetings and representing the Careers Hub nationally when required. In some areas they manage discretionary Hub funding allocation.
Cornerstone Employers	Cornerstone Employers are a group of local or national employers who have signed up to work closely with the Careers Hub to ensure schools and colleges in the area have access to high quality employer engagement opportunities for their young people. Cornerstone Employers use their networks to encourage businesses to engage in careers activities and work with Enterprise Coordinators and Hub Leads to ensure engagement is realistic and feasible for businesses to take up. Cornerstone employers have been asked by The Careers & Enterprise Company to tackle 4 themes: 1) reach – more business connections with education; 2) targeting – employers ensuring no young person is left behind, 3) quality – innovative and meaningful encounters; and 4) sustainability – supporting employers to engage effectively with education. The development, maintenance, and growth of strong relationships with Cornerstone Employers is a contractual expectation of each Careers Hub. As of September 2020, there are over 230 Cornerstone Employers nationally, representing a range of business sizes and industry sectors.

Source: SQW

2.10 Careers Hubs were awarded their status based on an application and selection process¹⁷. Bids were led by (or endorsed by) LEPs or Combined Authorities and could involve partners such as multi-academy trusts. Applicants were required to have consulted and secured agreement

¹⁷ <https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers-hub-prospectus.pdf>

from all the schools and colleges to be part of the Hub and to have a Careers Leader in place by the start of the academic year 2018/19 (in line with the Careers Strategy). As part of the eligibility criteria, it was also expected that some of the schools and colleges were already part of the Enterprise Adviser Network with the commitment to ongoing provision of Enterprise Coordinator resource.

2.11 In practice, LEPs took different approaches to determine which schools and colleges should be in the Hub including running a full application process, targeting specific schools to ensure a balance and demonstration of area-based need, or a lighter touch expression of interest process. In all cases, headteachers confirmed that they would adhere to the terms of the Hub.

2.12 Bids were awarded on the basis of three assessment criteria, following interviews with staff from The Careers & Enterprise Company and two external independent assessors:

- Strength of leadership and plan
 - Clear and strong governance supporting the Hub and aligning it to the existing EAN
 - Strong local commitment to support the Hub and progress towards the Gatsby Benchmarks
 - Robust planning aligned to the aims of the pilot.
- Need of the area
 - Area based data identifying need
 - Evidence of a robust understanding of the needs of students and schools/colleges.
- Plans for wider benefit
 - Clear plan to share the lessons learned from the pilot more broadly.

2.13 Following the Careers Hub national launch, 42 Careers Hubs were established across England in two waves between 2018/19 (22 Careers Hubs¹⁸) and 2019/20 (20 Careers Hubs). Figure 2-1 shows the coverage of Careers Hubs across England and in which wave they were established. By September 2020, 1,322 schools and colleges had joined a Careers Hub (704 in Wave 1 and 618 in Wave 2). A further 943 establishments joined the 21 Wave 3 Careers Hubs which launched in September 2020.

2.14 Hub Leads were asked to provide standard management and governance information for the evaluation¹⁹. This found that Careers Hubs had developed a wide range of governance and management models to fit their geography and their local geo-political circumstances.

¹⁸ The original intention had been to fund 20 Hubs, but two additional bids were accepted.

¹⁹ 42 Hub Proformas were completed by Hub Leads from Waves 1 and 2 with additional proformas provided by those in the North East where specialist Hubs have been developed. Some proformas had missing data for some categories.

- Hubs are generally broad in their governance. The majority of Careers Hubs (30) have a membership structure which includes schools, colleges, LEPs and LAs but also brings in other stakeholders such as universities and business organisations. Six Careers Hubs have a limited steering group membership composed of solely the Local Authority and/or LEP and the Lead Schools.
- More Hub teams are physically located within LEP premises than in other places (20), although some are located in Local/ Combined Authority premises (14), or in hybrid spaces which may be where LEPs and authorities share space or where a business or other organisation hosts the Careers Hub.
- Most Hubs have a close link with LEP or LA leadership. Twenty-six said they reported directly to senior leadership teams compared with 15 who said that their line manager had the link with senior leadership.
- Hub steering group chairs were drawn from their wide membership and were not necessarily linked with the same organisation that hosted the Hub. While 15 were chaired by LEPs or Local Authorities, 13 were chaired by schools, 10 by other organisations or individuals and three by the Hub Lead.
- More Careers Hubs chose to have multiple Lead Schools or Colleges (23) than just one (16). Similarly, while nine identified with a centralised operational model and eight with a cluster model, for most (24) a hybrid model was a better description.

2.15 This variety of Careers Hub models is a strength as it means that the model is adaptable and responsive to local circumstances. But it also generates challenges for identifying lessons and practice that are generic and transferable to other Hubs.

Company support for the Network and Careers Hubs

2.16 The Company support for the Network and Hubs includes training and network support alongside other practical resources. Those described in this section are selected as they are referred to throughout this report.

Training and networking

2.17 Enterprise Coordinators and Hub Leads come together nationally in a wider Community of Practice through Continuing Professional Development (CPD) delivered by The Company, and regionally through the regional Communities of Practice coordinated by The Company's Regional Leads. The Company also offer regional and national support to Enterprise Coordinators through regular (and increasingly frequent) national training days.

2.18 Training for Enterprise Advisers and Careers Leaders is accessible across the Network, while additional networking and peer support opportunities is a feature specific to the Careers Hubs.

Induction training and ongoing support for Enterprise Advisers

2.19 Enterprise Advisers are invited to induction days delivered locally by the Enterprise Coordinator and/or LEP to help them to orient themselves to the role and schools and college expectations. Content differs by LEP area, but can cover the role of the Enterprise Adviser, work of the Network and Careers Hubs, as well as overviews of: Gatsby Benchmarks, regional Compass data, progress towards achieving the Gatsby Benchmarks, Company priorities, and any relevant national updates. In addition, Enterprise Advisers are supported by their Enterprise Coordinator who may attend meetings between the Enterprise Advisers and the school or college they have been matched with.

Careers Leaders

2.20 The Company provide a range of training options for Careers Leaders to “understand their role and to develop the skills required to help strategically and successfully embed a careers programme in their school or college”²⁰. Careers Leaders can access fully funded, accredited (Level 6 and 7) or non-accredited programmes, delivered by training providers in their region. An additional £1,000 bursary is available for the school/college to use as they see fit²¹.

Networking in Careers Hubs

2.21 One feature of Careers Hubs that is not included in the wider Network offer is embedding regular opportunities for networking and peer support for Careers Leaders and Enterprise Advisers. Careers Hubs arrange regional meetings (usually once a term) for Careers Leaders, which are usually facilitated by Hub Leads, Enterprise Coordinators or Lead Schools. The meetings provide regular networking opportunities, as well as additional, bespoke training opportunities such as sessions on particular aspects of careers programmes and deep dives on approaches to achieving specific Gatsby Benchmarks.

2.22 Similar regular Enterprise Adviser meetings, led by Enterprise Coordinators, are arranged in most regions. These meetings were mentioned by some of the interviewed Enterprise Advisers as a useful opportunity for further informal training, knowledge sharing and networking with other Enterprise Advisers.

Resources

2.23 A variety of resources are available through The Company and are summarised in Table 2-3. These range from toolkits that provide role descriptions and engagement ideas, free careers planning and tracking software, to resources to support schools/colleges to meet specific Gatsby Benchmark activities. Recently, these have been curated into a Resources Directory²²

²⁰ <https://www.careersandenterprise.co.uk/schools-colleges/training-careers-leaders>

²¹ An independent evaluation of this training can be found at: <https://www.careersandenterprise.co.uk/our-research/evaluation-careers-leader-training>

²² A Resource Directory has been launched by The Company; <https://resources.careersandenterprise.co.uk/>

which will be the main portal for all resources to support implementation of the Gatsby Benchmarks.

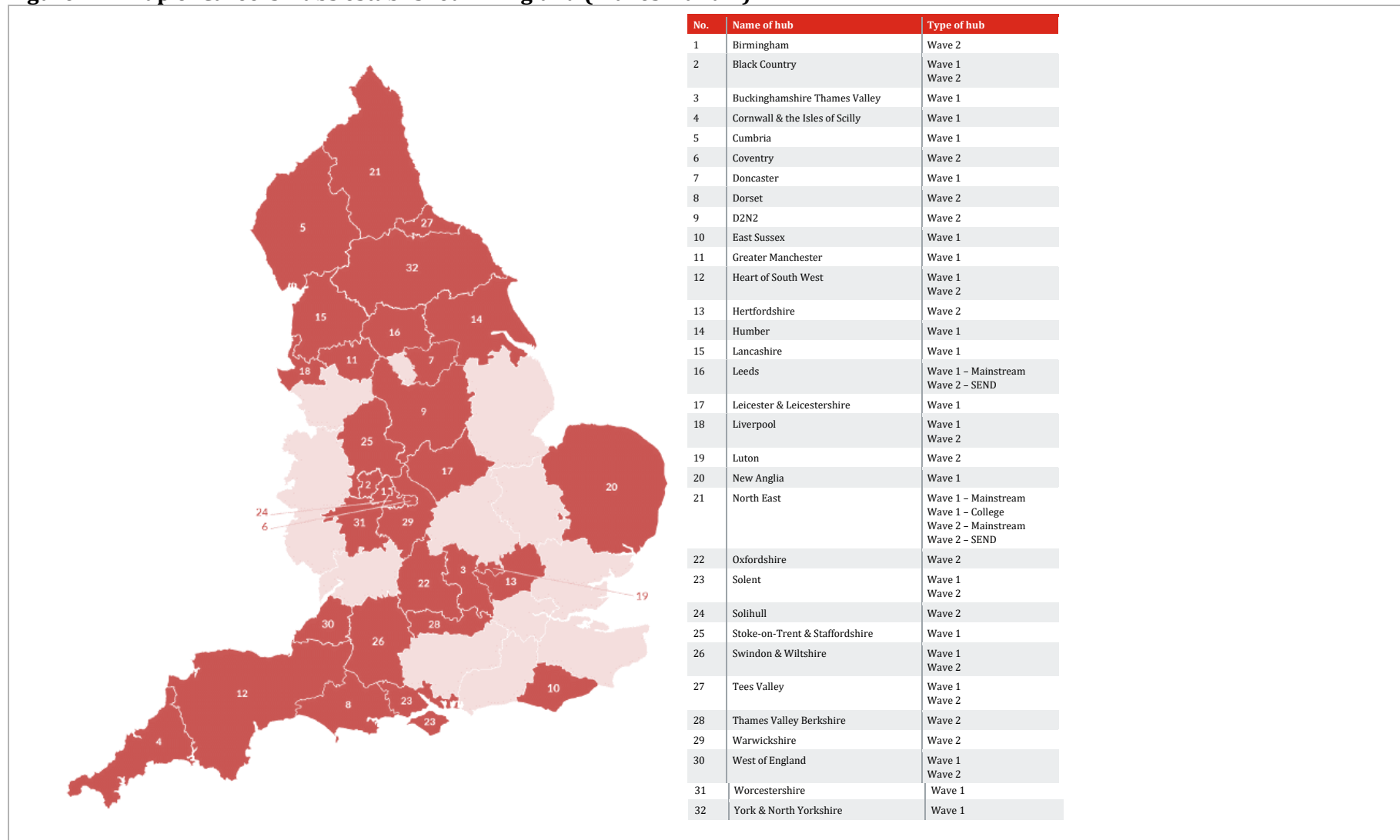
Table 2-3: The Careers & Enterprise Company resources available through the Network

Resource/ Tool	Description of resource/tool and its intended aim
Toolkits	These are a series of resources, including the Road Maps for Enterprise Advisers and Enterprise Coordinators that set out their respective roles and what the stages in development and support might look like over the first year of a relationship between Enterprise Adviser and school/college.
Compass Classic	A digital self-assessment careers tool for schools and colleges developed by The Company in partnership with the Gatsby Charitable Foundation. The aim was to provide schools and colleges with a free tool which they could use to evaluate their careers programme and measure their progress towards the eight Gatsby Benchmarks. The results were intended to help schools focus and improve their careers programmes for the next academic year. Schools and colleges started to use Compass during 2016/17. By August 2020, 4,307 schools and colleges had engaged with Compass (or Compass+), equivalent to 86% of all state-funded establishments nationally. Of these 3,662 had completed a Compass evaluation by the end of July 2020, 73% of all state-funded establishments.
Tracker	A complementary tool developed alongside Compass Classic, intended to help schools and colleges to manage their careers programme and record all careers activities delivered during an academic year. The information recorded in the Tracker was intended to help Careers Leaders provide evidence for the Compass Classic self-assessment.
Compass+	An updated version of Compass Classic with the Tracker integrated into the tool, launched in September 2019 for all secondary schools, special schools, sixth-forms and PRUs in England. Compass+ was designed to integrate Management Information Systems already used by schools and colleges and uses student level data to address needs and measure impact. This meant that, in addition to schools self-assessing their careers programme as a whole, Compass+ enabled schools and colleges to target relevant careers activities to individual students and custom student groups with different needs. Compass+ aims to engage whole school collaboration on careers provision by allowing multiple staff users, whether Governors, senior leadership teams or subject teachers, to contribute to the data input recording all careers activities. It also updates the report and data visualisation outputs which were intended to make communicating the careers progress clearer and more accessible to all relevant stakeholders. As of September 2020, over 1,000 educational establishments have adopted this tool.

Source: SQW

2.24 Building on this overview of how the Network and Careers Hubs have developed and currently operate, the report will go on to examine the successes of delivery and what has been achieved.

Figure 2-1: Map of Careers Hubs established in England (Waves 1 and 2)



Source: The Careers & Enterprise Company

3. Achievements

Summary

- Schools and colleges that are part of a Careers Hub have made more progress towards the Gatsby Benchmarks than those in the Network, with both doing better than schools outside the Network.
- Careers Leaders have developed their professional competencies through training and peer support from the Network and particularly from Careers Hubs.
- The Network and the Careers Hubs have succeeded in their goal to create and strengthen links between schools and colleges, employers and other external partners.
- The Network and the Careers Hubs have helped to raise the profile of career guidance within schools' senior leadership teams. This is linked to increasing numbers of schools and colleges reporting a stable, robust, and publicly available careers programme with a trained staff member with responsibility for leading its implementation.
- According to schools and colleges, young people have had access to more employer encounters because of institutional involvement with the Network and Careers Hubs. They have had more opportunities to experience and consider a range of industrial sectors, career paths and further education options, for instance. It is too early to assess the full range of outcomes and impacts for young people arising from these encounters at this stage.

Introduction

- 3.1** The Network and the Careers Hubs have achieved a range of successes since their inception in September 2015 and 2018, respectively. As reported by Careers Leaders and Network participants (Hub Leads, Enterprise Coordinators and Enterprise Advisers) and evidenced in Compass data, they have helped schools progress towards the Gatsby Benchmarks, helped Careers Leaders to develop professionally, connected local education and business stakeholders, raised the profile of career guidance within schools, made careers programmes within schools more strategic, and increased opportunities for employer encounters for young people. This chapter will explore these achievements in more detail. In addition to Compass data, it is informed by consultations and surveys undertaken with Careers Leaders, Enterprise Advisers, Enterprise Coordinators and Hub Leads in 2019 and 2020.
- 3.2** It starts by presenting contextual data from The Company's analysis of Compass on progress towards the Gatsby Benchmarks. The data is based on institutional self-assessment and is therefore somewhat subjective, but it is also consistent and large-scale and thus provides a good snapshot assessment of progress towards achieving the benchmarks. The Compass

analysis is based on data downloaded in March 2020 to avoid reporting the distortion effects associated with the services changes deployed in response to the COVID-19 pandemic.

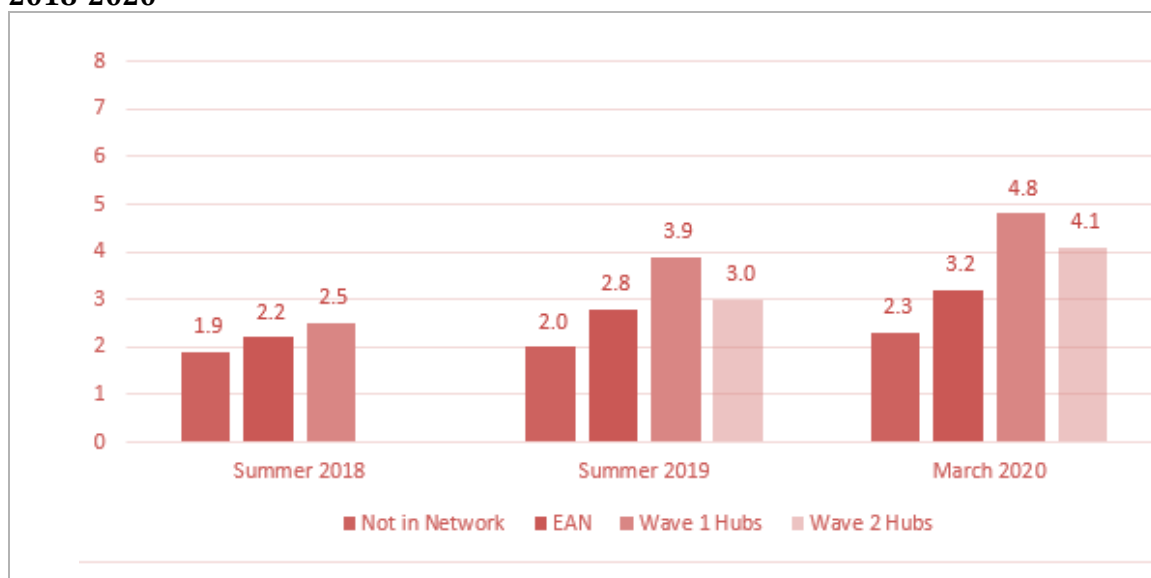
Progress and performance against the Gatsby Benchmarks

3.3 Schools and colleges in the Network, particularly in Careers Hubs, perform better against Gatsby Benchmarks than those not in the Network, and have improved faster (from summer 2018 to March 2020). Schools and colleges in the Network, and particularly those in Careers Hubs, outperformed those not in the Network on every benchmark. This is true, on average, for all types of schools and colleges (whether mainstream secondary schools, alternative providers, special schools or further education providers).

Overall progress

3.4 The Compass data (see Figure 3-1) shows that schools and colleges in the Network, particularly in Careers Hubs, have made more progress towards achieving the eight Gatsby Benchmarks than those not in the Network. By March 2020, schools and colleges in Careers Hubs had established programmes that met over half of the Gatsby Benchmarks fully (though some were subsequently impacted by the COVID-19 pandemic). Wave 1 Careers Hubs, which had been operating for approximately one year longer than Wave 2 Careers Hubs, had achieved the most benchmarks.

Figure 3-1: Average number of Gatsby Benchmarks achieved by schools and colleges 2018-2020



Source: Compass Data as analysed by the Careers & Enterprise Company. March 2020: Wave 1 Careers Hubs (n=722), Wave 2 Careers Hubs (n=601), Enterprise Adviser Network (not in Careers Hub) (n=2348), Not in the Network (n=569)

3.5 Schools and colleges in the Network, and particularly in the Careers Hubs, have improved faster than those outside the Network. Those in the Network improved, on average, by one benchmark, whilst slower progress was made by institutions not in the Network (where the average progress was 0.4 of a benchmark). The average change in schools and colleges in

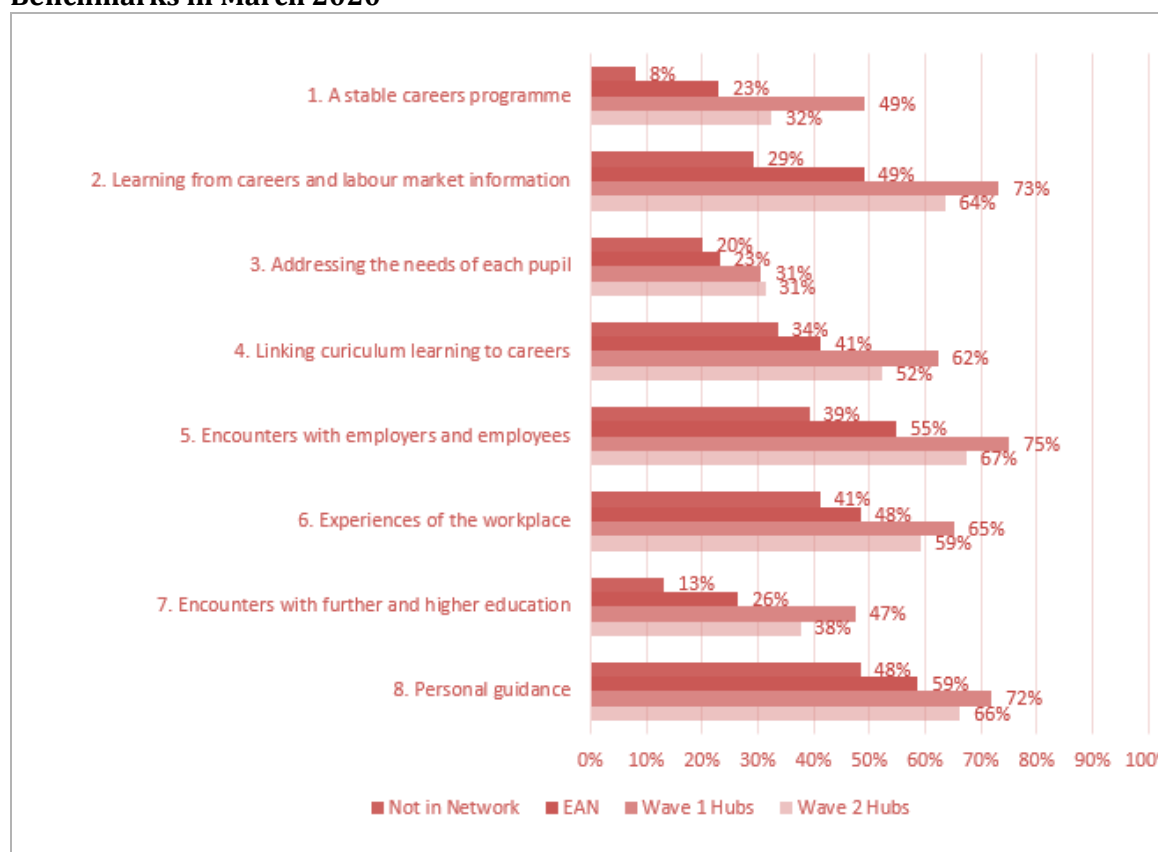
Wave 1 Careers Hubs over the same 18-month period was markedly higher, at 2.3 benchmarks (from an average of 2.5 benchmarks in September 2018 to an average of 4.8 benchmarks in March 2020)²³.

Performance against each benchmark

- 3.6** Schools and colleges in the Network, and particularly those in Careers Hubs, outperformed those not in the Network on every benchmark, as shown in Figure 3-2. The most marked difference is on Benchmark 2: learning from careers and labour market information, which nearly three-quarters (73%) of Wave 1 Careers Hubs had achieved, compared with less than one-third (29%) of schools and colleges not in the Network.
- 3.7** Almost three-quarters of the schools and colleges in Wave 1 Hubs had ensured that the majority of young people were learning from careers and labour market information (73% - Benchmark 2), had encounters with employees (75% - Benchmark 5) and had experienced personal guidance (72% - Benchmark 8). This is also true of around two-thirds of schools and colleges in Wave 2 Hubs (Figure 3-2). In each case, school and colleges in Careers Hubs outperformed those not in a Careers Hub or the Network. By comparison, just over one-quarter (29%) of those outside the Network reported that all young people were learning from careers and labour market information; just under two-fifths (39%) stated that young people had encounters with employees, and nearly half (48%) noted that young people received personal guidance.
- 3.8** Progress towards Benchmarks 1, 3 and 7 was less advanced, with a smaller percentage of educational institutions, including those in the Network and Careers Hubs, achieving them by March 2020. While a higher proportion of the schools and colleges in the Network, and especially those in Careers Hubs, had made progress on these benchmarks than non-EAN institutions, there was only a small difference in the percentage of schools and colleges achieving the benchmark on addressing the needs of each student (Benchmark 3). This highlights a specific challenge for the Network in supporting schools and colleges to develop student-centred or tailored programmes, whilst also ensuring that all young people have access to the integrated programme.

²³ For more information on Compass data from Summer 2018 and 2019, see [Careers Hubs: One Year On report](#).

Figure 3-2: Percentage of schools and colleges fully achieving each of the Gatsby Benchmarks in March 2020



Source: Compass Data as analysed by The Careers & Enterprise Company, March 2020: Wave 1 Careers Hubs (n=722), Wave 2 Careers Hubs (n=601), Enterprise Adviser Network (not in Careers Hub) (n=2348), Not in the Network (n=569)

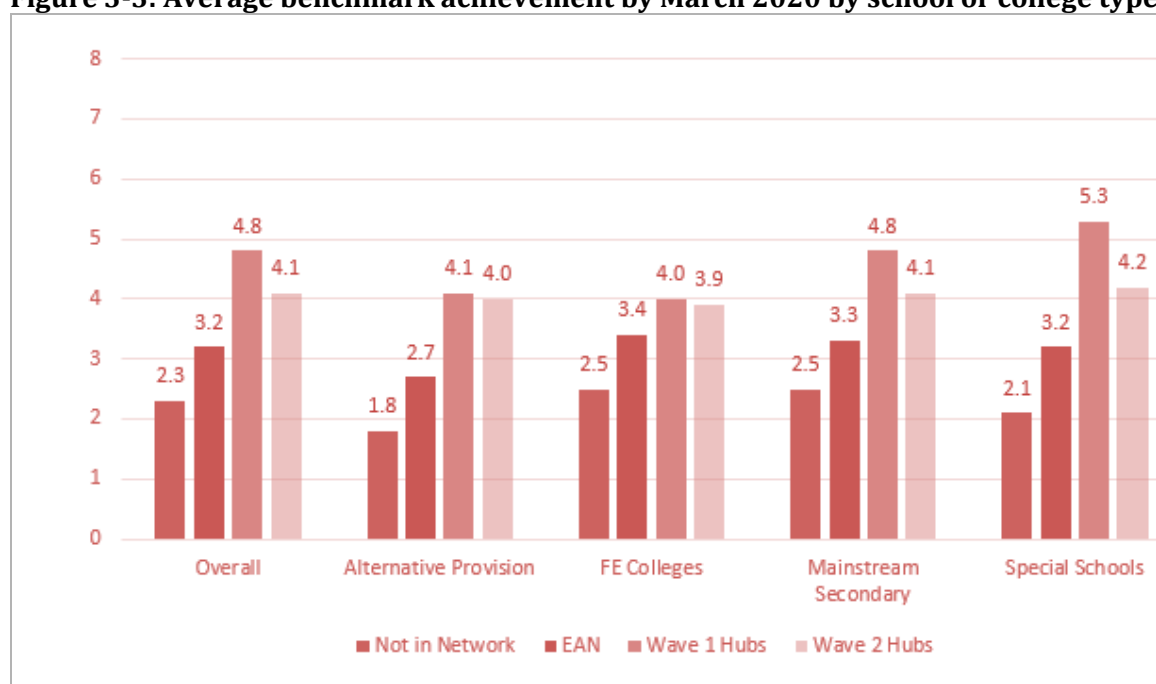
Performance across different types of schools and colleges

3.9 Figure 3-3 shows average benchmark achievement for different types of educational establishments. For all types of schools and colleges (whether mainstream secondary schools, alternative providers, special schools or further education providers) those that were engaged in the Network, but particularly a Careers Hub, had achieved on average a higher number of the Gatsby Benchmarks than those not in the Network.

3.10 Special schools within Careers Hubs outperformed non-Network special schools by an average of 3.2 benchmarks. This was the greatest difference in any comparison of Careers Hub to non-Network performance by type of educational institution. They also outperformed mainstream schools, with Wave 1 Hub special schools achieving an average of 5.3 benchmarks compared with 4.8 benchmarks in Wave 1 Hub mainstream schools. Two of the Wave 1 Hub Leads believed that special schools may have been able to benefit more than other institutions from being part of the Careers Hubs because of the nature of their flexible curriculum, which enabled them to incorporate career guidance readily, and because of their smaller class sizes, which enabled them to provide more individual support to each young person. One of these Hub Leads thought that for some special schools comparatively better achievement of the Gatsby Benchmarks might also be a function of the schools' perspectives, reporting that they

have “properly embraced [Careers Hubs] more than any other school type, because they feel like they are included in something.”

Figure 3-3: Average benchmark achievement by March 2020 by school or college type



Source: Compass Data as analysed by The Careers & Enterprise Company, March 2020: Wave 1 Careers Hubs (n=722), Wave 2 Careers Hubs (n=601), Enterprise Adviser Network (not in Careers Hub) (n=2348), Not in the Network (n=569)

Attribution

- 3.11** While it is clear that schools and colleges in Careers Hubs on average outperform those in other areas, it is possible that this outperformance may be due to structural differences between Hub and non-Hub institutions. For example, if Hub schools and colleges tended to have higher Gatsby Benchmark performance prior to joining a Hub, their faster progress may reflect a range of different background variables, ranging from socio-economic characteristics (including existing access to active employers) to a prior culture that promoted careers, each regardless of additional Hub support.
- 3.12** To test the added value of Careers Hub participation over other structural characteristics that might explain progress, statistical techniques were used to compare ‘like with like’ establishments²⁴. This was important as schools and colleges in Hubs often have a different profile to non-Hub institutions on characteristics such as region, number of students accessing free school meals, size, Ofsted rating, type and the number of benchmarks achieved at baseline.
- 3.13** The result across Wave 1 and Wave 2 Hubs was clear: being in a Hub was statistically associated with better performance on the Gatsby Benchmarks, irrespective of school type.

²⁴ See B14 and B15 in Annex B for a summary of this analysis.

Conclusion

- 3.14** Analysis of Compass data reveals several important things about careers provision in schools and colleges. First, a growing number of schools and colleges (including those outside the Network) are using the tool to inform them about their provision and how they compare with the benchmarks. In August 2017, 578 establishments were using Compass; this grew rapidly to 3,092 establishments in July 2018 and further still to 3,753 in June 2019. As of the end of August 2020, 4,307 establishments are using the Compass tool. This suggests that the Careers Strategy and its endorsement of the benchmarks has encouraged schools and colleges to pay attention to their careers work and how it relates to all young people.
- 3.15** Second, the data shows that in a period of less than two years the average number of benchmarks that schools and colleges in the Network have achieved has nearly doubled from 2.5 to 4.8. While achieving good career guidance takes time, it is clear that the support offered by the Network facilitated faster progress than schools or colleges achieved outside the Network
- 3.16** The data also shows that achieving some benchmarks appears to be more challenging than others and progress towards them remains slower. The closure and lockdown interventions arising because of COVID-19 is likely to have slowed down progress in schools and colleges, making post-March 2020 data is unreliable.
- 3.17** In summary, Compass data reveals that the nature of the support and the experience of being a member of the Network or a Careers Hub appears to have accelerated progress towards achieving the benchmarks. This is important not only for the schools and colleges but because it means that young people may be experiencing careers programmes that will help them to make more fully considered decisions about their future. The next section explores some of the ways in which Networks and Hubs have helped to accelerate achievement of the benchmarks.

Helping Careers Leaders to develop professionally

- 3.18** At the heart of Network are relationships between Career Leaders, Enterprise Advisers and Enterprise Coordinators. These three roles connect three communities: namely the school or college community of staff and students (including an emerging community of dedicated professionals with practical careers training), the business community that comprises employers and represents a wealth of experience across multiple industrial and occupational sectors; and the enterprise community with strategic oversight of local skills needs and priorities. This section looks first at Careers Leaders who have developed their professional competencies through participation in the Network and the Careers Hub networks.

Training

- 3.19** Fully funded, accredited or non-accredited training opportunities were offered by The Company and delivered by training providers. Training was reported by Careers Leader

interviewees to have been positively received and impactful. Careers Leaders were also able to join Network meetings and national events held by The Company. Some Careers Hubs provided additional, local training for the Careers Leaders who were Careers Hub members. These findings complement those reported in the national evaluation of Careers Leader training²⁵.

3.20 Membership of a Careers Hub improves access to training. In 2020, 81% of Careers Leaders in schools or colleges surveyed who were part of a Careers Hub (313 respondents) had noticed improved access to training for Careers Leaders and school or college colleagues since having joined a Careers Hub. Over half (58%) of the Careers Leaders surveyed in 2020 had participated or were currently participating in training for their role, while 27% of those who had not yet taken up training planned to do so²⁶. Awareness of the additional bursary support was high, with 83% of responding Careers Leaders confirming they knew of the bursary option²⁷.

3.21 Examples of how training had impacted individuals were explored in interviews with Careers Leaders in 2019 and 2020. Most Careers Leaders were positive about the training they received. They valued the support to re-evaluate their provision; the detailed and practical guidance on individual benchmarks; the help and time to reflect on their careers programmes and progression; their improved understanding of theory; improved understanding of their role; and the empowerment to engage with senior leadership teams. Careers Leaders also reported that it provided valuable opportunities to network with their peers, and others appreciated the accreditation it offered.

“
The time to be away
from school and
properly reflect on
what you are doing
is good

” Careers Leader, 2019

3.22 Where Careers Leaders considered the training less helpful, this was because they felt they were already highly skilled, having had substantial work experience in the careers sector, or because they did not have the time to engage with it.

3.23 Some consulted Careers Leaders made a direct link between having attended the training and achieving goals in their schools. One stated that the training had made them better at their job and that this may have had an indirect impact on outcomes for young people in terms of career progression. Another stated that the training gave them the confidence to challenge and influence the senior leadership team. The Careers Leader gave a presentation to the Vice-

²⁵ For more information on Careers Leaders Training see the ‘Evaluation of Careers Leader Training Report’ (2020) IES <https://www.careersandenterprise.co.uk/our-research/evaluation-careers-leader-training>

²⁶ [School and College survey 2020](#).

²⁷ The Careers & Enterprise Company monitoring data across the Network (including Hubs), shows that 32% of Careers Leaders have started or completed training, with this rising to 61% of those in Wave 1 or 2 Hubs.

Principal for Quality on her concerns around their careers programme, and was then given the opportunity to deliver a presentation to the senior leadership team.

Peer support

3.24 Careers Hubs enable Careers Leaders to build networks of supportive peers. Through the Careers Hubs, Careers Leaders attend quarterly meetings with each other and with other stakeholders such as Hub Leads, Enterprise Coordinators, Cornerstone Employers, and representatives from Local Enterprise Partnerships and Local Authorities. This allows them to build supportive relationships. Nearly three quarters of the Careers Leaders surveyed in 2020 reported that they had stronger networks with other education providers as a result of joining the Careers Hub²⁸.

3.25 These collaborative networks offer Careers Leaders the opportunity to talk through ideas and learn from each other. They also offer Careers Leaders the opportunity to share career guidance resources developed for their own institutions between other schools or colleges. This collaboration was said to have improved the skills and knowledge of Careers Leaders, and allowed them to improve their school or college's careers provision as a result. Some interviewees commented that this was particularly effective where the regular Hub meetings were structured around the Gatsby Benchmarks, as Careers Leaders could work together to think through how to reach the benchmarks successfully and deal with common issues. Several commented that opportunities were not widely available to Careers Leaders before the Careers Hubs were launched as few similar networking opportunities at that scale were in place. This was appreciated by Careers Leaders who said they could feel isolated in the role as there was often just one person in the institution tasked with developing the careers offer. Opportunities to connect with peers were therefore highly valued.

3.26 As reported by Careers Leaders during consultations, connecting Careers Leaders through the Careers Hubs had made them feel part of a group and had strengthened their sense of professional pride and identity. It had made their role within, and contribution to, the wider system clearer. This helped to energise some Careers Leaders and gave them more confidence. Some consulted Careers Leaders reported that, as a result of having joined a Careers Hub, they were now more confident in discussing the school's careers programme with members of senior leadership teams and suggesting how it might be improved, for example.

“We work as a group of peers.... We might invite guest speakers, ask a college to share their experiences and have a good discussion.”

” Careers Leader, 2019

²⁸ [School and College survey 2020](#). 72% said that since joining the Careers Hub they had noticed stronger networks with other education providers.

Case Study – Learning from peers

The creation of learning opportunities for Careers Leaders, Enterprise Advisers, Enterprise Coordinators and others is **at the heart of the Network and is important for improving careers provision**. Formal peer-learning activities and mechanisms are being implemented deliberately by stakeholders across the Network and Careers Hubs, and occurring ad hoc or incidentally as a result of networking or a specific need. Careers Hubs play a significant role in the delivery of the more formal mechanisms of peer learning. The case study (in full in Annex C) shows how the Network and Careers Hubs are harnessing peer learning approaches to share insights and improve practice. It describes how:

- Formal training events can be designed around opportunities for peer learning as part of the calendar of activities offered through Networks either as part of a national programme, or regional or local training programmes.
- Communities of Practice (groups of institutions or individuals that regularly share learning through online or in person meetings) have been facilitated by Careers Hubs. Many have a formal infrastructure to support this, such as a digital platform to share documents and resources. Communities of Practice were said have enabled schools to develop long-lasting relationships which were thought to be a sustainable legacy even if the Careers Hubs were no longer to exist.
- Careers Hubs and Networks put formal mechanisms in place to support schools in peer learning, including events based around peer learning, matching schools as part of a mentoring model; formalised shadowing and peer-reviewing mechanisms; and national stakeholder networks. In some Careers Hubs, Lead Schools are a focal point of peer support.
- Careers Hubs, Enterprise Coordinators and Enterprise Advisers have opportunities to learn from each other: through the National Network of Hub Leads; regular networking of Enterprise Advisers in some areas was reported to drive improvement across schools; some Enterprise Coordinators have formalised peer learning.

Formal training and managed communication led to smaller groups of like-minded stakeholders building informal networks based around common concerns or personal friendships. These then provided ways for people to **share learning**, brainstorm and encourage problem solving in a safe space that would not exist without the connections made through formal networking and managed training opportunities.

Enablers to successful peer learning

- Design peer learning into formal training both as part of the curricula, and within the learning environment
- Create opportunities for formal mentoring / buddying schemes
- Create opportunities for peer learning that are specific to issues such as careers provision for young people with special educational needs or disabilities
- Share practical examples of best practice, i.e. case studies and class resources
- Promote the use of digital technology to support peer learning
- Nurture informal methods of regular communication across stakeholder groups.

Connecting local communities

3.27 The Network and the Careers Hubs have linked schools and colleges to employers and other external partners in their local area and across a wider region. This section will explore the nature and outcomes of relationships between schools, their business communities, and the stakeholders involved, as well as the learning around what helped to foster strong, effective networks, and what has been a barrier.

The Enterprise Adviser Network

3.28 The Network has succeeded in creating connections between schools and local businesses. In August 2020, 3289 Enterprise Advisers had been matched with a school or college, and there were 3865 schools and colleges that were part of the Network. These matches happened in a timely way; in both 2019 and 2020 the majority (65% in 2019, 69% in 2020) of Enterprise Advisers surveyed were matched with their first school or college within one month of signing up, and over 80% were matched within three months²⁹. Enterprise Advisers were most often connected to Careers Leaders within schools, but they were also connected to senior leadership teams; many Enterprise Advisers engaged with senior leaders once or twice a term (as reported by Enterprise Adviser survey respondents in 2020)³⁰. In 2020, 93% of Enterprise Coordinators reported that supporting Careers Leaders in schools and colleges was a central part of their role, with over two thirds of Enterprise Coordinators engaging with Careers Leaders on a weekly basis³¹. Many Enterprise Advisers focused their time on delivering careers activities to students (61%), advising on careers programmes (58%) and supporting Careers Leaders to evaluate careers programmes (59%)³².

3.29 Enterprise Advisers often linked schools to the wider business community by drawing on their own networks and contacts. Over half of the Enterprise Adviser survey respondents in 2020 said they had connected the school or college to other local employers³³. Enterprise Adviser consultees reported inviting business leaders from their network into schools to take part in practical activities such as mock interviews. This

“
Because [the
business leaders]
know our Enterprise
Adviser, they are
more willing to give
up their time and do
a good job of it.

” **Careers Leader 2019**

²⁹ [Enterprise Adviser survey 2020](#). 69% had to wait for up to one month to be matched to their first school/ college, and 21% had to wait between 1 and 3 months.

³⁰ [Enterprise Adviser survey 2020](#). 9% stated that they engaged with senior leaders within the school/ college weekly, 40% half-termly, and 23%, termly.

³¹ [Enterprise Coordinator survey 2020 \(unpublished\)](#). 69% stated they engage with Careers Leaders on a weekly basis in their capacity as Enterprise Coordinator.

³² [Enterprise Adviser survey 2020](#).

³³ [Enterprise Adviser survey 2020](#). 56% stated that they have supported the school or college that they are currently matched to by connecting the school/college to other local employers.

worked well where Enterprise Advisers are well connected. For example, an Enterprise Adviser consulted with had links to a 'Manufacturing Alliance', which they could draw on and invite members to events with the school. Others with smaller networks drew on alternative methods of engaging business leaders, such as putting out notices in local papers inviting businesses to participate.

- 3.30** The Network and Careers Hubs have resulted in an increase in the number of employers with whom schools and colleges engage. In 2020, 73% of schools and colleges in the Network reported engaging with additional employers to support their careers plans since joining. Of these, over half had engaged with up to five additional employers, over one fifth had engaged with six to ten additional employers, and a further 15% had engaged with more than ten new employers since joining the Network or Careers Hub.³⁴
- 3.31** As a result, many young people have had encounters with the Enterprise Advisers or other business leaders brought in from the Enterprise Adviser's wider network or elsewhere. The Enterprise Advisers consulted in 2019 and 2020 believed that young people received more employer encounters as a result of being part of the Network.

The Careers Hubs

- 3.32** Careers Hubs built on the foundation of local connections fostered by the Network. They have strengthened the network by creating a web of links that connect strategic stakeholders in Local Enterprise Partnerships and Local Authorities with the operational level of stakeholders including Careers Leaders and Enterprise Coordinators. In some areas, they have also joined up operational activities for example, one Enterprise Adviser in 2019 stated that before becoming a Careers Hub, Enterprise Coordinators were working in silos, but since creating the Hub they had worked much more closely as a team, pursuing the same goals. Lastly, Hubs have fostered strong relationships by providing enough time and funding to allow participants to fully engage and build these links.
- 3.33** A key enabler has been the role of the Hub Lead. As one Enterprise Coordinator consultee stated in 2019, the Hub Lead is responsible for linking the various stakeholders and encouraging them to work together effectively. Some Hub Leads have connected the Careers Hubs to the wider Network by overseeing the dissemination of learning, best practice, and resources developed by Careers Hubs across the wider Network.
- 3.34** Careers Hubs provided an infrastructure to connect the Network with local strategic stakeholders. In some areas the Local Enterprise Partnership provided the lead and management responsibility for the Hub, whereas in others this was delivered through the Local Authority skills teams. Being linked to strategic decision makers has proven important as the Hub Lead needs a clear connection with local policy makers to ensure that their work complements other local authority operational activities that support schools and colleges in

³⁴ School and College survey 2020. 52% reported engaging with one to five additional employers as a result of being part of the Network/Careers Hub; 21% engaged with six to ten.

the area and is forward thinking so that they learn and share insights from labour market information and insights from their LEP area.

- 3.35** LEP representation in Careers Hubs has benefits in addition to sharing labour market information. LEPs also have strong links to other organisations in the local community (including businesses) with which Careers Hub members can build effective relationships.
- 3.36** Local Authority involvement is important, as many networks involving schools and colleges are facilitated by local authorities and they, with their LEP colleagues have been able to capture competitive or discretionary government funds that brings resources to complement those of The Company. Hub Leads mentioned various funding sources including those associated with Opportunity Areas and European Social Funds for example.
- 3.37** Working with LEP areas and Local Authorities is not always straightforward, however, and Hub Leads noted that they faced challenges with agreeing priorities, establishing shared agendas and capturing sufficient resources to deliver key priorities.
- 3.38** Challenges were also evident in developing a strong network of Cornerstone Employers and many of the Hub Leads consulted in 2020 said they had not yet begun to work with, or effectively utilise, Cornerstone Employers. Most of the Hub Leads consulted stated that it took a while to get the Cornerstone Employer role 'off the ground' as it was difficult to understand what exactly they would do and how it would be different from an Enterprise Adviser role. Nonetheless, there have been success stories and a number of Hub Lead consultees reported that **Cornerstone Employers** have helped to increase connections between employers and schools in some Hubs (see Case Study summary below and Annex C). They have done this by running internal campaigns to recruit additional Enterprise Advisers and drawing on their existing networks or planning other strategies to engage a wider range of employers. Cornerstone Employers have sometimes been responsible for direct student-to-employer encounters by planning and running events themselves. ..

Case Study – Evaluation Report

The goal of Cornerstone Employers is to “ensure all young people in an area have the opportunities they need to be prepared and inspired for the world of work.”³⁵ How they deliver this goal varies, but the intention is that **they should all work strategically with Careers Hubs to support schools and colleges to meet Gatsby Benchmarks, encourage other employers to get involved in the Careers Hub, and work with other Cornerstone Employers to develop a local strategy and share best practice.** Each Careers Hub has been recruiting Cornerstone Employers and some areas have already recruited 10 or more. This case study provides an overview of the ways in which Careers Hubs have worked with their Cornerstone Employers.

Cornerstone Employers have proved to be **useful ambassadors in business networks, raising awareness of careers work, the Gatsby Benchmarks and the opportunities that the Enterprise Adviser Network and Careers Hubs can offer to employers and their employees.** Drawing on their existing networks has enabled Cornerstone Employers to share advice and inspiration to employers who might be interested in getting involved with schools and colleges, resulting in an **increased number of businesses engaging with schools and colleges in their area** (thus supporting Gatsby Benchmark 5) and **successful encouragement of individuals to commit their time and expertise to schools/colleges in a greater capacity** (e.g. as Enterprise Advisers).

Cornerstone Employers invest their own resources and expertise to support the Careers Hub. Cornerstone Employers tend to be larger businesses or employers in their area. They can be from public or private sectors and often represent sectors that are significant in their local economy. Their resources include their staff, facilities, expertise, networks, financial resources, and their energy. **By working together, Cornerstone Employers and Careers Hubs can align time and resources to achieve mutually beneficial outcomes.**

Cornerstone Employers have **delivered, or supported delivery of, careers provision in schools and colleges**, including by hosting/supporting Careers Hub events, delivering projects, and delivering/supporting virtual work experience programmes.

Cornerstone Employers **coordinate activity in schools and colleges**, working together across a local area to support schools and colleges to improve progress towards the Gatsby Benchmarks and sharing best practice and resources with each other, increasing their capacity and reach in supporting schools and colleges.

Enablers to working with Cornerstone Employers

- Develop a Cornerstone Employer strategy which sets out agreed priorities, supports buy in and engagement and establishes clear goals towards which to work.
- Use existing relationships with Cornerstone Employers where possible but be aware that this can still take time. Many Wave 1 Careers Hubs spent their first year developing strategies and relationships with their Cornerstone Employers, which meant that they could ‘hit the ground running’ in their second year.
- Promote the Cornerstone Employer brand to enable buy in and engagement and encourage commitment from employers.

³⁵ <https://www.careersandenterprise.co.uk/employers-volunteers/cornerstone-employers>

Raising the profile of career guidance

3.39 The work of the Network and the Careers Hubs has raised the profile of career guidance within schools and colleges. Over half of the Careers Leaders surveyed in 2020 believed that since being involved in the Network or Careers Hub, the senior leadership team were more engaged with the careers programme³⁶. Furthermore, consulted Careers Leaders felt their role was more valued within their schools. This appears to have happened through the following mechanisms.

3.40 First, Careers Leaders have become more skilled through their interactions with the Network and Careers Hubs, due to the training, resources and peer support available. As reported by Hub Lead consultees, those who are part of a Careers Hub benefitted especially, due to the more intensive funding and networking opportunities available. Being more skilled, the Careers Leaders were more able to take good ideas and strategies to senior leadership and justify any proposed changes. This has helped to make career guidance a more central feature within these schools.

3.41 Second, Careers Leader consultees involved with the Network or Careers Hubs reported having more confidence. They said they felt more empowered to raise the career guidance agenda with their senior leadership teams, as they were more confident in their own abilities due to their improved skills, and because they felt they had the backing of the Enterprise Coordinator, their Careers Hub (if a member), and peers in their wider network.

3.42 Third, being a part of the Network, or having the title of being a 'Careers Hub' school or college, was said to have given a sense of esteem. There was a pride that came with being part of a national, government-recognised initiative, and this was reported to have added significance to career guidance provision within the education facility. This has helped raise the profile of careers in schools and colleges.

3.43 As a result of the rising profile of career guidance, consulted Careers Leaders felt their role was more valued within their place of work and in the wider education landscape. They reported that this motivated them to engage with the Network or Careers Hubs and promote careers within their school or college further. This is significant for enactment of government policy. The profile of career guidance in schools and colleges has been raised by the statutory duties described in the government Careers Strategy and accompanying guidance. The



If you're a Careers Leader, and you have an organisation behind you, it gives a voice and status to careers that it hasn't had in schools before



Hub Lead, 2020

³⁶ [School and College survey 2020](#). 18% strongly agreed and 39% agreed that the senior leadership team are more engaged with the careers programme.

difference that the Network and the Hubs (facilitated by The Careers & Enterprise Company) made is that they helped schools and colleges to visualise *how* they will enact those duties. The Networks and Hubs therefore raised the profile of career guidance within their organisations, and they did this in such a way that leadership teams could see what steps they needed to take to turn a duty into a core aspect of the curriculum and timetable.

Making careers programmes stable and structured

3.44 The role of the careers plan in shaping, driving and responding to achievements of all the other benchmarks is fundamental. Gatsby Benchmark 1 is about having a stable careers plan that is backed by the senior management team, is published, regularly reviewed and led by an appropriately trained person. 49% of schools and colleges in Wave 1 Careers Hubs and 32% in Wave 2 Careers Hubs fully achieved this benchmark, compared to 23% in the Network and 8% not in the Network (Figure 3-2).

Enterprise Advisers' and Enterprise Coordinators' influence on careers programmes

3.45 In 2020, nearly half of the Enterprise Adviser survey respondents believed the school or college improved their careers programme either 'a little' or 'a lot' as a result of being part of the Network³⁷. Careers Leaders, during interviews, stated that their Enterprise Adviser and/or Enterprise Coordinator had helped them identify gaps in their careers programmes and helped them to improve. Schools that started off with the least robust careers programmes were generally thought to have improved the most, as evidenced by consultations with Careers Leaders.

3.46 Enterprise Advisers and Careers Leaders often work together to develop the school or college's careers programme, increase links with other local employers, or both, depending on the needs of the institution. To develop the careers programme, Enterprise Advisers reviewed the school or college's existing provision, identified gaps and made improvements to the careers plan. In some cases, the Enterprise Coordinator took on this role, while the Enterprise Adviser might contribute by challenging or adding to the plans, as well as helping schools carry out those plans (as reported by Enterprise Adviser consultees in 2019 and 2020).

"...we were patting ourselves on the back about all the careers work we were doing, but the Enterprise Adviser cut through quick... She got us to realise we were scatter-gunning... Now we have a plan for each school year from Year 7" **Careers Leader, 2019**

³⁷ [Enterprise Adviser survey 2020](#). 20% stated the school/ college that they were currently matched with improved their careers plan a lot as a result of their work with them, and 29%, a little.

The influence of Gatsby Benchmarks on careers programmes

3.47 The Gatsby Benchmarks have given schools clear goals to work towards, and Compass has provided a way to measure their progress towards each of the goals. Enterprise Advisers and Careers Leaders often use the Gatsby Benchmarks to structure and inform the discussions. Careers plans are reviewed against the Gatsby Benchmarks, and where gaps are identified, the careers plan is modified to ensure the gap in provision is addressed. This results in the careers programmes becoming more strategic.

3.48 Careers Hub meetings which were discussed as evidence of good practice were those which were structured around the Gatsby Benchmarks. As one example, in one Wave 1 Careers Hub in 2019, the action plans developed for schools were organised by Gatsby Benchmark. Careers Leaders would bring these plans with them to Careers Hub meetings and would work through them with their peers. In another Wave 1 Hub (also in 2019), the Hub Lead went through the Gatsby Benchmarks with schools once every half term, monitored their progress towards them, and offered advice to the school and the Enterprise Adviser on the careers programme.



Before the Network and Careers Hub, there was not a focus on Gatsby Benchmarks. Now it is a huge focus and I work to them in all the work I do around careers.



Careers Leader, 2019

Opportunities for young people

3.49 Ultimately the work of schools and colleges towards implementing the benchmarks is undertaken for the benefit of their students. The diverse nature of the work done, the type of monitoring data in place and the relatively short length of time since schools engaged in the Network and in Hubs means that it has not been possible to systematically track through individual school and college logic chains from better planning and delivery through to more informed decision making amongst young people. Nevertheless, the research revealed how some key stakeholders consider their efforts were helping young people.

3.50 Enterprise Adviser consultees reported that participation in the Network has given young people an opportunity to benefit from encounters with more employers. Enterprise Adviser consultees reported in 2019 and 2020 that they were committed or passionate about helping young people. Eighty-five percent of Enterprise Adviser respondents in 2020 said that improving outcomes for young people was a very important factor in motivating them to become an Enterprise Adviser. They were keen to do what they could to help them into apprenticeships, increase employer encounters for them and try to raise aspirations through various activities. In 2020, the majority of Enterprise Coordinators surveyed reported that the quality of employer engagement in their schools or colleges improved as a result of the

Network and Careers Hubs' work, either 'a lot' or 'a little'. This was in terms of both encounters with employers and experiences of workplaces³⁸.

- 3.51** Some consulted Enterprise Coordinators believed that, through the Network and Careers Hubs, young people experienced a wider range of sectors. This offered them better knowledge about different industries and greater understanding of different careers opportunities. It also allowed young people to start building their networks in the business world. Some said that employers were now more aware of the skills base of local young people, and saw them as a talent pool from which they could hire. According to Enterprise Coordinator consultees, the opportunities being made available to the more disadvantaged young people has helped to improve social mobility.

“One young man in a Network school was struggling academically and was three years behind his expected reading age. He also had low confidence and low level of engagement at school. He became aware of the Enterprise Adviser’s company and became very interested in it. He became an apprentice there and has done well He has increased his confidence and levels of engagement to the extent where he has written for the school newsletter about the work he had been doing with the company”

Enterprise Adviser consultee 2019

- 3.52** Survey responses from Careers Leaders suggest that young people now have more opportunities to find out about different pathways including, apprenticeships. Nearly half (48%) of the Careers Leaders surveyed in 2020 believed that, as a result of being part of the Network or Careers Hub, students at their school or college were more likely to consider apprenticeships³⁹.
- 3.53** Enterprise Advisers and Coordinators identified a range of personal skill outcomes for young people. They reported they saw young people improve in confidence and skills as a result of the work of the Network or Careers Hub. They also reported that young people were more inspired and engaged in the classroom.
- 3.54** Special schools have taken part in the Network and Careers Hubs, and as a result, young people from these schools have engaged in careers activities and have had greater exposure to employers. In one example, a Hub Lead consultee in 2019 stated that employers have become more aware of these young people’s capabilities through meeting and interacting with them, which has improved their employment prospects. Many consultees noted that special schools were not often included in careers initiatives, so the opportunities provided

³⁸ **Enterprise Coordinator survey 2020.** 54% stated that the quality of employer engagement in terms of encounters with employers in their school/ college improved a lot as a result of the Network/ Hubs’ work, and 24%, a little. In terms of experiences of workplaces, 28% stated that this improved a lot as a result of the Network/ Hubs’ work, and 35%, a little.

³⁹ [School and College survey 2020](#). 10% strongly agreed and 38% agreed that a result of being part of the Enterprise Adviser Network / Careers Hub, students at their school/college are more likely to consider apprenticeships.

to these young by the Network and Careers Hubs were in addition to what they would have been receiving before⁴⁰.

3.55 Overall, while many consultees outlined emerging opportunities for young people, most were clear that it was too early to identify their full impact. The opportunities for young people and the impact of the Network and Careers Hubs on outcomes for young people should become clearer over time.

⁴⁰ As noted in paragraph 3.9, special schools within Wave 1 Careers Hubs outperformed non-Network special schools by an average of 3.2 benchmarks.

Case Study – Evaluation Report (SEND)

Young people with SEND often face additional challenges gaining work experience, preparing for, and entering the labour market and can benefit from additional and specific support. Interviews with professionals working in special schools suggested that curriculum, processes and pathways that are already in place in their educational establishments to support young people with SEND were being used as a means to incorporate careers provision, and that this learning could be transferred to other contexts. Interviews with Careers Leaders in mainstream settings found examples of interesting practice but suggested that this work is emerging and there is opportunity for The Company to drive further change through the Network and Hub infrastructure.

Several effective ways to change employer attitudes to offering work experiences or placements to young people with SEND were shared during the research. Employer preparation before engagement was considered an important step. Examples include a school organising meetings with employers to help them understand what to expect and how to support that young person before they met and an Enterprise Adviser inviting young people with SEND to a Business Cluster meeting to share their experiences of work placements. Employer feedback showed that they realised young people with SEND were more capable, and more 'employable' than they had assumed. Thus, this type of engagement worked to combat negative employer perceptions.

Enterprise Adviser Networks and Careers Hubs organised their special school provision in different ways. Some Careers Hubs had specialist Enterprise Coordinators who brought prior experience and knowledge. Others included special schools as part of the Careers Hub network, Enterprise Coordinators who incorporated SEND work with their other responsibilities, and / or had a SEND specific point of contact for all Careers Leaders. Some non-specialist Enterprise Coordinators ensured they engaged with the SEN Co-ordinators (SENCOs) in their mainstream schools.

Parents / carers can sometime be unaware of or pessimistic about employment opportunities or inclined to choose the 'safest' option for their child. Hub Leads and Enterprise Coordinators emphasised the importance of speaking with parents / carers as part of their careers provision for young people at transition stages.

Enablers to develop special school careers provision

- Use the curriculum and processes already in place to incorporate careers provision for young people to align career learning with their curriculum and wider goals
- Engage with employers before any careers delivery to manage expectations and ensure quality; target appropriate employers for young people of all abilities; create opportunities for young people to showcase their potential
- Recruit specialist Enterprise Coordinators and Enterprise Advisers with experience and knowledge of special school provision
- Work with other networks to bring in and train Enterprise Advisers to support special school provision
- Talk with parents / carers so they understand and support opportunities for their children.

4. What makes a difference?

Summary

- Establishing individuals in all roles who are committed, flexible and responsive in their work and can be role models for others.
- Buy-in from senior leadership teams in schools and colleges empowers Careers Leaders, shows Enterprise Advisers are valued and is critical in ensuring careers programmes make progress.
- Local leadership from the LEPs helps set the strategic direction of the Careers Hubs (where they are involved) and can align the careers agenda with wider employment and skills priorities.
- Support and resources available from The Company through Regional Leads for Hub Leads enables The Company to directly influence activity.
- The existence of The Company, the Network and Careers Hubs enhances the profile of careers locally.
- Availability of digital resources, including Compass instruments, gives Careers Leaders tools to evidence their work and advocate for further support to progress towards the benchmarks.

Introduction

- 4.1** This chapter identifies three of the main factors which the evidence suggests make a difference to successful delivery of good career guidance. These are: individuals' ability to deliver high-quality work in all roles in the context in which they are working; local leadership, including engagement of senior leadership in schools and colleges and ambassadors for the Network and Hubs outside of the education setting; and the role of The Company in providing resources, including the availability of digital resources. The findings are informed by the series of surveys and interviews undertaken with Enterprise Advisers, Enterprise Coordinators and Careers Leaders, and interviews with all stakeholder groups (including Hub Leads) undertaken over 2019 and 2020.

Great people who can act as role models in their context

- 4.2** A key part of the success of the Network depends on Enterprise Coordinators ensuring a good match between schools and colleges and Enterprise Advisers. Almost all Enterprise Advisers interviewed over the last two years were satisfied both with their match to an educational institution and with the process of matching they experienced. Just over one-quarter (27%) of Enterprise Advisers surveyed in 2020 said they were matched on the basis of their skills and experience matching the school or college's needs with other matching being done on the basis of the school or college being close to where the Enterprise Adviser lived and/or worked

and / or the school or college being available at the same time as the Enterprise Adviser.. In addition to this, the majority (93%) of Enterprise Advisers surveyed in 2020 were ‘very satisfied’ or ‘satisfied’ with the support of their Enterprise Coordinator in delivering their Enterprise Adviser role.⁴¹

- 4.3** Over the two years between 2018 and 2020 interviews with Enterprise Advisers found examples of the flexibility of Enterprise Coordinators in linking up Enterprise Advisers with suitable schools and colleges, their responsiveness in pulling Enterprise Advisers out of schools and colleges where there was a lack of engagement and their attentiveness in moving Enterprise Advisers onto new schools and colleges where Enterprise Advisers and the school or college feel their goals have been achieved.

“Personalities play a huge part – make sure to understand the Enterprise Adviser, why they are doing it, and thinking whether they would be a good fit with a school and their team. Also consider what the school or college is looking for in their Enterprise Adviser and make sure to accommodate as much as possible.” Enterprise Coordinator, 2019

- 4.4** In a small number of cases matches do not develop successfully. In 2020, 4% of Careers Leaders in Careers Hubs, and 5% of Careers Leaders in the Network, reported that being matched to an unsuitable Enterprise Adviser was a barrier to their engagement with the Network and Careers Hubs. It is not always clear why these Careers Leaders deemed their Enterprise Adviser unsuitable. From interviews with Careers Leaders, those who had unsuccessful Enterprise Adviser relationships cited such reasons as being matched with an Adviser who did not have capacity to engage effectively; having different role expectations than their Adviser (usually as to whether these the work should be strategic or operational); and having Enterprise Advisers who lacked an understanding of education. These reflections were also mirrored in Enterprise Adviser interviews, where different expectations of the role between themselves and Careers Leaders, and a lack of Career Leader capacity to engage with the Adviser, were highlighted as two barriers to successful relationships. This reinforces the need for Enterprise Coordinators to be fully engaged with the needs of schools and colleges, and with the abilities and expectations of Enterprise Advisers, to overcome these barriers where they arise.

- 4.5** The capacity and ability of Careers Leaders makes a substantial difference as to how schools and colleges progress their careers agenda. A Careers Leader who has responsibility for the careers agenda as their sole, full-time role is considered by Enterprise Coordinators and Hub Leads as far more likely to make good progress in developing their school’s or college’s careers programme due to the time they have to focus on the work. Enterprise Coordinators also reported seeing a difference in the ability of Careers Leaders who had participated in the formal Careers Leader training funded by The Company. Improvements in strategic thinking,

⁴¹ [Enterprise Adviser survey 2020](#). 54% stated that they were very satisfied, and 39%, satisfied, with the support received from their Enterprise Coordinator to deliver on their role as Enterprise Adviser.

taking a long-term view on careers and seeing the fuller picture were observed as outcomes of the training by some Enterprise Coordinators amongst Careers Leaders in their areas.

- 4.6** Some Enterprise Coordinators also pointed out the benefits of Careers Leaders having time to engage in locally provided training and networking opportunities where they could build relationships with peers and support each other in what can be an isolated role within schools and colleges. As an example, one Enterprise Coordinator reported that, for newer or less confident Careers Leaders, hearing from trained and experienced Careers Leaders at these times and building relationships with them, was extremely helpful.
- 4.7** Hub Leads as strategic rather than operational roles were well placed to drive the progress of the Careers Hub. Hub Lead roles varied in their balance between strategic and operational delivery between areas. Where Hub Leads felt they could add value was in providing the strategic oversight on the Careers Hub activities by having a greater understanding of the work of other Careers Hubs, the local careers landscape and building relationships between local stakeholders. Hub Leads without the responsibilities for direct engagement with schools and colleges have time to engage with and share best practice and organise opportunities for the Careers Hub team and the wider Careers Leaders group to benefit from.

“In the short period of time schools have to get to those benchmarks, there needs to be someone who drives this forward. Someone who has a sound understanding of the patch. And someone who is involved in partnership working to get people to the table, whether it is heads or stakeholders. It’s about keeping the momentum going.” Hub Lead, 2019

Local leadership

Senior leadership teams in schools and colleges

- 4.8** Senior leadership team buy-in is critical for schools and colleges to make progress on their careers agenda. Having the interest and support of the senior leadership team empowers Careers Leaders, gives them greater influence amongst the wider staff body, and can lead to a greater allocation of time and resource to careers work.
- 4.9** Three quarters of Careers Leaders surveyed in 2020 did not have a senior position in the management structure yet few reported a lack of senior leadership support as a barrier to engaging in the Network or Careers Hubs⁴². Feedback from Careers Leaders and Hub Leads in



Schools that aren’t succeeding are ones that don’t have SLT buy in.



Careers Leader, 2019

⁴² School and College survey 2020. 74% were middle leaders, coordinators (without status of leader) or administrators, while 22% were senior leaders. Only 7% (again this is only 2% of the sample) stated that a lack of senior leadership support in their school/college was a barrier experienced in engaging with the Enterprise Adviser Network / Careers Hub.

interviews was clear on the benefits of senior leadership team buy-in. Examples given included: additional time gained on the curriculum for careers; access to the Governors (with opportunities to give presentations); integration of careers into wider school strategies; and greater understanding of the purpose and importance of careers work.

- 4.10** There have been improvements in levels of senior leadership engagement over the last few years. Since joining the Network or Careers Hubs, 57% of Careers Leaders surveyed (385 respondents) agreed or strongly agreed that their senior leadership team were more engaged with the careers programme⁴³. To illustrate this, one Hub Lead described how the local authority approached them to request a presentation for Governors on how they should be involved in careers strategy. This has led to Careers Leaders in the area reporting requests from senior leadership teams for information updates to share with Governors.

“When the Enterprise Adviser comes in for the first time, and the headteacher gets involved, it shows the school is backing it.” Careers Leader 2019

- 4.11** The surveyed Enterprise Coordinators most commonly engaged with their contacts within senior leadership teams on a monthly basis, rather than on a weekly basis as was the case in 2019⁴⁴. This was the same whether the school or college was in a Careers Hub or the wider Network. This may be due partly to the increased demand on Enterprise Coordinator capacity as more schools join the Network and Careers Hubs and partly because schools and colleges may need less support as they become more experienced delivering against the Gatsby Benchmarks.
- 4.12** Enterprise Advisers have had mixed experiences of engaging with school and college senior leadership teams. In 2020, 37% (278) of Enterprise Advisers felt their greatest challenge was a lack of prioritisation of careers by school and college leaders. This was an increase on the 21% (149) of Enterprise Advisers who reported this as a challenge in 2019. This may be because the battle is still to be won in newer schools, or because senior leaders may have viewed the appointment of Careers Leaders as according careers sufficient priority, or because other priorities (such as around examination performance) may have displaced careers programmes amongst members of senior leadership teams. This is clearly an ongoing area for work for the Enterprise Advisers working with schools, as well as for Enterprise Coordinators and Hub Leads in managing relationships with schools.
- 4.13** Nonetheless, a lack of senior interest can lead Enterprise Advisers to feel devalued in their role. To overcome this situation, a couple of Enterprise Advisers independently described how they coached their Careers Leaders, focusing on developing their influencing skills, to ‘sell’ the importance of the careers agenda in meetings with their senior leadership teams.

⁴³ **School and College survey 2020.** 18% strongly agreed, and 39% agreed that since being involved in the Enterprise Adviser Network or Careers Hub, the senior leadership team are more engaged with the careers programme.

⁴⁴ **Enterprise Coordinator surveys 2019 and 2020.** In 2019, 43% engaged with senior leaders within schools/ colleges weekly in their capacity as Enterprise Coordinator. In 2020, 42% engaged monthly.

Another Enterprise Adviser suggested headteachers should have more of a role in the Enterprise Adviser recruitment process, as senior leadership engagement has a direct reflection on the outcomes that can be achieved.

4.14 Using headteachers from Lead Schools has proved an effective way of engaging senior leadership in surrounding schools and colleges, according to interviewees. Some Careers Hubs with active Lead Schools have used these headteachers as ambassadors to maximise buy-in to the Careers Hub and as ambassadors to disseminate best careers practice. Individual headteachers are influential locally, raising the profile of careers through headteacher networks, academy trusts and LEP steering groups. They are able to go out and be ambassadors in the network, especially amongst other headteachers, as trusted and well-respected individuals with access to school and college senior leaders working at a strategic level.

“The lead college [principal]... is a powerful presence within that area. We have utilised that.

Hub Lead, 2020

4.15 Governors were identified as often being well-linked; where they are effectively linked into the careers agenda in schools, they have the potential to make links across the system and act as local ambassadors for careers. There may be scope for these governor relationships to be developed further.

Local leadership outside the education sector

4.16 Having an approach that suits the local Network or Careers Hub and strong leadership that is embedded locally is important in setting a clear strategic direction, enabling effective delivery and bringing together stakeholders.

4.17 The LEP is important in setting strategic direction, providing resources, training and strategic support, and aligning activity and messaging in both the Network and the Careers Hubs. Alignment with priorities identified in the Strategic Economic Plan was identified as supporting that activity. LEPs are able to provide resources such as labour market information, skills priority areas, sectoral foci and communications support, as well as governance for strategic direction and links to other local bodies. In Careers Hubs, strategic direction and support starts from the steering group, which should be engaged and varied to ensure that ‘every stakeholder is involved’ (Enterprise Coordinator, 2020). Where Careers Hubs are based in the LEP, Local Authorities also provide strategic support through the steering group.

“Don’t underestimate the role of the LEP

Careers Leader, 2019

Case Study – Capacity building by Lead Schools and Colleges

During the first year of Wave 1 Career Hubs the role of Lead Schools and Colleges in Careers Hubs was emerging, and it was thought that they offered the potential to be a key enabler of better careers provision in schools and colleges⁴⁵. This case study explores how their role has developed and looks at the support they offer to their peers and the wider network to develop career provision.

Lead Schools and Colleges can help each Careers Hub progress its network, and the evidence is that they **do this in different ways, depending on the reasons they were selected to undertake the role**. Hub Leads have exercised purposeful and deliberate choices to bring forward those organisations as Leads that will help them achieve their strategic priorities.

Some Careers Hubs picked Lead Schools/Colleges who were **experienced in careers and enterprise activity to act as a 'gold standard' to other schools**. Ways that Lead Schools/Colleges were said to help share expertise among the Careers Hub members included sharing resources, providing guidance on 'how to' adopt specific practices, sharing organisational structures, and mentoring or coaching other schools' Careers Leaders.

Some Lead Schools/Colleges **support innovation by trialling and testing new approaches before they are rolled out across the Careers Hub**. For instance, several Careers Hubs have asked their Lead Schools/Colleges to pilot Compass+ and provide CPD for other Careers Hub schools and colleges to ensure a smooth transition across the Careers Hub from Compass Classic and encourage schools to use it effectively.

Some Careers Hubs picked Lead Schools/Colleges that have **staff members who could connect them with wider networks**. Key examples were Headteacher Advisory Groups, Skills and Employment Panels or Education and Business forums. Others selected Leads based on the energy and commitment of their headteacher to provide 'forward thinking' and leadership, both within Careers Hub schools and across different educational groups.

Enablers to working with Lead Schools and/or Colleges

- Tailor the role of the Lead School to the needs of the Careers Hub. If there is more than one Lead School or College, their roles can be defined differently; they do not have to operate in the same way, and the Lead role can be moved between institutions.
- Clearly communicate the role of the Lead School(s)/College(s), both to the selected institutions and to other schools and colleges in the network.
- Encourage new Lead Schools to draw on the experience of existing Lead Schools, either through The Careers & Enterprise Company training opportunities, or through existing Careers Hub contacts.
- Allocate Lead School/College funding from the Careers Hub Fund so Lead Schools/Colleges can claim their extra time and expenses incurred.

⁴⁵ The Careers & Enterprise Company (2019) Careers Hubs: One Year On.
<https://www.careersandenterprise.co.uk/our-research/careers-hubs-one-year>

- 4.18** Being based within the LEP or Local Authority structures was also identified as enabling access to development and training opportunities for the delivery team (Hub Leads and Enterprise Coordinators) as well as for governors and headteachers. This is another way in which the importance of careers can be highlighted and allows for aligned messaging to be delivered across different local forums.
- 4.19** Key individuals act as ambassadors for careers and the Network and Careers Hub models locally, making links and raising the profile of careers across the system. As this is done informally, the individuals who take on this role were seen to vary, but key factors amongst these individuals seemed to be a passion for and buy-in to the importance of careers for the local area, having a strong local network and an engaging way of communicating their enthusiasm with different stakeholder groups. Individuals were also important in local leadership in order to build trust across the careers landscape, particularly as stakeholders might be wary of new approaches due to years of ‘initiative fatigue’ (Hub Lead, 2019).
- 4.20** In multiple areas, the Chief Executive of the LEP area was identified as being a key ambassador due to their buy-in to the initiative. In one case, the CEO of the LEP volunteered as an Enterprise Adviser, which was seen as helpful due to “giving us a voice in the LEP area and showing him what we are doing on the ground”, as well as clearly demonstrating the alignment with strategic priorities (Hub Lead, 2020). In another local area, the Head of Skills and Assistant Director of Operations were identified as being “great ambassadors” who would make links and raise the profile of work within the LEP area.
- 4.21** Within Careers Hubs, Hub Leads were also seen to take on this local ambassador role, with some particularly identified as being “a face for the LEP” area or a “figurehead” (Hub Leads, 2019). This was seen to result in increased buy-in from, and raised the profile of, careers within Local Authorities. It also resulted in links into wider strategic partnerships (such as STEM networks or CITB), the ability to align work with these groups, and enabled progression of conversations across stakeholder groups through leadership. Having a strong understanding of the local landscape and partnership working allowed Hub Leads to map the Careers Hub work against wider agendas across the LEP area, Local Authorities and partner boards. Certain, particularly strong Enterprise Coordinators might also take on aspects of this role, by networking online (through Twitter and LinkedIn) and in person through professional and personal circles.
- 4.22** Careers Hubs have increased cooperation and buy-in locally. Collaborative networks which were said to have existed in the past between schools in relation to careers have been re-established, meaning Careers Leaders felt they were no longer working in silos and instead felt connected and had a sense of belonging. Careers Hubs facilitated Careers Leaders meeting as groups of peers and enabled ownership through co-production and co-leadership (alongside the delivery teams). Careers Leaders shared resources developed for their own schools with each other, as well as Hub Leads providing signposting to high-quality resources available.

“...This is despite the fact that we are competing for [the same] students as our catchment areas overlap but we focus on the careers and the needs of young people and students and we thankfully leave that at the door.” Careers Leader, 2019

4.23 Not only do Careers Hubs bring Careers Leaders together, they also can bring together public authorities, private businesses, education providers and voluntary, community and social enterprises to work together on local priorities. One Enterprise Coordinator (2019) reported that this was dependent on good relationships between schools, Enterprise Advisers, Enterprise Coordinators, Hub Leads, LEPs and other local bodies, and the organisation and oversight from The Company, which provided digital technology and resources, helped schools co-ordinate efficiently and effectively and supported the local careers landscape to be more organised.

4.24 However, there were challenges in relation to local leadership:

- **Capacity at a strategic level** from LEPs, Local Authorities or Combined Authorities can pose challenges to setting the strategic direction, providing resources, training and strategic support, and aligning activity and messaging. LEPs vary significantly in size; where LEPs are small, capacity can be a barrier to providing strong local leadership.
- **The logistics of having multiple accountable bodies can pose challenges within Network and Careers Hub teams.** Enterprise Coordinators can be employed by different organisations (for instance, where Enterprise Coordinators are employed by each of the Local Authorities across a Network area) or on a matrix management basis, which causes logistical challenges of having different operating systems and accountable bodies and some duplication of activity. However, having clear strategic direction which aligns all parties (e.g. from the LEP) can help to tackle this issue.
- **Working within the ‘bureaucracy’** was reported as a minor issue of working within LEP and Local Authority systems, for instance by causing delays to receiving funding when the Network was established. However, it appeared that over time, this had become more manageable, perhaps as Network and Careers Hub teams had become more familiar with systems and the benefits of sitting within local structures and being able to align with multiple agendas.
- **Transition periods where the operating environment was unstable** had caused challenges for certain areas. For instance, where there were gaps in provision between changes to contracts, this had affected Enterprise Coordinator capacity and subsequently Enterprise Adviser and Careers Leader support. Ensuring effective plans were in place for managing any necessary transition periods between The Company and local leadership could help to provide stability at a local level and sustain good practice being delivered on the ground.

The role of The Company

- 4.25** The Company plays a central role in providing key resources which support the Networks and Careers Hubs to work effectively, informed by its regional and national overview. Resources which make a difference in effectiveness and delivering impact include the Regional Lead role, Compass and Compass+, resources and research developed and shared by The Company and virtual wallets⁴⁶.
- 4.26** Regional Leads are seen as supportive, helpful and beneficial to the Hub Lead role, based on consultations with Hub Leads in 2019 and 2020. The value of this role came from providing guidance on the national position, national resources and a wider expertise, balanced alongside a regional perspective and understanding of how to align this with local messaging. Additionally, Regional Leads facilitated a professional network between Hub Leads across the region in order to share learning and experiences. Hub Leads appreciated this role providing a mechanism to feed back into The Company, based on a relationship underpinned by “mutual trust”.

“The support we get from The Company Regional Lead is really impressive, we couldn’t ask for anything more – it is a critically important role which gives the team reassurance, energy, ideas and a sounding board. This provides the foundation and breadth of support which has enabled the Careers Hub to make the progress it has – in how careers is viewed in [LEP area] across all key stakeholders.” Hub Lead, 2020

Digital resources

- 4.27** Most Careers Leaders in secondary schools gave positive feedback about the Compass tool, and those in colleges and special schools responded positively once they had received their own Compass tool, tailored to their educational context⁴⁷. The tool was considered by Careers Leaders to be important for tracking progress and identifying gaps in benchmark achievements. It was also considered useful for sharing with senior leadership and wider colleagues to engage staff in how they could contribute to the careers agenda.

“Compass has been a great tool. The way that I sometimes describe it, Maths have a syllabus, which gives direction... Compass is also the syllabus for careers. We have been given a framework to hang it on.”

Careers Leader, 2019

- 4.28** Most Careers Leaders who were interviewed and were using Compass already were in the process of upgrading to Compass+ at the time of the research, with this process having been delayed due to the impact of COVID-19.

⁴⁶ Virtual wallets are a funding allocation mechanism which gives schools and colleges control over commissioning, by enabling them to choose from a range of careers activity providers approved by The Careers & Enterprise Company.

⁴⁷ Compass for Special Schools was launched in January 2020.

4.29 Negative responses towards Compass or Compass+ were mostly related to experiences of IT problems during the initial sign up and/or upgrade process and experiences of poor communication when trying to resolve these issues. Where schools have chosen not to use Compass+, reasons for this include already using a similar software such as Grofar; concerns over GDPR issues; and concerns over administration capacity.

4.30 The use of Tracker was not widespread among Careers Leaders and the value of this was questioned, with many using alternative software or approaches to track their careers activities. Some Careers Leaders also noted they would wait for the revised Compass+ (which integrates the Tracker) to start using it.

4.31 Resources and research have strengthened the impact of the Network and Careers Hubs, as reported by all stakeholder groups consulted with. The Company's role is to both develop resources and deliver research which has an impact nationally, and to disseminate learning and best practice based on this and external resources and resources. The Company oversight and organisation in this process helps schools and colleges to coordinate more effectively and efficiently as it can minimise time spent sifting through online material and signpost clearly the highest quality and most relevant information contextually. Careers Hubs disseminate information on learning and best practice and provide access to any resources developed to the wider Network.

“The wider research published by The Company is really helpful in pulling together the evidence and the context.”



Enterprise Coordinator, 2020

4.32 Examples of resources which have been reported as beneficial by Enterprise Coordinators include Benchmark 1 resources, which have “made the careers and enterprise plans and strategies of schools much stronger” (Enterprise Coordinator, 2020), and resources around interpreting Compass, which have improved consistency and quality of reporting progress. Resources that have been developed in response to feedback from stakeholders “on the ground” were highlighted as particularly useful.⁴⁸

4.33 In order to increase the impact of Company resources and research further, stakeholders recommended a national, online resource bank and system of disseminating which ensures the number of resources is not “overwhelming”. A national bank of resources, including best practice examples around each benchmark and case studies developed by Careers Hubs, would provide a collective way of sharing resources, increase connectivity and collaboration across regions and could be accessible to more stakeholders (including Skills Leads and

⁴⁸ Recent additions to resources include the [Careers in Context 2020: Can Do Guide for Employers, My Week of Work](#), an online interactive week of employer engagement delivered in June, and [My Choices](#), transition support for summer 2020.

Enterprise Advisers). This could also accelerate progress through wider and more efficient sharing of best practice nationally across the whole system. An online resource directory has been launched by The Company in September 2020.

The Company launched an online resource directory⁴⁹ in September 2020, which is a standalone website linked to The Company's website. This includes resources from the Network, providers that The Company work with, and employers that have been quality assured for Careers Leaders (and other stakeholders within the Network) to access. The directory is organised against the eight Gatsby Benchmarks, and includes search and filter functions so that users can easily access resources for a specific benchmark, key stage or audience. There are also specific sections e.g. for SEND or employers, and access to training resources developed by The Company.

- 4.34** Virtual wallets were reported to work well where Enterprise Coordinators played an active role in the process, for example by hosting events for Careers Leaders to meet providers and understand the offers, followed by individual conversations between Enterprise Coordinators and Careers Leaders to discuss which options would fill in Compass gaps and provide long-term sustainability. However, the sustainability of virtual wallets in making progress towards the Gatsby Benchmarks was questioned. Additionally, there was mixed feedback about the suitability of offers available from providers at a local level (for instance, with offers visible to schools where providers don't operate within that local area) and the quality of some offers, which has been difficult to manage locally. Several Careers Leaders called for the inclusion of personal guidance within the use of virtual wallets; however, it was acknowledged that this option would not support sustainability of provision.
- 4.35** The use of digital resources, including Compass(+) and technology as a mechanism for communication, has and will continue to become increasingly more important in a post-COVID-19 world, as explored further in the 'Digital approaches to career guidance' case study.

⁴⁹ <https://resources.careersandenterprise.co.uk/>

Case Study – Digital approaches to career guidance

Careers practitioners have been using digital technologies to support their work for many years and the Network and Careers Hubs have always sought to optimise school and college use of digital resources. Digital technologies can be used for a range of different purposes to support good career guidance. This includes digital data management tools. The use of Compass and COMPASS+ to capture school and pupil level data has been part of The Company's delivery mission for some time, to ensure evidence-informed careers planning. These digital tools provide data-driven intelligence to identify gaps and plan personalised career guidance. Nationally, The Company use Compass data to design training and masterclasses to address gaps and drive improvements. Hubs have been at the forefront of adopting Compass+ and have continued to bring schools onboard from September 2019 and through summer 2020.

COVID-19 has encouraged practitioners to rethink how they use digital resources as part of their careers plans, how to tailor them to new circumstances and how to adapt to new ways of communication. These new circumstances have created difficulties, but they have also accelerated some positive behaviour changes.

Remote delivery activity has included webinars and videos of employer-led content shared with students; virtual work experience or internships; virtual workplaces tours followed by Q&A sessions; virtual employability skills workshops; and virtual taster days for Further / Higher Education institutions. The Network and Hubs have been helping to **curate and manage digital careers content** to enable schools and colleges to find resources that help them deliver their priorities.

Digital tools have been used to communicate within schools and colleges, between schools and wider networks and as part of peer learning or professional development groups, and has reduced the need for travel, particularly in rural or larger areas. It is **highly likely that video conferencing will continue to be used in future** to support the business of the Network; at least in a blended model. Many stakeholders, in particular Careers Leaders, have attended **well received online training**. Hubs have also used digital technology to replace, extend or enhance training opportunities, for example developing tailored online induction and training processes on Careers Leaders.

Emerging best practice in use of digital technology

Digital technology and virtual provision will continue to be relevant in a post-COVID-19 context. Stakeholders should work to position themselves to capitalise on the emerging opportunities for careers provision by:

- Curating and centralising resources and opportunities
- Future proofing digital provision by investing in resources
- Using digital technology to access student-level data and shape careers guidance
- Sharing best practice around emerging virtual employer encounters and work experience, particularly as it applies to meeting benchmarks
- Ensuring safeguarding policies are in place
- Harness the convenience of digital communication whilst ensuring accessibility for all student groups.

5. What next?

Summary

- Future growth of the Network and Hubs is planned for 2020/21. All schools and colleges in England have been offered a place in the Network and a third wave of Careers Hubs extended Hub coverage from September 2020.
- Dedicated resource will be required for the Network and Careers Hubs to manage relationships, coordinate activity nationally and take on board new stakeholders; the model is not in a position to be self-sustaining in the near future.
- Structural challenges (in relation to time constraints, different cultures and ways of working, and local factors) endure, but delivering and sharing good practice across the Network can help to overcome these.
- The impact of COVID-19 on the education, business and careers landscapes offers many opportunities for the Network and Careers Hubs to benefit from, as well as significant challenges which must be addressed and continually reviewed moving forward.

Introduction

- 5.1** The findings presented in this report in relation to the successes delivered through the Network and Careers Hub models and the factors enabling these, highlight a number of opportunities to further develop delivery of the Network. Alongside this, a number of current and anticipated challenges must be considered and addressed in order to continue with effective delivery and growth of the model.

Reach

- 5.2** The reach of the Network and Careers Hubs has increased rapidly since their launch in 2015 and 2018 respectively, demonstrating the continual development in delivery. As of August 2020, 77% of all state-funded establishments were within the Network (3,865). Future growth is planned. For 2020/21, all schools and colleges in England have been offered a place in the Network. From September 2020, a third wave of Careers Hubs will extend coverage to more than 2,200 schools and colleges (adding 943 schools/colleges to existing coverage), with 12 regions where all schools and colleges will be covered by a Careers Hub. This expansion will test the scale-up of the Careers Hub model, delivering local, tailored support informed by local skills needs and job markets.
- 5.3** However, there is still a way to go in ensuring all young people benefit from a high-quality careers and enterprise education and the benefits that being part of the Network and Careers Hubs bring. Not all schools and colleges are yet within the Network, and of those education

establishments signed up to the Network in July 2020, 22% were not yet matched to an Enterprise Adviser⁵⁰. Even where a match is made, there will be cases where the school / college's relationship with the Enterprise Adviser does not work out; there was evidence that this was monitored and that institutions and Enterprise Advisers were re-matched in such circumstances. Access to the other benefits which the Network and Careers Hub model provide, including sharing of best practice amongst careers professionals, accredited training and high quality resources, should be available to all schools and colleges. The expansion of the Network will support this, and The Company should continue to engage with LEP areas to ensure that as many young people as possible, and particularly those from disadvantaged backgrounds, benefit from the offer.

Sustainability

- 5.4** Careers Hubs and Networks require dedicated resource to manage relationships and onboard new stakeholders in order to function. Within Networks, Enterprise Coordinators were funded by The Company to recruit Enterprise Advisers and link them to professionals within school and college settings. As set out in Chapter Two, this is a skilled and involved role. Building relationships between schools and new businesses is time consuming, as confirmed by Enterprise Adviser consultations. Careers Hubs have had additional resource to dedicate to managing relationships, each having a Hub Lead to engage local stakeholders and coordinate joint working.
- 5.5** This dedicated coordination and relationship management resource is likely to be an ongoing requirement to upkeep the Network and Careers Hubs, as staff churn within schools, colleges, LEPs, Local Authorities and other organisations involved is inevitable. In the 2020 Careers Leaders Survey conducted by SQW, 83% (560 respondents) said they would recommend, or had already recommended the Network / Careers Hub to another school/college⁵¹. Additionally, 85% of matched Enterprise Advisers surveyed in 2020 intended to continue their role, which was encouraging but also meant that additional Enterprise Advisers would have to be recruited in order to maintain the current level, notwithstanding the additional resource required for planned future growth in the reach of the Network and Hubs. This coordination and relationship management resource is fundamental if networks are to grow, as this would require responsive recruitment, matching, and relationship maintenance of schools, colleges, businesses and other local stakeholders.

Structural challenges endure

- 5.6** There are fundamental challenges with connecting schools and colleges to businesses. These centre around the time constraints and competing priorities within schools, colleges and

⁵⁰ Given the current situation and impact of COVID-19, this is to be expected.

⁵¹ **School and College survey 2020**. 42% stated they have already recommended the Enterprise Adviser Network / Careers Hub to another school/college, and 40% stated they plan to do so.

businesses, their different working cultures and practices, and the challenges posed by the differing levels of business leader availability in different geographies.

5.7 While there are no silver bullets, Careers Hubs and Networks have demonstrated that good practice can help to overcome these challenges. Where Careers Leaders are skilled, supported and respected, they are more empowered to find ways around challenges as they arise. Where there are strong networks of different local stakeholders, people are able to share expertise, resources and contacts, which can help individuals tackle the challenges highlighted above. The fact that Networks and Careers Hubs are structured by geography enables stakeholders to adapt activity to local challenges.

5.8 To outline the structural challenges in more detail:

- **Schools and colleges face time pressures which can make it difficult to engage fully with the Network or Careers Hubs**, as reported by Careers Leaders in the 2019 and 2020 surveys⁵². This is also reflected in the Enterprise Adviser surveys, where 41% reported in 2019, and 28% in 2020, that challenges engaging staff in school or college is an issue. Careers Leaders often have other roles and limited time to spend on careers.
- **This includes senior leaders, who cannot always prioritise careers within schools.** In 2019, 21% of Enterprise Advisers responding to the survey said there was a lack of prioritisation by the school or college leaders with 35% reporting this in 2020.
- **Employers also face time pressures that can inhibit them from engaging with schools.** Some Enterprise Advisers flagged the point that it can be difficult to take time off their job to commit to working with schools, with 30% of survey respondents reporting this in 2019 though encouragingly fewer (19%) in 2020.
- **Some employers are more willing to engage with schools and colleges than others.** Some 2020 Enterprise Adviser interviewees highlighted the fact that getting these less-willing employers involved in activities with young people is challenging, but is valuable as young people would be exposed to greater variety of businesses and sectors.
- **Schools and colleges often have different cultures and ways of working to businesses.** As reported by Enterprise Advisers in the 2019 and 2020 consultations, employers tend to make firm arrangements in advance to fit around their busy schedules, and schools and colleges often have to change or rearrange plans on the day to accommodate developments (such as staff cover needs or off-site department activities that reduce numbers of available students) within the school. This can lead to a breakdown in relationships between schools and employers if not managed properly.
- **The unique context of local areas can pose challenges.** Some schools are situated in rural areas, with few local employers on whom to draw. Others are situated in areas with

⁵² **School and College surveys 2019 and 2020.** In 2019, 52% stated that a lack of time within the school/ college was a barrier their school/ college experienced in engaging with the Enterprise Adviser Network/ Careers Hub. In 2020 this was 47%.

one dominant industry, which may make it harder to expose young people to a range of diverse industrial sectors.

- **The impact of COVID-19 has led to additional pressures on schools, colleges and businesses.** This may affect their ability to engage in the Network and Careers Hubs. Indeed, 91% of Careers Leaders surveyed in 2020 said that COVID-19 is likely to have a negative effect on encounters with employers and employees for young people in the summer term. The full impact of the pandemic on the Network and Careers Hubs is yet to be seen.

Opportunities and challenges over the next phase

- 5.9** Policy backing for the Careers Hub model was delivered in the 2019 Augar review, which recommended:

“The careers strategy should be rolled out nationally so that every secondary school is able to be part of a Careers Hub, that training is available to all Careers Leaders and that more young people have access to meaningful careers activities and encounters with employers.”⁵³

Review of Post-18 Education and Funding, May 2019

- 5.10** Funding for Wave 3 Careers Hubs is evidence of government support for the model and recognition of the successes which Careers Hubs have delivered through the first two years of operation and development.
- 5.11** Support for the wider work of The Company and the Network is evident in findings from an Edge Foundation survey conducted in August 2020⁵⁴. This emphasised the importance of education being relevant to the real world and focused on giving young people the tools and skills they will need in their career. A call for education to be inspired by real world issues and civic engagement was voiced by young people, parents/carers and teachers alike.
- 5.12** Furthermore, an inquiry conducted by the All-Party Parliamentary Group for Youth Employment⁵⁵ in 2019 demonstrated clear support from employers for the youth employment agenda and government policy in this area, as employers consider their own skill and workforce development needs, the challenges of an ageing workforce and the impact of Brexit on recruitment and staffing. A joined-up, long term strategy for youth services and

⁵³Augar, P. (May 2019). *Independent Panel Report to the Review of Post-18 Education and Funding*. p.56 Available at: <https://www.gov.uk/government/publications/post-18-review-of-education-and-funding-independent-panel-report>

⁵⁴ The Edge Foundation (August 2020) ‘Edge survey finds three quarters of 14-19 year olds want their education to be relevant, giving them the tools and skills they will need in their career’. Available at: <https://www.edge.co.uk/news/edge-news/edge-survey-finds-three-quarters-of-14-19-year-olds-want-their-education-to-be>

⁵⁵ All-Party Parliamentary Group for Youth Employment (April 2019). *Employer support for youth employment*. Available at: <https://www.youthemployment.org.uk/dev/wp-content/uploads/2019/04/APPG-Series-5-Inquiry-Employer-support-for-youth-employment-DRAFT.pdf>

employment was recommended which should incorporate the ‘excellent work’ The Company is leading to provide a strategic link between employers and educators.

- 5.13** Despite strong policy backing for careers and enterprise provision in schools (and the expansion of the Network and Careers Hub models), schools and colleges continue to face significant challenges in providing high quality careers provision. Resources are constrained in the education sector and there is no ring-fenced careers fund for schools and colleges. Consequently, according to a 2019 Careers England survey, only 10% of headteachers and careers professionals reported that they had adequate funding⁵⁶. This is of heightened importance given the impact of COVID-19, with the economic and educational impact having the potential to cause long-term damage to the career (and life) prospects of young people and widen social inequalities. Furthermore, challenges with employer engagement are likely to be posed due to the economic pressures caused by COVID-19 but also the limitations of support and delivery due to social distancing.
- 5.14** However, there are many opportunities arising, partly in response to the social and economic implications of COVID-19. The profile of careers and enterprise education and understanding of its importance to the future workforce is rising within the education sector and more widely, which provides an opportunity to galvanise support for young people and their futures through the Network and Careers Hub model. Positivity and support for the careers agenda in the school workforce, including at a senior leadership level, is evident, as evident in surveys conducted through this research. Ninety two percent of Careers Leaders reported that careers provision had improved in their school/college since the Government’s 2017 Careers Strategy, and 93% felt positively about the future of careers provision in their school/college⁵⁷. Over half (57%) felt that the senior leadership team were more engaged with the careers programme since being involved in the Network or Careers Hub⁵⁸.
- 5.15** The Network and Careers Hub models are providing support which will continue to benefit the development of careers provision in several ways if activities are sustained and progressed. The Gatsby Benchmarks must continue to be embedded in school and college practice; over 85% of schools/colleges tracking progress using Compass suggests this is well-established but there is room for continued growth and support from The Company. A network of inspiring and engaging Enterprise Advisers are bringing energy and perspective into schools and colleges which has benefitted careers provision; continuing to recruit and support Enterprise Advisers will grow and develop this network. Professional development for Careers Leaders through the Network has had a positive impact; there will always be

⁵⁶ Careers England (November 2019) ‘Nine out of ten schools have insufficient funding for careers advice’. Available at: <https://www.careersengland.org.uk/2019/11/11/nine-out-of-ten-schools-have-insufficient-funding-for-careers-advice/>

⁵⁷ [School and College survey 2020](#). 51% strongly agreed, and 40% agreed, that careers provision in their school has improved since the government’s 2017 Careers Strategy. 56% strongly agreed, and 37% agreed, that they feel positive about the future of careers provision in their school.

⁵⁸ [School and College survey 2020](#). 18% strongly agreed and 39% agreed that since being involved in the Enterprise Adviser Network or Careers Hub, the senior leadership team are more engaged with the careers programme.

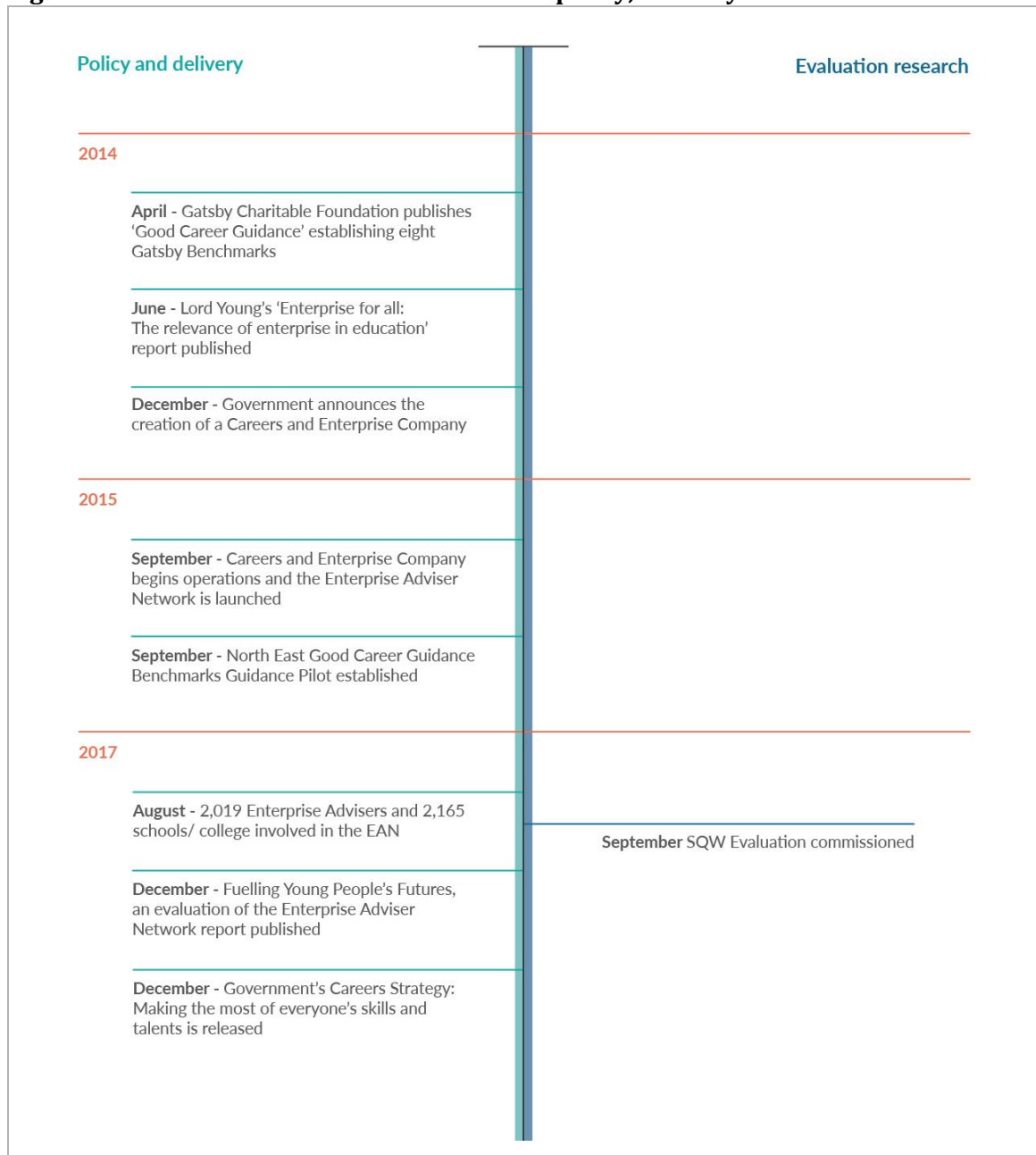
churn in the sector and having a well-trained, networked and valued Careers Leader community must continue to remain a priority.

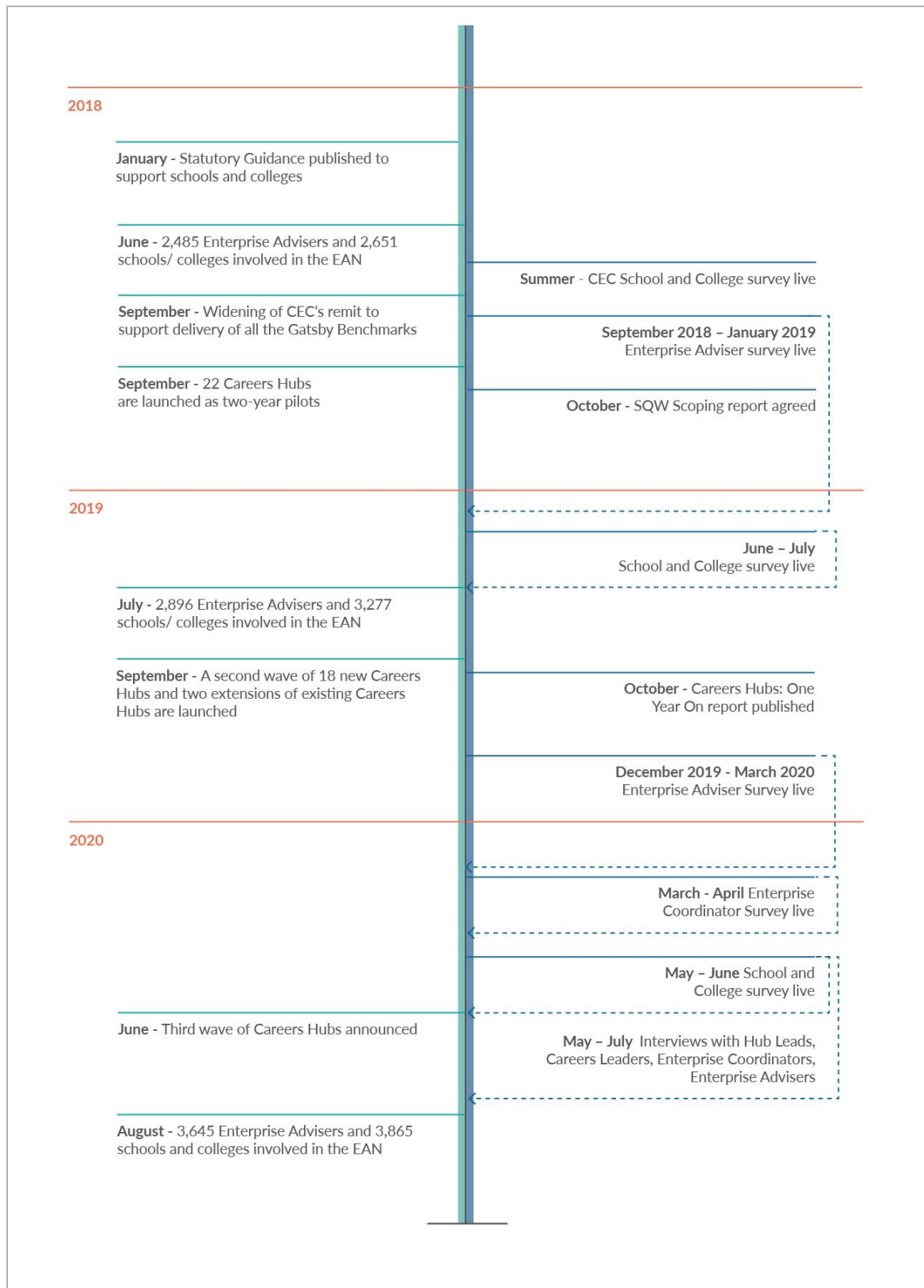
- 5.16** The resources The Company provides the Network are valued and well-embedded and plans for the continued development of these are already in place, which must continue. By August 2020, 86% of state-funded establishments had engaged with Compass since its establishment (and 77% in the last academic year 2019/20). Over 1,000 schools/colleges have now upgraded to Compass+, demonstrating the shift towards using student level data to address needs and measure impact and the demand for this evaluative tool to support this. Continuing to use data intelligently, and supporting schools and colleges in order to do so through the Network and Careers Hub, will need to remain a priority focus for The Company. Destinations data remains a particular challenge, with The Company commissioning a project to map the challenges and good practice around destinations data sharing between schools, colleges and local authorities across England.⁵⁹ The growth of the Cornerstone Employer initiative will provide employer ambassadors at a local level to support employer engagement in education during a challenging period of economic recovery.
- 5.17** Finally, as young people and the school workforce return to schools in September 2020 following school closures, and the education sector and businesses continue to adapt to the new realities of a COVID-19 society, learning from the delivery of support through the Network and Careers Hubs in March to September 2020 should continue to be reflected on and implemented to keep what has worked well and continue to improve and adapt to suit the needs of young people and the future of society.

⁵⁹ The purpose of the project is to identify opportunities for The Company and others to support school Careers Leaders to track the destinations of students for the 3 years after they complete Year in line with Gatsby Benchmark 3. The project methodology involves engagement with local authorities, schools and post-16 providers.

Annex A: EAN and Careers Hubs timeline

Figure A-1: EAN and Careers Hubs timeline of policy, delivery and evaluation





Source: The Careers & Enterprise Company, 2020

Annex B: Evaluation method

Evaluation Approach

- B.1** SQW conducted an evaluation of the Enterprise Adviser Network over a three-year period from September 2017 to September 2020. This evaluation followed on from initial work undertaken by Pye Tait on behalf of The Company⁶⁰. SQW worked with The Careers & Enterprise Company to revise the research instruments used in the previous evaluation to ensure that change could be captured over time. SQW also revised the instruments to capture evidence of process and early impacts of the Network over the following three years.
- B.2** The overall aim of the study was to evaluate the effectiveness of the Enterprise Adviser Network which involved establishing a series of formative insights in to:
- Process – the ways in which the Network has supported schools and colleges in developing their careers provision in line with the Gatsby Benchmarks, captured primarily through surveys and interviews
 - Areas of impact – such as improvements in the interface between schools and colleges and employers at the local level (for example levels of engagement in the Network by schools colleges and local businesses) and progress in the development of stable and inclusive careers programmes in schools and colleges as summarised by the achievement Gatsby Benchmarks (captured in Compass and Compass+)
 - Value for money – exploring the effectiveness of the investment of public money that has been made in the Network. It was anticipated that the investment of centralised and local support by the Network, and subsequently by Careers Hubs, would mean that schools and colleges involved in the Network would make more progress against the Gatsby Benchmarks than non-Network institutions.
- B.3** A formative approach to the evaluation was taken because, in 2017, the Network was still in a relatively early stage of delivery, with different approaches and models of delivery emerging as the programme was rolled out across England. Careers Hubs, for instance (which were central to the government’s 2017 Careers Strategy),⁶¹ were launched in the Network in 2018. The research approach meant the evaluation could adapt to changing circumstances, identify areas of effective practice and, where improvements were being suggested, feed them back to advance the programme’s implementation. While the evaluation explored some impacts of the Network (on employer links to schools and colleges and institutions’ progress through the Gatsby Benchmarks, for example), the evaluation was not intended to assess the direct impact

⁶⁰ The Careers & Enterprise Company (2017) *Fuelling Young People’s Futures; An Evaluation of The Careers & Enterprise Company’s Enterprise Adviser Network 2015-2017* by Pye Tait Consulting

⁶¹ Department for Education (2017) *Careers strategy: making the most of everyone’s skills and talents*. [Online] Available: <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

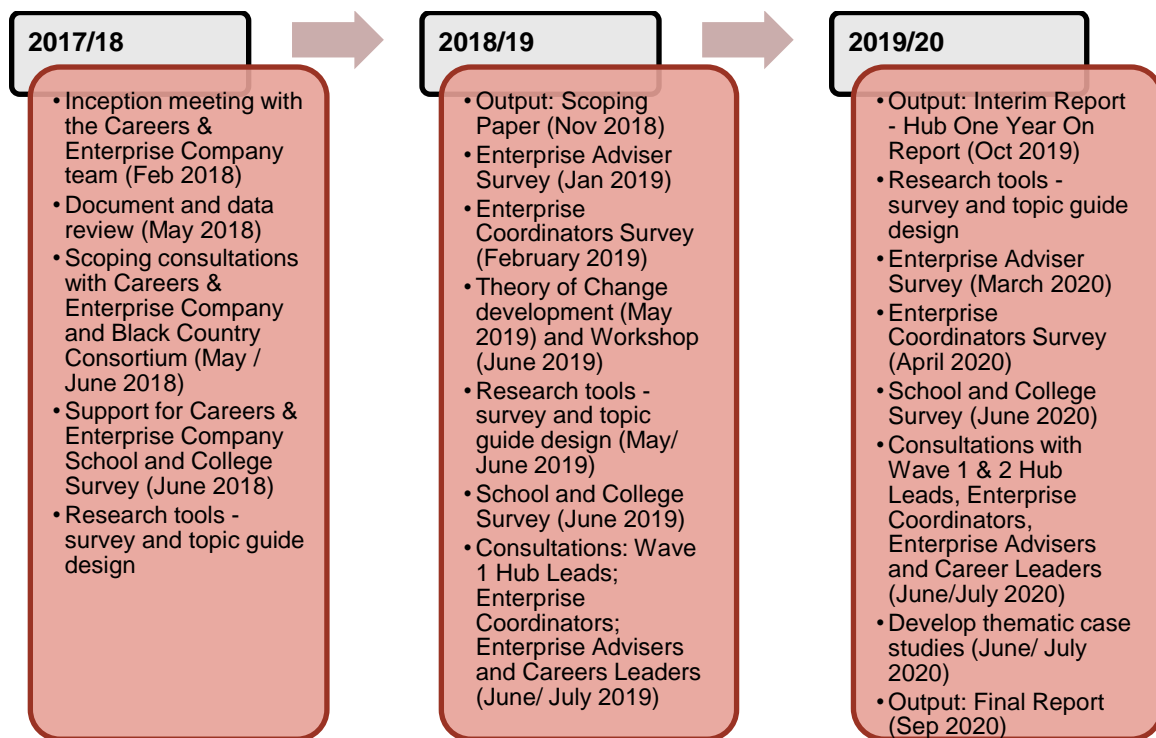
of the EAN and Careers Hubs on young people's decision-making⁶² or careers education, nor make recommendations regarding the continuation of the programme.

B.4 Throughout the contract, SQW worked collaboratively with The Careers & Enterprise Company. A proportionate approach was taken to the fieldwork, which offered value for money and recognised the evolving size and nature of the programme. Each stage of the evaluation fieldwork was discussed with The Careers & Enterprise Company and informed by their input, including but not limited to sampling strategies, survey tools, contact approaches and interview questions. These were agreed and revised where required. The report outputs were also informed by The Careers & Enterprise Company, who had input on the report content and structure, and finalised the design.

Evaluation Process

B.5 The evaluation process was structured to follow the academic years between September 2017 and September 2020 to ensure fieldwork phases coincided with participant availability in school term time. Figure B-1 illustrates the key milestones of the evaluation over each of the three years.

Figure B-1: Evaluation activity in each academic year



Source: SQW

B.6 Several published outputs have been released during this period using a co-production approach between SQW and The Careers & Enterprise Company. For example, survey results

⁶² Enterprise Coordinators and Enterprise Advisers work with schools and colleges, but not directly with young people.

have been generated, analysed and anonymised by SQW and then used by The Careers & Enterprise Company to generate reports.

- B.7** The SQW project team took part in a series of moderation meetings to discuss the emerging findings from the fieldwork and surveys and provided updates to The Careers & Enterprise Company.

Research Questions

- B.8** Table B-1 sets out the initial research questions which were developed through the scoping consultations and were used to inform the research tool design process over the three-year period.

Table B-1: Research questions identified for the evaluation by scoping consultees

Stakeholder group	Research Questions	Data collection source
Schools and colleges	<p>What were their expectations of the Network? To what extent are these being met?</p> <p>How satisfied are CLs with their EA? What is going well / less well?</p>	<p>Interviews – Careers Leaders</p> <p>Survey – Careers Leaders</p>
Enterprise Advisers	<p>What were their expectations of the support, resources and services they would have access to as volunteers?</p> <p>Are they satisfied with their relationship with the school / college they have been matched to, including the level and timing of school engagement?</p> <p>Are there any frustrations?</p> <p>Do they think it is a worthwhile experience? What have been the main benefits to them from the experience?</p> <p>Would they recommend it and, if so, how would they sell it to others?</p> <p>For those who have left (especially within the first year) – what were the reasons? Was this due to other commitments or were they unsatisfied with the experience?</p>	<p>Interviews – Enterprise Advisers</p> <p>Survey – Enterprise Advisers</p>
LEPs	<p>What additional support and exposure to the Network and wider Company might be appreciated?</p> <p>How to ensure local tailoring of the Network given the size of geographical areas that LEPs cover?</p> <p>How is working through the LEPs enabling The Company to delivery local impact?</p> <p>How is the governance around the Network working locally?</p>	<p>Interviews – LEPs</p>

Stakeholder group	Research Questions	Data collection source
	To what extent is the Network contributing to their priorities?	
DfE	How do they find working with The Company as a delivery partner?	Interviews – Department for Education

Source: SQW scoping report November 2018

- B.9** In 2019 The Careers & Enterprise Company asked SQW to refocus the evaluation research to incorporate the newly developed Careers Hubs within the Enterprise Adviser Network. An additional set of research questions were developed specific to the Hubs that informed the development of all subsequent research tools (see Table B-2). Questions in italics are those that The Careers & Enterprise Company posed, which The Company expected to be able to answer through the analysis of The Careers & Enterprise Company-sourced data.

Table B-2: Additional research questions relevant to the Career Hubs

Research questions	Data collection source
What is the theory of change for Hubs?	CEC / SQW Theory of change development and workshop (June 2019)
What are the inputs and activities (funding, staffing, structures, activities, other resources, costs)? How do resources vary across Hubs?	Theory of change CEC Annual self-completion surveys
What are the expected outputs of Hubs (intensity of EC support, GB performance, EA support, intensity of engagement with HE, FE, employers, higher level of retention of EAs/ECs, training/networks, investment in providers)?	Theory of change CEC Annual self-completion surveys
How are these outputs expected to lead to improvements in young people's personal attributes and destinations?	Theory of change
What are the moderating factors? i.e., what is important in the context for supporting or undermining those links to outcomes?	Theory of change
Does the evidence from the evaluation support the TOC and what adaptations are needed to Hubs to improve performance?	All interviews All surveys
What is the impact of Hubs on careers provision in schools and colleges?	Interviews - Hub Leads; Careers Leaders; Enterprise Coordinators; Enterprise Advisers Survey – Careers Leaders
<i>How do schools and colleges in Hubs compare to schools/colleges outside of Hubs on GBs?</i>	CEC Monitoring Data
<i>How does the performance of schools and colleges on GB in Hubs compare to <u>similar</u> schools/colleges outside of Hubs? (Similar in terms of the characteristics that were associated with GB performance in SOTN 18 to make sure there is no conflation of the influence of Hubs with other characteristics)</i>	CEC Monitoring Data

Research questions	Data collection source
<i>How does the progress of schools and colleges in Hubs compare to (similar) schools/colleges outside of Hubs? (To compare like with like, take start point into account and take July 18 as the baseline.)</i>	CEC Monitoring Data
How do Hubs support individual Gatsby BM improvement, including collecting and using destinations data and employer encounters?	Interviews – Hub Leads; Enterprise Coordinators
What are the success factors for Hubs?	Interviews – Hub Leads; Enterprise Coordinators
<i>What are the characteristics associated with the better and worse performing Hubs?</i>	CEC Monitoring Data
<i>Are Hubs more beneficial for poorer performing / more challenged schools/colleges?</i>	CEC Monitoring Data
Is the investment in training Careers Leaders a route for Hubs achieving success?	Interviews – Hub Leads; Careers Leaders; Enterprise Coordinators
What are the governance structures of successful Hubs and how do these lead to success?	Interviews – Hub Leads; Enterprise Coordinators
Are there models or elements of practice that are less successful?	Interviews – Hub Leads; Enterprise Coordinators
What is the unique contribution of Hub leads that adds value?	Interviews – Hub Leads
<i>How are schools addressing the challenges around destinations data?</i>	CEC Monitoring Data
Investment in providers, Cornerstone Employers.	Interviews – Hub Leads; Enterprise Coordinators; Careers Leaders
<i>How does the local labour market and geographical context shape the success of Hubs?</i>	CEC Monitoring Data
What adaptations are needed to improve the effectiveness of Hubs? Resources, governance structure, Hubs lead training/experience/qualifications, strategic support, CEC support, LEP support.	Interviews – Hub Leads; Enterprise Coordinators; Careers Leaders Survey – Enterprise Coordinators; Careers Leaders
<i>What is the reach of Hubs?</i>	CEC Monitoring Data
<i>How many young people are encompassed by Hubs?</i>	CEC Monitoring Data
How well are schools and Career Leaders supported in Hubs?	Interviews – Careers Leaders Survey – Careers Leaders
How many EAs are engaged, matched, trained? How does this compare to areas not in Hubs?	Interviews – Enterprise Advisers Survey – Enterprise Advisers
What evidence is there of spillover effects from Hub areas to non-Hub areas?	Interviews – Hub Leads; Enterprise Coordinators;

Research questions	Data collection source
<i>How many of the 710 schools and colleges have actively engaged with the Hubs?</i>	CEC Monitoring Data
What is the take-up of CL training?	Interviews – Careers Leaders Survey – Careers Leaders

Source: SQW EAN/Hub Research Tools report June 2019

Quantitative Research

Surveys

B.10 Between September 2018 and June 2020, seven national surveys were conducted to inform the evaluation. Table B-3 summarises the individual surveys that were conducted over this period, detailing their timescales, distribution method, population reached, responses received and how the results were used.

B.11 Once each survey was closed, SQW downloaded, cleaned and analysed the responses using Excel and SPSS. The following steps were taken to clean the data in excel:

- For complete data sets: the team checked for duplicates based on (if provided), IP address, length of time in role, type of contract (full time/part time) and LEP. Any potential duplicates were labelled "unsure" to indicate that further investigation was required. This further investigation involved comparing the possible duplicate responses across a range of different questions. Where responses were similar/the same, the most recent one was included in the analysis and the older one excluded. Where the responses were discernibly different, it was assumed that they came from different people and both responses were included in any analysis.
- For partial data sets: any responses that had no data were excluded. The IP addresses of remaining responses were compared with the IP addresses of complete responses to see if there were any duplicates. In the instance that there were duplicates and the responses matched, the partial response was excluded from any analysis. Where the IP addresses matched but the responses were different, the partial responses were included in the analysis if they contained good levels of data. If the IP address of a partial response was unique, and the survey was complete with good levels of data, it was included in any analysis. If there were incomplete or patchy responses, the response was excluded from any analysis.

B.12 After the data was cleaned it was transferred to the statistical analysis programme SPSS for analysis, which was used to produce any frequency tables for the outputs.

Table B-3: Overview of surveys conducted during the evaluation (2018 – 2020)

	Timing	Distribution	Population (n=)	Responses analysed (n=)	Analysis
Schools and Colleges Survey)	2018	To all known schools and colleges in the Network	2540	559	<i>(N.B CEC led, with SQW input</i> Results published by The Company
Enterprise Advisers Survey	26 Sep 2018 – 2 Jan 2019	To all known Enterprise Advisers on the Register	2703	757 (those who were matched to an EA)	Published in May 2019 by The Company. Anonymised aggregated data was shared with LEPs where over 10 responses were received.
Enterprise Coordinators Survey	18 Jan 2019 – 27 Feb 2019	To all Enterprise Coordinators on the CEC database	166	113	Results were not published. Survey findings were produced in 2 papers (numeric and open responses) in March 2019 for with The Company
Schools and Colleges Survey	21 June – 19 July 2019	To schools/ colleges: mainstream and special schools, FE and sixth form colleges, and alternative provision	3071	676	Results were published in the Hubs One Year On Report in October 2019. Anonymised aggregated data was shared with LEPs where over 10 responses were received.
Enterprise Advisers Survey	20 Nov 2019 – 27 Feb 2020	To all known Enterprise Advisers on the Register	1,008	812 (799 of whom were matched to EAs and included in the in-depth analysis)	Responses analysed in full, by LEP and by CIPD referral. Results published Sept 2020. Anonymised aggregated data was shared with LEPs where over 10 responses were received.
Enterprise Coordinators Survey	3 Mar – 14 Apr 2020	To all Enterprise Coordinators on the CEC database	219	170	Responses were analysed and informed the final report.
School and College Survey	29 Apr – 8 June 2020	Launched in the Careers Newsletter – this went to all	1,014	675	Responses were analysed and informed the final report.

	Timing	Distribution	Population (n=)	Responses analysed (n=)	Analysis
		known schools and colleges in the Network (April 2020)			Results due to be published in October 2020. Anonymised aggregated data was shared with LEPs where over 10 responses were received.

B.13 Additional quantitative data was sourced by The Careers & Enterprise Company and used by SQW inform the research.

- **Future Skills Questionnaire** (2019, 778 responses) – Future Skills is a self-assessment tool for young people. It assesses career readiness, personal effectiveness and essential skills The Careers & Enterprise Company surveyed young people in 14 schools / colleges in Careers Hubs using Future Skills. Young people completed the questionnaire before and after a careers activity to provide a measure of change. There was insufficient comparable data, however, to provide a reliable and robust measure of impact of the Network.
- **Compass data** – all schools / colleges in England are required 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 (an online self-completion tool) at least once to record their activity. A revised tool, Compass+ has been made available to schools and colleges during the 2019/20 academic year. The Careers & Enterprise Company collates this data and has reported it across each Gatsby Benchmark for the annual State of the Nation publication.

B.14 The Careers & Enterprise Company undertook analysis of Compass data to inform Section 3: Progress and performance against the Gatsby Benchmarks and included in this report. The attribution calculations they were based on progress between two time points. The baseline Compass completion had to be returned before 1st August 2018 for Wave 1 Hubs or 1st August 2019 for Wave 2 Hubs. The Compass completion for the second time point had to be at least 100 days after the baseline and the latest completion as of the end of March 2020. Excluding independent schools, this leaves a core sample size of 2,114 for Wave 1 Hubs (597 Hub providers and 1,517 non-Hub providers), and 2,173 for Wave 2 Hub (540 Hub providers and 1,633 non-Hub providers). Hub schools were structurally different to non-Hub schools on most factors which further highlights the importance of a matched comparison group analysis. In most cases, Wave 1 Hub schools differed more to the control group than Wave 2 Hub schools, but both were noticeably different. For instance, free school meals rates were higher in Hub participants for both Wave 1 and Wave 2 (statistically significant at the 10% level). There were also statistically significant differences in region for both Waves (e.g. fewer hub participants from the East of England, South East, East Midlands, & London), and, with differences for Wave 1 only, in number of pupils and Ofsted grade. Each Hub school and college was matched to one or more nearest neighbours outside of Hubs on each variable of interest (i.e., Ofsted grade, having a sixth form, being in the EAN, region, baseline Compass performance, size, type and FSM category), with a similar exercise taking place for non-Hub schools and colleges. The effect size of additional progress made between the two Compass reports in the period vs the matched comparison group varied from +0.7 to +1.0 benchmarks across the eight control variables individually examined (all p-values<0.01) for Wave 1 Hubs, and +0.3 to +0.6 benchmarks across variables (all p-values<0.05) for Wave 2 Hubs.

B.15 Being in a Hub was also found to be independently associated with higher benchmark scores in multi-variate nearest neighbour matching analysis, matching on all eight control variables listed above as well as a control variable for the time gap between each provider's earliest and latest Compass report in the analysis period.⁶³ The effect size of being in a Hub via this multi-variate analysis was +0.9 benchmarks (p-value=0.000, n=2,107) for Wave 1 Hubs, and +0.5 benchmarks (p-value=0.000, n=1,893) for Wave 2 Hubs. These are clear positive findings for both Wave 1 and Wave 2 Hubs, with Wave 1 progress just under double that of Wave 2 progress, supporting a conclusion of steady, continued progress over time.

Qualitative Research

Interviews

B.16 Following the scoping conversations with key stakeholders in 2018, semi-structured interviews were carried out by the SQW research team in 2019 and 2020 with Hub Leads, Enterprise Coordinators, Enterprise Advisers and Career Leaders. Table B-4 details the timescales, sample characteristics, number of interviews conducted and how the results were used.

B.17 Prior to all interviews, participants received an initial email from The Careers & Enterprise Company which outlined the evaluation and introduced SQW as the research partner. SQW followed up this communication with an email to all participants which provided them with a project brief and a statement regarding their participation and the likely use of their data. Once participants had arranged an interview, informed consent was acquired verbally at the start of the interview and participant rights and anonymity were confirmed.

B.18 In addition to background research, SQW researchers tailored their preparation using the survey responses reported in the section above and The Careers & Enterprise Company sourced data. This included:

- **The Careers & Enterprise Company Hub Dashboards** – Dashboards collate the Gatsby Benchmark performance across each individual Careers Hub. They report how each Hub has performed against individual benchmarks and how the Hubs compare to the national targets and Wave 1 and Wave 2 Hub averages.
- **Hub Proformas** – All Hub Leads completed an SQW proforma about their Hub which collected factual information on the Hub school / college coverage, governance, team structure and resources.

B.19 Once each set of interviews were complete in 2019 and 2020, the research team adopted a structured approach to the qualitative data analysis, using the specialist software package MaxQDA. This allowed text to be systematically tagged with agreed codes in order to identify

⁶³ Statistical technique details: Nearest neighbour matching using Mahalanobis distance and robust standard errors, reporting the average treatment effect on the treated (ATET). Headline results are robust to the removal of lower quality matches.

common themes and reveal any emerging relationships in the data – thereby helping to ensure the analysis was objective, comprehensive and auditable. Our ‘coding framework’ was based around the core research questions outlined above in Table B-1 and Table B-2.

B.20 After the analysis periods, the SQW project team held moderation meetings to review the findings. Report structures were developed based on the research questions and emerging themes and agreed with The Careers & Enterprise Company.

Table B-4: Overview of semi-structured interviews conducted during the evaluation (2018 - 2020)

Participant	Timing	Sampling	Number interviewed (n=)	Analysis
Key Stakeholders	April – May 2018	Interviewees were nominated by The Careers & Enterprise Company following criteria set by SQW. They included delivery staff at The Careers & Enterprise Company and two members of one LEP area.	8	Responses were used to inform the research tools design and findings were published in the Scoping Paper (Nov 2018)
Enterprise Advisers	10 June to 19 July 2019	From the 2018 EA survey, 362 Advisers provided an email address expressing willingness to be contacted for further research. A shortlist sample of 50 were selected (aiming for 20 completed interviews), based on the following criteria: <ul style="list-style-type: none"> • Each interviewee from a different LEP area • Each interviewee spent at least one hour per month in their role • Each interviewee was matched to a school/ college • Approximately even split of male to female interviewees • Range of seniority and / or length of time as an EA 	20 (9 - Hub) (11 - non-Hub)	Responses were analysed in MaxQDA and informed the Hub One Year On report (October 2019).
Careers Leaders	10 June to 19 July 2019	Careers Leaders were selected by The Company from respondents to the national Careers Leaders survey (in 2019) who agreed to participate in further research. A sample of 32 from this group was drawn so that around half were in Hubs and different types of schools were represented. FE leaders were sought via nomination from the Enterprise Coordinators during their interview.	20 (13 - Hub) (7 - non-Hub)	Responses were analysed in MaxQDA and informed the Hub One Year On report (October 2019).
Enterprise Coordinators	10 June to 19 July 2019	Regional Leads were asked to nominate a longlist of ECs that was then shortlisted centrally to provide a sample of 30 contacts (the target was 20 interviews).	20 (11 - Hub) (9 - non-Hub)	Responses were analysed in MaxQDA and

Participant	Timing	Sampling	Number interviewed (n=)	Analysis
		Half of the sample represented Hub areas.		informed the Hub One Year On report.
Hub Leads	10 June to 19 July 2019	All Wave 1 Hub leads (this includes the Hub Lead in the North East, which was the Gatsby pilot area)	22	Responses were analysed in MaxQDA and informed the Hub One Year On report.
Enterprise Advisers	June to July 2020	<p>From the 2019 EA survey, over 400 Advisers provided an email address expressing a willingness to be contacted for further research. A sample of 50 names were selected (with the aim of 16 completed interviews), based on the following criteria:</p> <ul style="list-style-type: none"> • Interviewees in 2020 were not interviewed in 2019 • Each interviewee from a different LEP area • Each interviewee spends at least one hour per month in their role • Each interviewee matched to a school/ college • Approximately even split of male to female interviewees • Range of seniority and / or length of time as an EA 	16	Responses were analysed in MaxQDA and informed the final report and thematic case studies (September 2020).
Careers Leaders	June to July 2020	Careers leaders were selected from those who responded to the national Careers Leaders survey that they would be happy to participate in further research. This was supplemented with a request in The Careers & Enterprise Company Careers Leader newsletter. The aim was for 16 completed interviews	16	Responses were analysed in MaxQDA and informed the final report and thematic case studies (September 2020).
Enterprise Coordinators	June to July 2020	<p>From the 2019 EC Survey and an open request for volunteers in an EAN News bulletin. Sample of 10 drawn, based on the following criteria:</p> <ul style="list-style-type: none"> • split equally between Hub and non-Hub areas 	10	Responses were analysed in MaxQDA and informed the final report and thematic case

Participant	Timing	Sampling	Number interviewed (n=)	Analysis
		<ul style="list-style-type: none"> • Interviewees in 2020 were not interviewed in 2019 • Interviewees were not sampled in SQW's Greater London work • Each interviewee from a different LEP areas 		studies (September 2020).
Hub Leads	June to July 2020	All Hub Leads from Wave 1 and Wave 2.	40	Responses were analysed in MaxQDA and informed the final report and thematic case studies (September 2020).

Source: SQW

Annex C: Thematic case studies

Thematic Case Studies

C.1 Five thematic case studies were developed for the final report to illustrate examples of interesting and promising practice across the EAN and Career Hubs which could be applied practically. The SQW project team identified a short list of potential themes from the data analysis of all the interview responses (a total of 164 interviews) in both 2019 and 2020. A final list of five themes were agreed in consultation with The Careers & Enterprise Company. The five themes were:

- How Enterprise Coordinators / Careers Leaders / Hub Leads learn from each other (peer support + facilitator)
- Connecting the Enterprise Adviser Network with special educational needs and disabilities providers and young people
- Cornerstone employers (Hubs) & Employers (Networks)
- Effective Lead Schools and Colleges – what works in different places
- Use of online resources and digital technology

C.2 Each case study used anonymised information. In instances where information could have been linked to individuals or organisations, permission was sought from these people to use their information for the case studies. In order to complete the case-studies, additional interviews were also undertaken (where necessary) with a range of personnel to provide the insights or further context needed to finalise the analysis.

Annex D: Learning good practice from peers

One of the advantages of membership of the Enterprise Adviser Network or a Careers Hub is the opportunity that it brings to meet others who are working to achieve the same objectives but bring different perspectives and experiences. The creation of learning opportunities for Careers Leaders, Enterprise Advisers, Enterprise Coordinators and others is at the heart of the Network and is important for improving careers provision.

Formal peer-learning activities and mechanisms are being implemented deliberately by stakeholders across the Network and Hubs using events, online platforms, and local networks or 'communities of practice'. Sometimes peer learning is ad hoc and implemented by individuals or happens incidentally as a result of networking or a specific need. Hubs play a significant role in the delivery of the former more formal mechanisms of peer learning.

This case study provides an overview of how Hubs, schools and other stakeholders within the wider network are using peer learning to share insights and best practice. It shows how this can be done through the design of formal training events that encourage information sharing, the creation of communities of practice dedicated to creation of new insights or rapid dissemination of learning, mentoring and coaching models or through networks of peers. It is intended for use by careers teams and education professionals (including Hub Leads) who are facilitating peer learning opportunities.

Formal training events can be designed to facilitate opportunities for peer learning

D.1 Formal training events are part of the calendar of activities offered through Networks either as part of a national programme, or regional or local training programmes. These include the bursary-funded training for Careers Leaders, CPD for Enterprise Coordinators and Enterprise Advisers and benchmark masterclasses for Careers Leaders. Training programmes are designed to encourage peer learning in several different ways:

- Presentations by Careers Leaders or Hub Leads, for example, during formal training are well received. Often a peer led presentation examining how a particular activity was delivered, a problem solved, or benchmark met within a certain locality can be a helpful element of formal training across stakeholder groups. Participants say that they can then take learning back to their own local context and this evidence of what has worked elsewhere helps them to achieve change in their own context.

- Training is designed around resource design or sharing. The generosity of colleagues and peers in sharing practical resources such as templates and policies was frequently mentioned in consultation.

“ [The Hub] knew which schools were doing this really well so asked them to do presentations on this which included sharing templates, presentations used to teachers etc. This approach has had the highest rated feedback from schools – they appreciated learning from others and it takes the onus off the Hub ”

Hub Lead, 2020

- Schools who are performing well against benchmarks or who have had a specific success share learning with other local schools at meetings. In some Hubs regular virtual workshops have been set up under lockdown, which often focus on a particular Gatsby Benchmark.

To illustrate this, in one Careers Hub workshops were set up for schools and colleges to support peer learning, with networking opportunities afterwards. Each workshop focused on an aspect of a specific benchmark and allowed schools to share learning. Of the Hub schools and colleges involved, 80% now have a robust careers strategy in place, an increase from 20% when the Hub was established. The workshops have also created a Hub-based network of Careers Leaders that has shared resources and ideas.

Creation of communities of practice

- D.2** Communities of Practice of schools and colleges, in the context of The Careers & Enterprise Company (The Company) activity, are facilitated by Hubs. Generally, Communities of Practice are groups of institutions or individuals that regularly share learning, whether through online or in person meetings. In the context of the Network, many have a formal infrastructure to support this, such as a digital platform whereby they can share documents and resources. As an example, in one Hub area schools are part of a local **online Community of Practice**, where Careers Leaders and other stakeholders can upload information related to Gatsby Benchmarks, share examples of best practice from across the region, and discuss learning. This specific example of a Community of Practice pre-dated the COVID-19 lockdown.
- “ Having a community of practice is the single biggest thing that has made a difference. This means that we are up-to-speed with what is going on and can share that rapidly with people in our area. ”
- Hub Lead, 2020*
- D.3** In another Hub, a SEND cluster was set up as there was no existing community of practice that suited the local SEND context. The cluster began as three special schools in the Hub but has broadened out across the Network to 54 schools; 15 special schools and 39 mainstream schools and colleges. The Community of Practice comprises both SENCOs and Careers Leaders

in the schools, to encourage a more joined up approach within schools. The Hub have given groups of schools in the cluster specific tasks including an LMI focused group, and a group working with Cornerstone Employers on supported internships.

Creating peer learning relationships

- D.4** Careers Hubs and the Network put formal mechanisms in place to support schools in peer learning. These include workshops and events based around peer learning, matching schools as part of a mentoring model, formalised shadowing and peer-reviewing mechanisms, and national stakeholder networks.

Peer learning between schools

- D.5** Peer learning occurs between pairs or small groups of schools; some Hubs **paired or matched up schools so they could learn from each other**. In one Hub, the plan was that by 2021, all Careers Leaders would volunteer a day in another school to deliver an activity, the rationale being that provision is more impactful if it is delivered by someone external with authority to talk about practice authentically based on their own experience.
- D.6** In some areas **Lead Schools are a focal point of peer support**. In some Hubs, Lead Schools have taken a role in mentoring, providing CPD for other schools and sharing their learning.

Prior to COVID-19 a new model was trialled in six schools in one Hub whereby Enterprise Coordinators, Enterprise Advisers and schools work in a 1:3 ratio, clustered in terms of performance (a high, mid and low performer in each group) to share practice. Clusters rotate termly. Lower performing schools were seeing improvements and the high performing schools enjoyed showcasing their work but were mindful that it was potentially less helpful to their own growth.

Prior to COVID-19, the model also overcame geographical difficulties by convening meetings at central locations; post-COVID-19 these meetings will take place online. Given its success this model has since been adopted by all schools and colleges within the Hub. Prospective Wave 3 schools and colleges in the future would be supported by more experienced Wave 2 schools, giving each school a 'mini Community of Practice'.

Between other Network stakeholders:

- D.7** Hubs, Enterprise Coordinators and Enterprise Advisers also have opportunities to learn from each other.
- D.8** The National Network of **Hub Leads** allows Leads to reflect on and share learning; some Hub Leads reported that national training sessions (designed and coordinated by The Company) were the most beneficial models for peer learning. These sessions are also considered a good opportunity for Wave 2 Hub Leads to learn from Wave 1 Hub Leads. There are also regional Hub Leads groups. The North West Hub Leads Group, for example, have met together regularly with their Regional Lead from The Company, aiming to support each other and share best practice.

D.9 In some areas **Enterprise Advisers** are encouraged to network with each other on a regular basis for example, during Enterprise Adviser breakfasts. This is often facilitated by Enterprise Coordinators or The Company and have more recently taken place online. Networking between Enterprise Advisers was reported to drive improvement across schools, including through more experienced Enterprise Advisers being paired with those with less experience and Enterprise Advisers speaking at each other's schools on a reciprocal basis.

D.10 Some **Enterprise Coordinators** have formalised peer learning: in one LEP area, Senior Enterprise Coordinators visit and review the work of colleagues across the Network.

... Resulting in informal peer-learning

D.11 Formal training and managed communication lead to smaller groups of like-minded stakeholders building informal networks based around common concerns or personal friendships. These then provide a space to share learning, brainstorm and encourage problem solving in a safe space that would not exist without the connections made through formal networking and managed training opportunities.

Enablers to successful peer learning

- Design peer learning into formal training both as part of the curricula, and within the learning environment.
- Create opportunities for formal mentoring / buddying schemes to enable schools to learn from each other.
- Create opportunities for peer learning that are specific to issues such as careers provision for young people with SEND.
- Share practical examples of best practice, i.e. case studies and class resources.
- Promote the use of digital technology to support peer learning as this could be crucial in allowing learning at pace between groups and across geographies.
- Nurture informal methods of regular communication across stakeholder groups, providing a 'safe space' and opportunities for ad hoc collaboration and problem solving.

Annex E: Enabling Cornerstone Employers to support career guidance

Employer engagement in careers guidance has always been at the heart of the work of the Enterprise Adviser Network and Careers Hubs. Thousands of employers and employees volunteer every year to offer their insights to help schools, colleges and young people as Enterprise Advisers and through engagement activities. Cornerstone Employers are employers who can commit to a more significant role within either a Hub or an Opportunity Area. The goal of Cornerstone Employers is to “ensure all young people in an area have the opportunities they need to be prepared and inspired for the world of work.” How they deliver this goal varies **according to local need**, but the intention is that they should all work strategically with Hubs to support schools and colleges to meet Gatsby Benchmarks, encourage other employers to get involved in the Hub, and work with other Cornerstone Employers to develop a local strategy and share best practice. Each Hub has been recruiting Cornerstone Employers and some areas have already recruited 10 or more; as of September 2020, there are over 230 Cornerstone Employers nationally, representing a range of business sizes and industry sectors. The four key themes that Cornerstone Employers are asked to tackle are:

- Reach: more business connections with education
- Targeting: employers ensuring no young person is left behind
- Quality: innovative and meaningful encounters
- Sustainability: supporting employers to engage effectively with education.

This case study provides an overview of the ways in which Hubs have worked with their Cornerstone Employers. It draws on examples of where they have used their networks to support the Hub; where they have invested their own resources; and how they co-ordinate their activity to help deliver Hub priorities. It is intended for use by Hub Leads and Enterprise Coordinators who work, or plan to work, with Cornerstone Employers.

Cornerstone Employers draw on their networks to encourage businesses to engage with schools and colleges

- E.1** According to stakeholders (Hub and Network staff, school staff and employers) Cornerstone Employers have proved to be useful ambassadors in business networks, raising awareness of careers work, the Gatsby Benchmarks and the opportunities that the Network and Hubs can offer to employers and their employees. In several areas, Hub Leads and Enterprise Advisers spoke about Cornerstone Employers delivering presentations at Breakfast Meetings of specific sector groups, or at meetings of networks such as the local Chambers of Commerce,

often using the 'brand' of Cornerstone Employer and links with the Careers & Enterprise Company to convey their expertise and knowledge of working with schools and colleges.



- E.2** Drawing on their existing networks has enabled Cornerstone Employers to share advice and inspiration to employers who might be interested in getting involved with schools and colleges, and as a result, have **increased the number of businesses engaging with schools and colleges in their area** (thus supporting Gatsby Benchmark 5) and have successfully encouraged individuals to commit their time and expertise to schools and colleges in a greater capacity, for example as Enterprise Advisers.

An example of a Cornerstone Employer who have supported a Careers Hub in recruiting Enterprise Advisers is Anglian Water. The Anglian Water Lead (in the role of Community Education Team Manager) was also an Enterprise Adviser and therefore ideally placed to advise other employers, as they were able to draw their own experience of what was required to be an Enterprise Adviser. As a Cornerstone Employer, they have drawn on their existing networks and relationships to encourage staff in local businesses to become Enterprise Advisers. Where vacancies in particular schools or colleges exist, they have worked with their Hub to identify people they know and make direct approaches to candidates they think would suit the role.

In one case, the Anglian Water Lead invited a potential Enterprise Adviser to a Cornerstone Employer meeting, to give them a 'flavour' of the Network and Careers Hub, and to help them think through the benefits of involvement. They advised them on the realities of the role on a day-to-day basis. Following this, the candidate agreed to be an Enterprise Adviser. At the time of the interview (which was during the COVID-19 lockdown period) they were waiting to start their role and anticipated doing so during the next academic year.

Cornerstone Employers invest their own resources and expertise to support the Hub

- E.3** Cornerstone Employers tend to be larger businesses or employers in their area. They can be from public or private sectors and often represent sectors that are significant in their local economy. Their resources include their staff, facilities, expertise, networks, financial resources, and their energy. By working together, Cornerstone Employers and Hubs can align time and resources to achieve mutually beneficial outcomes.

 **The added value is that they make you think differently. They are quite challenging, and that's brilliant, they want to make [the Hub] better.**
 **Hub Lead, 2020**

- Hub Leads have utilised Cornerstone Employers' expertise to help direct the development of the Hub. Cornerstone Employers sit on Hub Steering Groups to **provide strategic input and challenge** and shape Hub priorities.
- Cornerstone Employers **have held recruitment drives** within their own organisations to encourage their staff to become Enterprise Advisers.

- Hubs have used the expertise of their Cornerstone Employers to **support Careers Leaders and other teachers in embedding careers into the curriculum**. Cornerstone Employers have worked with individual schools and colleges to develop resources that can be shared across the Hub network, or to deliver CPD to teachers, some of which has involved teachers visiting the Cornerstone Employers' place of work.

An example of how one Careers Hub has worked with their Cornerstone Employers to increase teacher awareness of careers in the curriculum comes is through the development of CPD sessions for use on school INSET days by Cornerstone Employers. The planned sessions involve teachers visiting the Cornerstone Employer's place of work and include presentations a tour of the organisation and workshops. The aims of the sessions were to show teachers the range of job roles that are directly and indirectly supported by the Cornerstone Employer and the skills and qualifications young people need to access these roles.

The project was scheduled to take place in the Summer term of 2020. As it involved in-person visits to the Cornerstone Employer, the project had to be postponed during the COVID-19 lockdown and was expected to be undertaken during the next academic year (2020/2021). The Hub expects the project to support teachers in linking the skills required by Cornerstone Employers, and the workplace more widely, into their lesson planning, embedding careers into the curriculum.

E.4 Cornerstone Employers have delivered, or have supported the delivery of, careers provision in schools and colleges. Key examples to illustrate, which have supported employer encounters and workplace experiences (Gatsby Benchmarks 5 and 6), include:

- **Hosting events for schools and colleges:** one Cornerstone Employer hosted 60 Year 7 students from across a Multi-Academy Trust at their organisation every week to deliver a maths-based session alongside teachers.
- **Delivering projects in schools and colleges:** one Cornerstone Employer delivered a 12-week project in a special school, working with a group of students to develop an outdoor classroom.
- **Supporting Hub events:** two Cornerstone Employers in one Hub delivered online information/Q&A sessions to young people as part of a wider engagement project which focused on improving understanding of different sectors, themed around life skills.
- **Delivering and supporting virtual workplace experience programmes:** one Cornerstone Employer delivered a week of virtual workplace experiences using Google Classroom. Young people were required to develop a short project in a team supported by an engineer, architect or construction manager, and deliver a presentation to teachers and senior managers at the end of the week. Young people also had access to career talks from employees, drop-in virtual Q&A sessions at a 'central meeting room' and a virtual tour.

Cornerstone Employers coordinate activity in schools and colleges

- Cornerstone Employers have worked together to **support schools and colleges to improve progress against the Gatsby Benchmarks**. Cornerstones have developed joint projects and resources to help teachers embed careers into the curriculum to support Gatsby Benchmark 4 and have developed guidance materials to share with employers to set out what good workplace experiences looks like, supporting Gatsby Benchmark 6.

An example of how Cornerstone Employers in one Hub have begun to support curriculum-based projects is by working with subject leads in Hub schools to map the skills employers require against those which can be best developed through particular subjects in the classroom.

One example is a Maths pilot, which involved two Cornerstone Employers working with two schools to support Gatsby Benchmark 4. The Cornerstone Employers discussed the curriculum with teachers and considered how careers could be best incorporated into lessons. One Cornerstone Employer planned to film several two to three-minute videos (one was on Pythagoras' theorem and how it is used practically in engineering) which could be used in lessons in the classroom, and the other Cornerstone Employer planned to coordinate lesson plans and projects which incorporated real world examples. Whilst development and roll out of the pilot is currently paused due to the COVID-19 pandemic, the Cornerstone Employers involved hoped that the pilot would be expanded in the future to include other subjects (e.g. Geography or English).

- Cornerstone Employers **share best practice and resources with each other**, which increases their capacity and reach in supporting schools and colleges. Examples include best practice around delivering virtual workplace experiences (e.g. how to set up, what format to use).

“ There is also greater collaboration amongst the Cornerstone Employers. For example, one Cornerstone Employer wanted to deliver a session but didn't have the physical space, so another Cornerstone Employer offered the space and tagged on their own small session to the activity. ” *Hub Lead, 2020*

Enablers to working with Cornerstone Employers

- Develop a Cornerstone Employer strategy which sets out agreed priorities, supports buy in and engagement and establishes clear goals towards which to work.
- Use existing relationships with Cornerstone Employers where possible but be aware that this can still take time. Many Wave 1 Hubs spent their first year developing strategies and relationships with their Cornerstone Employers, which meant that they could 'hit the ground running' in their second year.

- Promote the Cornerstone Employer brand to enable buy in and engagement and encourage commitment from employers.

Annex F: Improving career guidance for young people with SEND

Young people with special educational needs and disabilities (SEND) often face additional challenges gaining workplace experiences, preparing for, and entering the labour market and can benefit from additional and specific support. SEND Careers Hubs, SEND Communities of Practice, the SEND Gatsby Benchmark toolkit and Compass for SEND have all been launched within the last year to ensure schools and colleges help prepare young people with SEND, and their parents/carers, for their transition to further learning and work.

The evaluation research found many examples of interesting practice, often led by committed individuals whose lives have been affected in some way by SEND. It was evident that careers work for SEND was undertaken in an environment in which provision by Networks and Hubs, schools and colleges is still being developed – and where there is opportunity for The Company to drive further change through the Network and Hub models. This thematic case study provides an overview of some of the approaches taken by professionals with Enterprise Advisers in Hubs, colleges and schools to provide high quality careers provision for all young people with SEND. It is intended for use by careers teams and education professionals who are involved in providing personalised careers information, advice and guidance to young people with SEND. It draws on information and examples both from special and mainstream schools.

Structuring Network and Hub activity to make a difference

- F.1** Consideration of the specific needs of young people with SEND has grown as the Network has developed. The inclusion of special schools in the Network has accelerated in the last two years with the introduction of Hubs and the additional capacity this has created, although this growth is not exclusive to Hubs. To support special and mainstream schools with provision of careers guidance for young people with SEND, The Company launched Compass for special schools in January 2020, and has established a Community of Practice focused on SEND, which although specific to Hubs includes work with special schools in the wider Network. Bespoke resources, such as a SEND Gatsby Toolkit and SEND Health Careers Toolkit, have also been developed to support the work of Careers Leaders, Enterprise Coordinators and Enterprise Advisers. This work has been supported by the expertise of The Company's strategic partner, Talentino, and the input of Hubs who have been leading this work.
- F.2** Networks in different LEP areas and Hubs have organised their SEND provision in different ways:

- There are two SEND-only Hubs (both Wave 2), made up of special schools only.
- Some Hubs have established working groups focusing on SEND provision in special schools and mainstream schools.
- Around 75 Enterprise Coordinators have been trained in provision for SEND across the Network and Hub models (this has grown rapidly over the last six months); some of these will work only with special schools while others will incorporate SEND work with their other responsibilities.

F.3 Across these structures, key individuals in Networks and Hubs are tasked with reviewing how to ensure that all activity is inclusive and appropriate for SEND students in mainstream and special schools. For example, some Enterprise Coordinators ensure they engaged with the SEN Coordinators (SENCOs) in their mainstream schools and colleges as SENCOs are responsible for supporting young people with SEN Support Plans to engage fully in all school activities. In another example, a SEND-focused Community of Practice in one Hub works well to encourage a more joined-up approach and share best practice across mainstream and special schools. In future, all new Enterprise Coordinators across the Network and Hubs will receive the training in provision for young people with SEND in their induction.

One of the SEND Hubs, after considering where there were specific gaps in provision based on Compass data, have established working parties to conduct research, develop provision and resources, and share best practice. One of these focuses on employer engagement with a specialist organisation having been commissioned using the Central Hub Fund to lead the group. A key success to date has been organising supported internships for young people from schools in the Hub.

Enablers of this activity have included an active steering group, Lead School who already have strong practice in supported internships who are able to lead knowledge sharing across the Hub, and the involvement of Cornerstone Employers in the working parties.

Specialist Enterprise Coordinators and Enterprise Advisers support the wider Network

- F.4** Many Hub Leads were keen to ensure they had specialist SEND skills in their teams. However, finding such skills is not always easy. Some approaches that work successfully include:
- Ensuring that prospective Enterprise Advisers understand that the role and purpose in special schools and colleges was not significantly different to the role in mainstream schools and colleges
 - Harnessing the power of wider networks to recruit specialist skills, such as through the regional networks of organisations such as CIPD

- Building on personal experiences and skills as some Enterprise Advisers who request to be matched with a special school often have a personal reason for doing this. One Enterprise Adviser, with an autistic adult son, was aware of the employment barriers for young people with SEND and consequently joined the Network. His son also supported the Hub as an Ambassador, attended meetings with Careers Leaders and the Hub Team to talk about how to support young people with autism, and he also mentored young people.

Integrating careers conversations in Education, Health and Care Plans

- F.5** Young people with SEND have a wide range of capabilities and needs. Young people with SEND in mainstream education should have a SEN Support Plan that establishes how they will access activities in the school or college that are available to students without SEND (which would include careers provision). Education, Health and Care Plans (EHCP) are used in either mainstream education or special schools and colleges for young people who require more support than is available through the SEND Support Plan. These set out their personal goals and specifies the additional support they require.
- F.6** The interviews with professionals working in special schools suggested that best practice was to incorporate careers provision with curriculum, processes and pathways that are already in place in their educational establishments to support young people with SEND. Increasing awareness of best ways to do this and transferring learnings to other contexts (including mainstream schools) is being facilitated by some Networks and Hubs. Examples of best practice include:

- Hub Leads and Careers Leaders said that integrating work conversations as part of the EHCP process at an early stage was an appropriate way to ensure young peoples' needs in preparing for, and moving into employment, are visible and catered for.
- “ There are Enterprise Advisers who are really keen to work with special schools but have never worked with special needs people – if they had more guidance about what good looked like in that context they would definitely feel more comfortable. ” Enterprise Coordinator, 2020**
- The statutory requirement to review these plans annually is a clear opportunity to discuss and progress career plans. For example, one Enterprise Adviser described the way in which their school invited
- “ We push independence, preparing them for adulthood from really young. We have to teach social skills to students that in mainstream don't need to be taught... which means employability skills are embedded throughout the school and everything students do. ” Careers Leader, 2020**

further education colleges to their annual review days to demonstrate relevant FE opportunities to parents / carers and young people.

- In some special schools and colleges, and pupil referral units, greater flexibility in the curriculum offers more opportunity to incorporate careers work. Curricula are often adapted to include a focus on social and communication skills as well as independent living skills, which complement employability skills.

Using a 'show, don't tell' approach with employers

F.7 Several effective ways to change employer attitudes to offering workplace experiences or placements to young people with SEND were shared during the research. These are summarised as employer preparation, talking and tailoring with examples of ways they are being delivered below.

<p>Employer Preparation <i>Preparing adults for successful engagement</i></p>	<ul style="list-style-type: none"> • One Enterprise Adviser outlined their approach to preparing employers who wanted to support students but did not know how. They organised meetings with the employer to help them understand what to expect and how to support that young person. • One LEP area held a careers fair 'quiet hour' based on best practice feedback to allow young people from special schools to have the time and space to engage with employers and training providers in a mutually respectful manner.
<p>Talking with each other <i>To combat negative employer perceptions</i></p>	<ul style="list-style-type: none"> • One Enterprise Adviser invited two young people with SEND from special schools to a Business Cluster meeting to share their experiences of work placements. They said that employer feedback showed that they realised young people with SEND were more capable, and more 'employable' than they had assumed. • Another Enterprise Adviser encouraged young people to create video CVs about themselves to present their personality and communication skills in ways that written CVs could not convey.
<p>Tailored Engagement <i>Providing for young people unable to work</i></p>	<ul style="list-style-type: none"> • Some young people with SEND may not be able to gain employment due to the severity of their support needs. However, one Hub Lead showed that this was no barrier to providing them with encounters with employers. • Meaningful encounters were arranged with the Emergency Services, for example, where young people from special schools learned about the different jobs and skills they used, thereby also informing them about the help which was available to them.

Helping parents / carers support their children's aspirations

F.8 Some parents / carers can be unaware of or pessimistic about employment opportunities or inclined to choose the 'safest' option for their child. Hub Leads and Enterprise Coordinators emphasised the importance of speaking with parents / carers as part of their careers provision for young people at transition stages.

- In one area, a special school had incorporated careers into their Parent Council agenda, while another had commissioned an e-magazine for all young people with SEND and their parents / carers about transition work, support available, and case studies of students.

Enablers to develop SEND careers provision

- Use the curriculum and processes already in place to incorporate careers provision for young people to align career learning with their curriculum and wider goals
- Engage with employers prior to any careers delivery to manage expectations and ensure quality; target appropriate employers for young people of all abilities; and create opportunities for young people to showcase their potential at events and through media
- Recruit specialist Enterprise Coordinators and Enterprise Advisers with experience and knowledge of SEND provision
- Work with other networks to bring in and train Enterprise Advisers to support SEND provision
- Talk with parents / carers so they understand and support opportunities for their children.

Annex G: Capacity building by Lead Schools and Colleges

The 2018/19 evaluation of the Network found that the role of Lead Schools and Colleges in Careers Hubs was emerging, and it was thought that they offered the potential to be a key enabler of better careers provision in schools and colleges. This case study explores how their role has developed and looks at the support they offer to their peers and the wider network to develop career provision.

It is intended that a Lead School or College should work closely with Hub Leads and Enterprise Coordinators to build capacity throughout a Careers Hub. Some Hubs work with one Lead School or College, whereas others operate a more devolved model, with more than one Lead School and/or College, each of which works with a smaller sub-group of institutions. Hub Leads define the role they want for their Lead School or College and decide which institution would be best placed to fulfil that role.

This case study provides an overview of how Hubs have selected and worked with their Lead Schools/Colleges and provides some examples of good practice. It is intended for use by Hub Leads and Enterprise Coordinators.

Hubs select Lead Schools and Colleges based on their assessment of strategic purpose and priority

G.1 Lead Schools and Colleges can help each Careers Hub progress its network, and the evidence is that they do this in different ways, depending on the reasons they were selected to undertake the role. Discussions with Hub Leads and others suggest that institutions are selected as:

- **experts** in careers, to provide mentoring, advice and support within the network,
- **innovators** to test and embed new and different ways of working
- **connectors** to help improve access to the Hubs from a wide network of schools or specialists, and
- **leaders** in areas where Hubs and the careers agenda needs to be foregrounded in important governance structures.

G.2 Hub Leads have exercised purposeful and deliberate choices to bring forward those organisations as Leads that will help them achieve their strategic priorities.

Lead Schools and Colleges provide expertise to support other schools and colleges in the Hub

G.3 Some Careers Hubs pick Lead Schools and Colleges who are experienced in careers and enterprise activity to act as a 'gold standard' to other schools. There were many ways that Lead Schools and Colleges were said to help share expertise among the Hub members. With examples of best practice, these included:

- **Sharing resources.** For example, one Hub Lead stated that their Lead School had engaged their alumni to develop posters about their career paths and destinations. They used a proforma which automatically prepopulated a poster based on a Google Form, supporting Benchmark 3⁶⁴. This provided young people in the school with a greater understanding of potential career pathways. This resource was shared with other Hub schools to use.
- **Providing guidance on 'how to' adopt specific practices.** Prior to the launch of the Hub, one Lead School established a parent / carer forum to build a parent / carer resource for careers conversations in SEND and mainstream schools. The Lead School worked with other schools to support them to set up their own fora; four schools now have established parent / carer groups which the Hub also draws on when developing other resources.
- **Sharing organisational structures.** One Careers Leader stated that the Careers Leader in their Lead School is a Deputy Head, who has a non-teaching member of staff supporting their careers work; this gives importance and visibility to the role. The Careers Leader reported that this model is one that their own school may consider in the future.
- **Mentoring or coaching other schools' Careers Leaders.** Some Lead Schools and Colleges offer a 'drop-in surgery' model, where any Hub school can spend time and learn from them, whilst others provide more intensive programmes, targeted at the most struggling schools.

“ We are in contact with the Hub Lead School. They have a full-time career lead [sic], who has been very supportive with ideas and resources. This relationship is now becoming more two-way – as a school we provide them with our resources in return.”

Careers Leader, 2020

⁶⁴ Gatsby Career Guidance Benchmarks: 3: Addressing the needs of each pupil. See [toolkit](#) for further information.

One Careers Hub has set up a ‘pillar of best practice’ peer mentoring scheme for schools/colleges. Three Lead Schools have become peer mentors for schools and colleges who have new Careers Leaders or who are struggling to meet the Gatsby Benchmarks. It is a six-weekly programme where the Lead School visits the school to meet with them once a week. The Lead Schools support mentee schools to develop an action plan to improve their progress against the benchmarks and gives them the support to meet each action. Lead Schools are paid an allowance of £2,000 a year to be a peer mentor.

Schools have benefited from peer mentoring – so much so that two schools have asked if they can take continue to take part in the programme, so they can develop further. Other schools have also asked to take part to accelerate their progress towards the benchmarks. The programme allows Careers Leaders to focus on specific actions which they may not have considered before and improves their confidence.

Lead Schools/Colleges support innovation by trialling and testing new approaches

G.4 Sharing existing practice is taken one step further in other areas where new ideas are developed, tested and piloted by Lead Schools and Colleges before they are rolled out across the Hub. To illustrate this:

- In one Hub, the Lead School piloted an ‘Open Doors’ project which involved staff undertaking visits to employers for one day, to support teachers in embedding careers in the curriculum. Subsequently, three other schools planned to implement the same scheme.
- Another Hub tested a Careers Champions project in their Lead Schools, where each faculty has a ‘Careers Champion’ who engages with employers to embed careers in the curriculum. They have used the Hub Fund to support Lead Schools to develop this project, and the Future Skills Questionnaire developed by the Careers & Enterprise Company is being used to evaluate the project’s impact on young people.
- In conjunction with two local businesses, a Lead School in one Hub developed a STEM focused challenge for young people. The Lead School engaged other schools to participate in the challenge to support the improvement of Gatsby Benchmark 4 across the Hub.
- Several Hubs have asked their Lead Schools and Colleges to pilot Compass+ and provide Continuing Professional Development for other Hub schools and colleges to ensure a smooth transition across the Hub from Compass and encourage schools to use it effectively.

Lead Schools support the Careers Hub

G.5 Some Careers Hubs pick Lead Schools and Colleges that have staff members who could connect them with wider networks. Key examples are Headteacher Advisory Groups, Skills and Employment Panels or Education and Business fora. Others select Leads based on the

energy and commitment of their headteacher to provide 'forward thinking' and leadership, both within Hub schools and across different educational groups.

- Lead Schools and Colleges sometimes take a greater operational role in the Careers Hub, with Lead Schools and Colleges acting as a conduit for communication between the Hub Lead and Hub schools. Careers Hubs often use this model when there is a clustered Hub model.
- Careers Hubs draw on the networks of Lead Schools and Colleges to support Hub Leads to develop new relationships and grow the Hub network more rapidly than would otherwise be the case.
- Many Careers Hubs have their Lead Schools and Colleges represented on their Hub Steering Group. Lead Schools provide a different perspective and challenge and ensure that the needs of all Hub schools are taken into consideration. Other roles are given to Lead Schools and Colleges based on the requirements of the Hub, for example, management of the Central Hub Fund, or organising and facilitating Hub meetings.

 **Having school/college representation on governance boards is useful. The Lead Schools act as a sounding board but they will also bring up valuable conversations, for example about transitions for college or SEND young people. It is good to give a voice to schools that is being listened to at board level.**  **Hub Lead, 2020**

Enablers to working with Lead Schools and/or Colleges

- Tailor the role of the Lead School to the needs of the Hub. If there is more than one Lead School or College, their roles can be defined differently; they do not have to operate in the same way, and the Lead role can be moved between institutions.
- Clearly communicate the role of the Lead School(s) or College(s), both to the selected institutions and to other schools and colleges in the network.
- Encourage new Lead Schools to draw on the experience of existing Lead Schools, either through Careers & Enterprise Company training opportunities, or through existing Hub contacts.
- Allocate Lead School or College funding from the Hub Fund so Lead Schools/Colleges can claim their extra time and expenses incurred.

Annex H: Digital approaches to career guidance

Career guidance communities have been using digital technologies to support their work with employers and young people for many years. From psychological assessments, and online portfolios through to searchable digital career libraries, there exist a wide range of resources that career guidance practitioners have been able to use freely or under subscription. The Enterprise Adviser Network and Hubs have sought to optimise school and college use of digital resources. Of note are the Compass and Compass+ tools, developed by The Company in partnership with the Gatsby Charitable Foundation for schools to evaluate their careers programme and measure progress against the Gatsby Benchmarks. Hubs have been at the forefront of adopting Compass+ (which includes tracking at a student level).

COVID-19 has accelerated interest and use of digital technology, encouraging practitioners to rethink how they use such resources as part of their careers plans, how to tailor them to new circumstances and how to adapt to new ways of communication once face-to-face meetings became more difficult. These new circumstances have created difficulties, but they have also accelerated some positive behaviour changes among Enterprise Coordinators, Enterprise Advisers, Careers Leaders and Hub Leads who have all worked hard to rapidly find new ways of working digitally.

Consultees focused on the use of digital technology post-COVID-19, which can broadly be divided into three categories: data-driven planning of careers provision for young people; communication; and delivery of training. This case study provides an overview of how Hubs, schools and colleges and other stakeholders within the wider network are using digital technology to enhance provision, communication and training. It is intended for use by education professionals and stakeholders involved in the Network and Hubs more broadly.

H.1 Digital technologies can be used for a range of different purposes to support good career guidance:

- **Data management:** for example, the use of Compass and COMPASS+ to capture school/college and student level data has been part of The Company delivery mission for some time to ensure evidence-informed careers planning
- **Online training:** has been offered by The Company, and other external providers including Teach First, for a variety of stakeholder groups

- Careers resources for use by employers and careers professionals with young people: these have included the availability of local labour market information, events, prospectus' and careers inspiration resources
- Virtual delivery of careers content for young people, and creating virtual links between employers and young people
- Communication: digital tools have been used to communicate within schools and colleges, between schools and wider networks and as part of peer learning or professional development groups.

H.2 The Company uses digital approaches to enhance careers guidance in multiple ways for a variety of purposes. Several of these approaches pre-date COVID-19, some have accelerated since April 2020 and others have been newly implemented in response to a rapid, necessary shift to digital working.

Compass and Compass+ are important data management and planning tools

H.3 Compass, a free digital self-assessment tool, allows schools and colleges to measure their progress towards the eight Gatsby Benchmarks and subsequently use their results to focus and improve their careers programme for the next academic year. The tool has been well-received and since its launch in 2016, 4,303 state-funded schools/colleges have used the tool (until July 2020), around 86% of all establishments. In the Network, the tool is the basis for individual schools' planning in relation to careers education for Careers Leaders, Senior Leadership Teams, school governors, Enterprise Advisers and Enterprise Coordinators to engage with. Additionally, it provides Hub Leads, Enterprise Coordinators and The Company with data to plan support and training opportunities. It is well-valued and well-embedded across the Network and Hubs.

H.4 Compass+ is an updated version of the tool which integrates with schools existing Management Information Systems. This enables schools not only to track engagement at an individual level, but also to use data intelligently to plan careers provision at an individual student level. Since its launch in September 2019, over 1,000 educational establishments have been onboarded with the tool, and work on this continued throughout the summer 2020. Harnessing the potential of student-level data to enable schools to personalise careers guidance at an individual level means this has the potential to be a powerful resource.

Stakeholders had opportunities to undertake training remotely

H.5 Prior to COVID-19, online training had been offered by The Company (and other external providers), for a variety of stakeholder groups. The development of online training and its delivery have been accelerated during the lockdown period. This has been focussed on the needs of different groups, or on specific subjects.

H.6 Many stakeholders, in particular Careers Leaders, have attended **well received online training**. Examples of this include:

- one Hub Lead noted that online Careers Leader training gets better feedback than in-person training
- online Compass+ training rolled out recently was reported by participants as both effective and constructive
- online training provided by Hubs or The Company around specific benchmarks are seen to be providing useful in-depth understanding by some consultees.

H.7 Some consultees noted that online training and resources **could be tailored to a greater extent**, for example some online readily accessible training resources for specific stakeholders within careers provision, like the Enterprise Adviser roadmaps, might add to existing resources.

H.8 Hubs have also used digital technology to replace, extend or enhance training opportunities, for example:

- **To develop their own online induction and training processes.** For instance, one Hub has developed a six-phase training module on the role of Careers Leaders based on a Company report and tailored to their locality.
- **To provide CPD opportunities.** As an example, another Hub has used online teacher CPD session for maths teachers, 40 teachers attended an 'Applying Careers to the Maths Curriculum' CPD session. Another Hub has been providing special school specific CPD training.
- **Governor training has taken place through virtual sessions** via some Hubs, with high attendance.
- Hubs have used **digital Labour Market Information to drive Careers Leader training**.

Curating digital resources for use by networks, schools and colleges

H.9 Careers content for use by employers and careers professionals with young people includes the availability of local labour market information, events, prospectus' and careers inspiration resources. The Network and Hubs have been helping to curate and manage resources to enable schools and colleges to find resources that help them deliver their priorities. This has become even more important post COVID-19 but has been an established role of the Network and Hubs before this.

- **Enterprise Coordinators** have highlighted, organised and filtered available resources on behalf of schools and colleges and have worked with Careers Leaders to support them in ensuring that provision in schools and colleges could continue as soon as possible

- Some Hubs have **researched and curated online resources** for students, including careers homework and extensive signposting
- Some Hubs have set up, or **accelerated, the development of online platforms**
- **Company support with digital provision** has been welcomed; for example, Careers Leaders appreciated the arrival of the 'My Week of Work' content⁶⁵
- **Lead Schools and Colleges have shared best practice** around digital provision in some areas. In one area, a Lead School swiftly developed its own careers website and worked with partners and school alumni locally to provide webinars and virtual workplace experiences.

The Company has launched an online resource directory⁶⁶ in September 2020, which is a standalone website linked to The Company's website. This includes resources from the Network, providers that The Company work with, and employers which have been quality assured for Careers Leaders (and other stakeholders within the Network) to access. The directory is organised against the eight Gatsby Benchmarks, and includes search and filter functions so that users can easily access resources for a specific benchmark, key stage or audience. There are also specific sections e.g. for SEND or employers, and access to training resources developed by The Company.

Using digital technology to deliver careers content

H.10 There was a surge of interest and use of digital technology in April 2020 at a local level by educational providers to deliver careers content, following the government response to the pandemic including closure of schools and colleges. . The Network and Hubs have been supporting innovative online activity with schools and colleges to provide young people with virtual experiences of the workplace, encounters with further or higher education and meaningful encounters with employers.⁶⁷

H.11 Remote delivery activity has included:

- **webinars and videos** of employer led content shared with students
- **online content coordinated by The Company:** The Company, Oak and Learn Live worked in partnership to create a week's work of content aimed at preparing young people for the world of work called 'My Week of Work'

⁶⁵ My Week of Work (online interactive week of employer engagement in June):
<https://www.careersandenterprise.co.uk/news/leading-employers-line-support-young-peoples-careers-education-during-lockdown>

<https://www.careersandenterprise.co.uk/covid-19-resources>

⁶⁶ <https://resources.careersandenterprise.co.uk/>

⁶⁷ Additionally, in September 2020 The Company launched the 'Careers in Context: can-do guide' which sets out positive ideas for delivering career guidance in an online environment.
<https://resources.careersandenterprise.co.uk/resources/careers-context-2020-can-do-guide-career-leaders>

- **virtual workplace experience:** several Careers Leaders noted that they had engaged with or been made aware of offers by organisations (e.g. Spotify, Morgan Stanley, Deloitte, Morgan Sindall) to provide virtual workplace experiences or internships in summer 2020 and beyond
- **virtual tours:** some employers have offered virtual workplaces tours followed by Q&A sessions
- **virtual employability workshops:** some Enterprise Advisers have delivered employability skills workshops and have been virtually reviewing CVs for students; in some schools Enterprise Advisers have sent in videos of themselves describing their career journeys.
- **virtual taster days:** several Further / Higher Education institutions have made offers to schools and colleges to run virtual taster days.
- The rapid pace of transition to digital provision has raised issues around **safeguarding**; this is particularly true where careers provision lends itself to videoconferencing with external stakeholders (for example with Higher / Further Education providers, employers and Enterprise Advisers). To overcome safeguarding concerns schools and colleges have been looking for accredited online platforms and asking for parent / carer consent or requiring the presence of an adult during live videoconferencing.

H.12 Stakeholders also highlighted innovative examples of where schools and colleges had delivered careers and enterprise provision remotely *without* support from the Hub or Network. Some schools shared resources with young people via their websites and have used 'Google Classroom' to share careers information regularly. One school delivered a virtual careers assembly every week with the support of local colleges in producing content.

Digital technology and effective communication between stakeholder groups

H.13 Since April 2020, there has been the introduction of the use of digital tools to communicate within schools and colleges, between schools and colleges and wider networks and as part of peer learning or professional development groups. Enterprise Coordinators have used video conferencing to keep in touch with Enterprise Advisers and Careers Leaders. This is also true of Enterprise Advisers and schools and colleges. Hub and Network meetings have occurred successfully online. Alongside virtual provision, schools and colleges have used tools such as Google Messenger to communicate with students and parents / carers.

H.14 Digital communication has reduced the need for travel, particularly in rural or larger areas. Attendance at virtual meetings and events was reported to have been higher than would have been the case in-person, including at webinars and training events delivered by The Company for Hubs and the Network. Several stakeholders suggested that it is highly likely that video

conferencing will continue to be used in future to support the business of the Network; at least in a blended model.

Emerging best practice in use of Digital Technology

Digital technology and virtual provision will continue to be relevant in a post-COVID-19 context. Stakeholders should work to position themselves to capitalise on the emerging opportunities for careers provision by:

- Harnessing the planning potential of Compass+ to plan, personalise and report career guidance activity
- Curating and managing digital resources and opportunities
- Future proofing digital provision by investing in resources and tools
- Sharing best practice around emerging virtual employer encounters and workplace experiences, particularly as it applies to meeting benchmarks
- Ensuring safeguarding policies and practices are in place
- Using digital technology and video conferencing to communicate with students, parents / carers and wider stakeholders in a streamlined way.



Contact

For more information:

Jo Hutchinson

Associate Director, SQW

T: +44 (0)161 475 2116

E: jhutchinson@sqw.co.uk

Beckwith House
1 Wellington Road North
Stockport
SK4 1AF

www.sqw.co.uk

About us

SQW Group

SQW and Oxford Innovation are part of SQW Group.

www.sqwgroup.com

SQW

SQW is a leading provider of research, analysis and advice on sustainable economic and social development for public, private and voluntary sector organisations across the UK and internationally. Core services include appraisal, economic impact assessment, and evaluation; demand assessment, feasibility and business planning; economic, social and environmental research and analysis; organisation and partnership development; policy development, strategy, and action planning. In 2019, BBP Regeneration became part of SQW, bringing to the business a RICS-accredited land and property team.

www.sqw.co.uk

Oxford Innovation

Oxford Innovation is a leading operator of business and innovation centres that provide office and laboratory space to companies throughout the UK. The company also provides innovation services to entrepreneurs, including business planning advice, coaching and mentoring. Oxford Innovation also manages investment networks that link investors with entrepreneurs seeking funding from £20,000 to £2m.

www.oxin.co.uk