

# Careers Hubs:

## Publicat on informat on

Hutchinson, J., Morris, M., Percy, C., Tanner, E. and Williams, H. (2019) Careers Hubs: One Year On. London: The Careers & Enterprise Company.

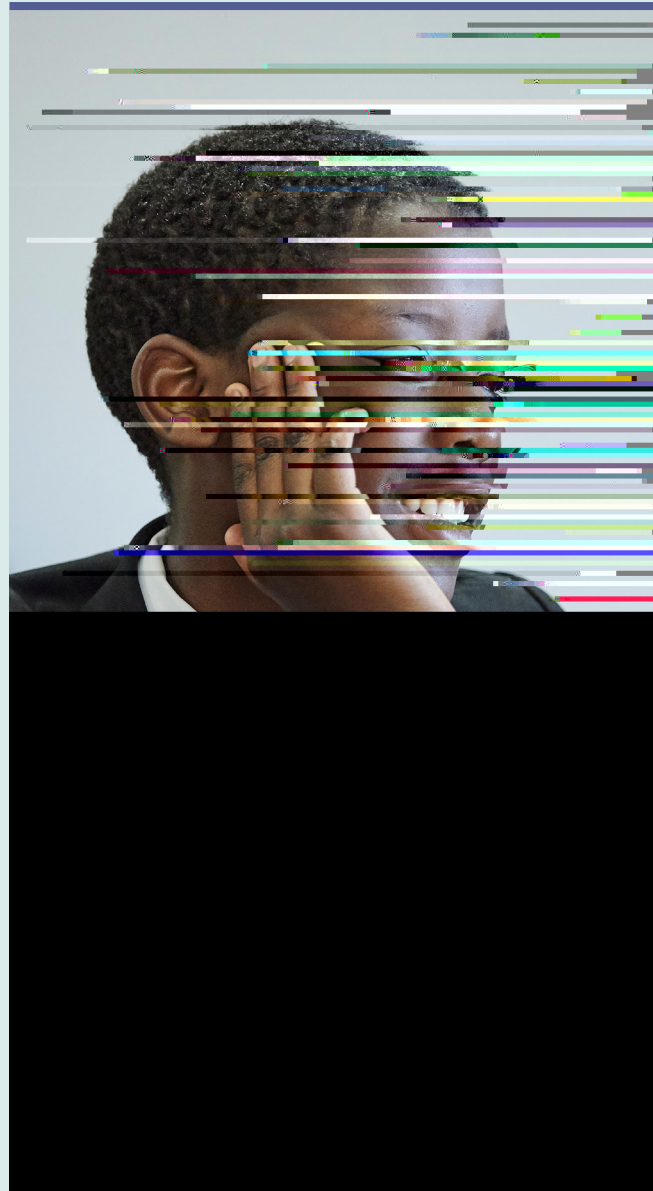
## Acknowledgements

The research in this report was carried out in partnership between The Careers & Enterprise Company and the Careers & Enterprise Company. The research was carried out with Hub Leads, Enterprise Coordinators, and Enterprise Leads. The Careers & Enterprise Company led on the analysis of Compass data and

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# About this paper



# Executive summary

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

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# Introduction

## The launch of Careers Hubs

Careers Hubs pilots were launched in September 2018 in 22 areas of England<sup>3</sup>, following the announcement of the Government's new strategy for careers guidance in England<sup>4</sup>. The pilots were based on a successful model piloted by the Local Enterprise Partnership in the East of England region, which was established in 2012. The pilots were designed to provide a range of careers guidance services to all young people. The Careers & Enterprise Company was tasked with establishing the Careers Hubs and to develop a set of Benchmarks of good career guidance<sup>5</sup>.

The Careers Hubs pilots were based on a successful model piloted by the Local Enterprise Partnership in the East of England region, which was established in 2012. The pilots were designed to provide a range of careers guidance services to all young people. The Careers & Enterprise Company was tasked with establishing the Careers Hubs and to develop a set of Benchmarks of good career guidance<sup>5</sup>.



## Careers Hubs have the following features:

- 1 | Employers are invited to work with the Hub against the Gatsby Benchmarks.
- 2 | Enterprise Coordinators who work with clusters of approximately 15 schools and colleges to build careers plans and connect with employers.
- 3 | A Lead School (or more than one) that works more closely with Enterprise Coordinators and Hub Leads to build capacity throughout the Hub.
- 4 | Strategic support from Enterprise Coordinators.
- 5 | A 'warrant' to support their careers programme.
- 6 | Cornerstone Employers<sup>9</sup> who work with their networks, the wider business community and the local Hub Lead.

8. [www.careersandenterprise.co.uk/schools-colleges/careers-leaders](http://www.careersandenterprise.co.uk/schools-colleges/careers-leaders)

9. [www.careersandenterprise.co.uk/schools-colleges/careers-leaders](http://www.careersandenterprise.co.uk/schools-colleges/careers-leaders)

## About the evaluation

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S'α, T~H, Ÿ"

-

### Future Skills Quest onnaire

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### Survey of schools and colleges

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### Qualitative interviews

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### Structure of the report

5pL ^L^L^E, } >s^%0B , ~%0 "pL ~L^.. ^" "pL HQL^L~BL } >HL^AY z YA%0~H^p, E "p, %0s^ ..>B^%0 >L^>Bp^ CLH fl>Bp^%0B , ~H^>E %0~ "pL ~>-nL, N H^>%0 Y^BL^p>"B CL^L>Bp^pL} L 5pL B ~B^%0~%0 Bp>..L^H^>E %0, nL "pL ^ "pL yL^T~Hs-n%0~H^psnp snp^%0 "pL>B , ~%0 LLHLHN ^ >LL^%0 YA%0 } >^s^ %0 "pLs^ s^ ..>B^, CL "pL B } s-n^L>

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Table 1: /> Bs.>~" %6~L%0>Bp^s^L^ C\$E %0

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

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

3n-s^B>BL "L%0~n^Y%0n^ ps%0^>L, ^1 \$0L^ %0B>B^L%0E >%0B>^sH, Y^", %0L^E pL^pL^>-Y^HQL^L~BL%6~L%0~%0%0AL^E LL~%0p, , %0~ >LL^%0 YA%0 "pL fl~"L^..%0 Hc%0^\* L"E, ^yEL^L%0 %0B> Y^%0~s^B>~ " ^pL } L^31: ^s^L^ C\$E LH^pL z YA^&L>H^%0~SY-L SY ^ "p^LL ^Y>"L^%0N^pL} ^p^HALL~s^ "pLs^, LN ^L^%0p>->^L>^> "p, Ynp^%0 L^p>H^..L^s^ Y^% E, ^yLHE s^ps^ "pL fl~"L^..%0 Hc%0^\* L"E, ^y>%0~fl~"L^..%0, , Hs>, ^s^ "pL^%0 L^L>

What difference do



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

The Gatsby Benchmarks of good career guidance are what schools and colleges are working towards. We know that almost all schools that there is now widespread awareness of the Gatsby Benchmarks and a belief that they are helping to improve the quality of career guidance. In 2016, 80% of schools reported that they were aware of the Gatsby Benchmarks and 60% reported that they were using the Compass tool.

The Gatsby Benchmarks and Compass tool. Almost all schools that are using the Compass tool are reporting that they are making progress towards the Gatsby Benchmarks. In 2016, 80% of schools reported that they were aware of the Gatsby Benchmarks and 60% reported that they were using the Compass tool.



“

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

“

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

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

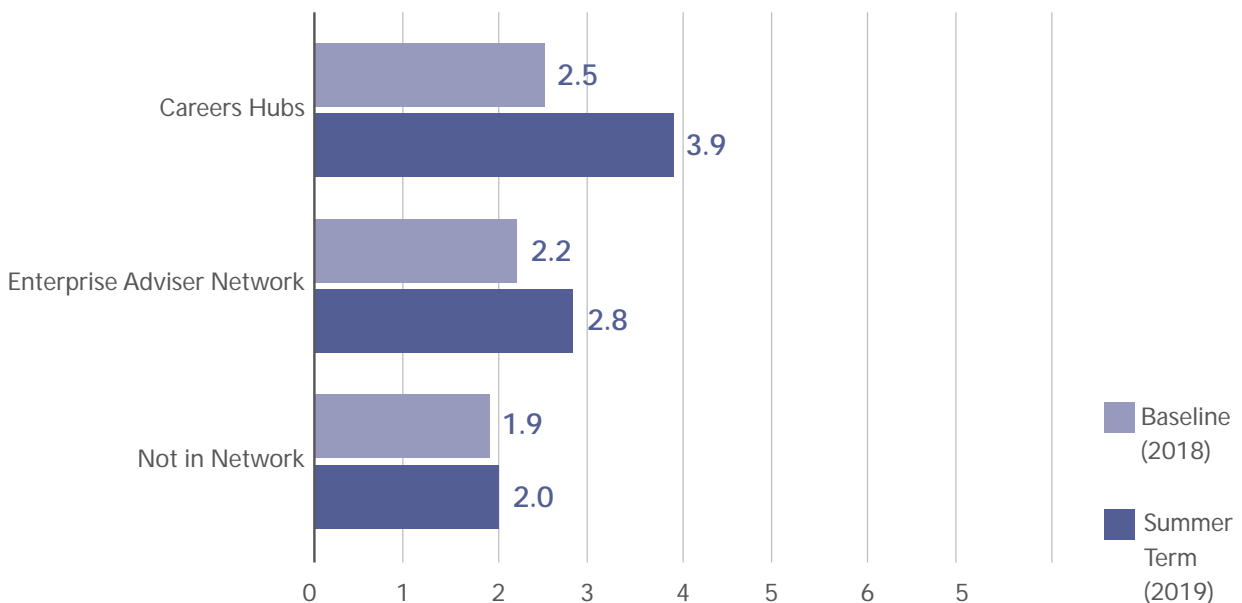
Hub Lead

## Progress and performance are stronger in Careers Hubs

Baseline (2018) and Summer Term (2019) scores for Gatsby Benchmarks across three groups: Careers Hubs, Enterprise Adviser Network, and Not in Network. The chart shows that Careers Hubs schools achieved the highest scores in both periods, with a significant increase from 2.5 in 2018 to 3.9 in 2019. Schools in the Enterprise Adviser Network also showed improvement, rising from 2.2 to 2.8. Schools not in either network saw a slight increase from 1.9 to 2.0.

Enterprise Adviser Network schools achieved scores of 2.2 in 2018 and 2.8 in 2019. Schools not in either network achieved scores of 1.9 in 2018 and 2.0 in 2019. The data indicates that schools with Careers Hubs or Enterprise Adviser Network support consistently perform better than those without such support.

Baseline (2018) and Summer Term (2019) scores for Gatsby Benchmarks across three groups: Careers Hubs, Enterprise Adviser Network, and Not in Network. The chart shows that Careers Hubs schools achieved the highest scores in both periods, with a significant increase from 2.5 in 2018 to 3.9 in 2019. Schools in the Enterprise Adviser Network also showed improvement, rising from 2.2 to 2.8. Schools not in either network saw a slight increase from 1.9 to 2.0.



## Achievement across the benchmarks

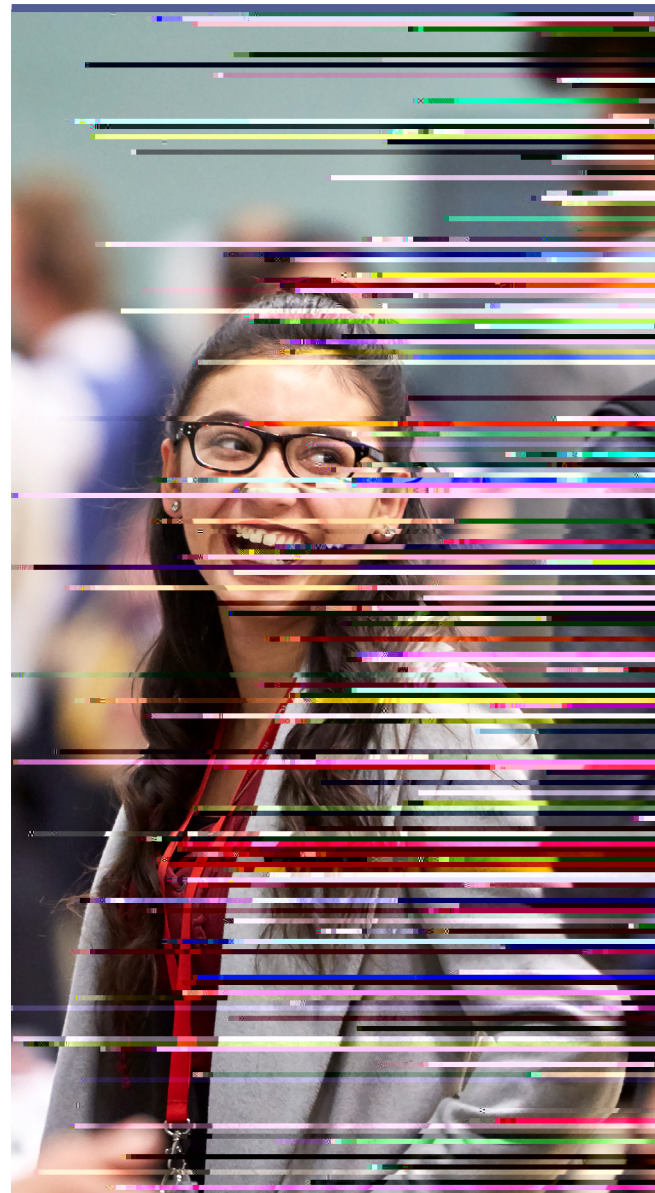
Careers Hubs work towards all eight of the Gatsby

benchmarks, which are:



The largest gaps between schools and colleges in Careers Hubs and elsewhere can be seen in Benchmark 5 with 66% of Careers Hub schools and colleges and 30 percentage points higher than those not in the Hubs and elsewhere in learning from career and labour

Although only 32% of Hubs schools and colleges are



## Achievement across types of establishment

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} >s-%oL>} %Bp, , %e psBp \$%o, ""pL~B>%o~> , ~> ¥~  
† Ÿ~"pL~LHŸB> , ~B LnL%o., n^L%oH^pL~L>%o, CL~

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## Progress on the most challenging benchmarks

Benchmarks 1, 3 and 7 are the most challenging to

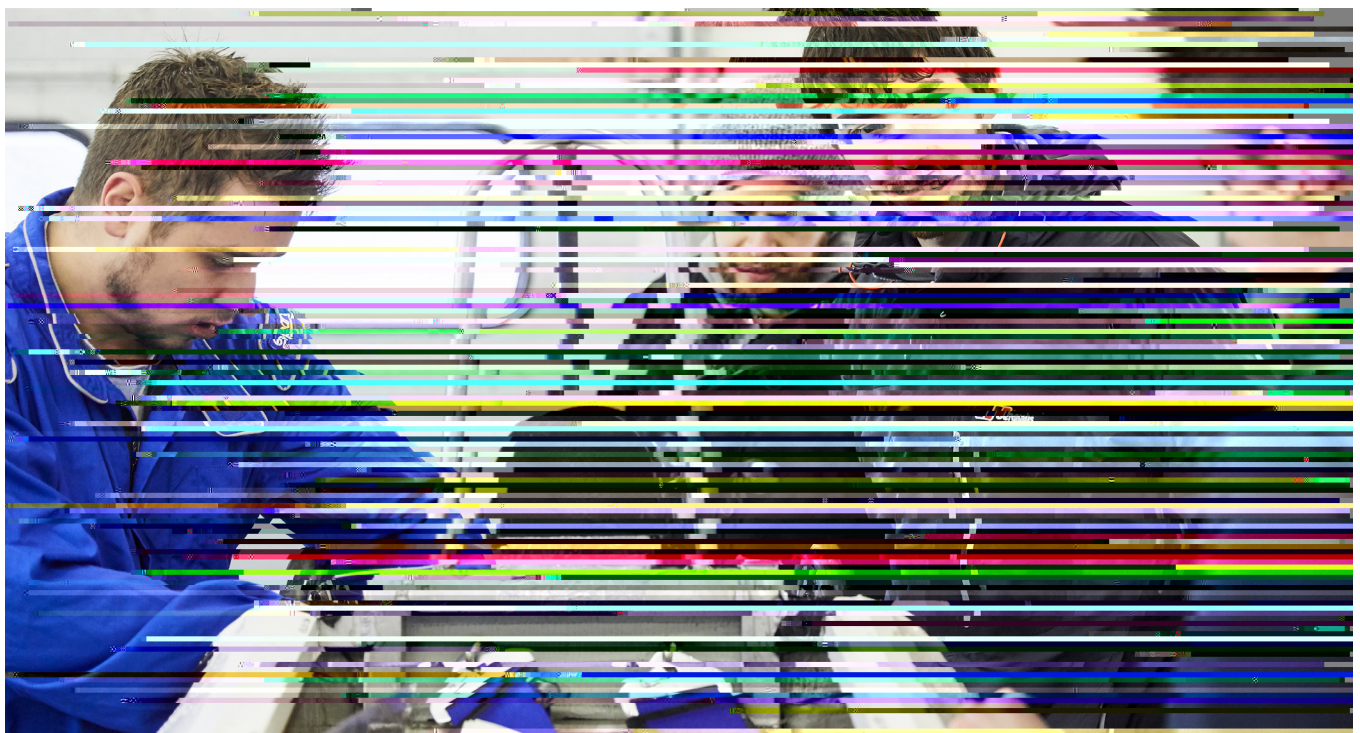
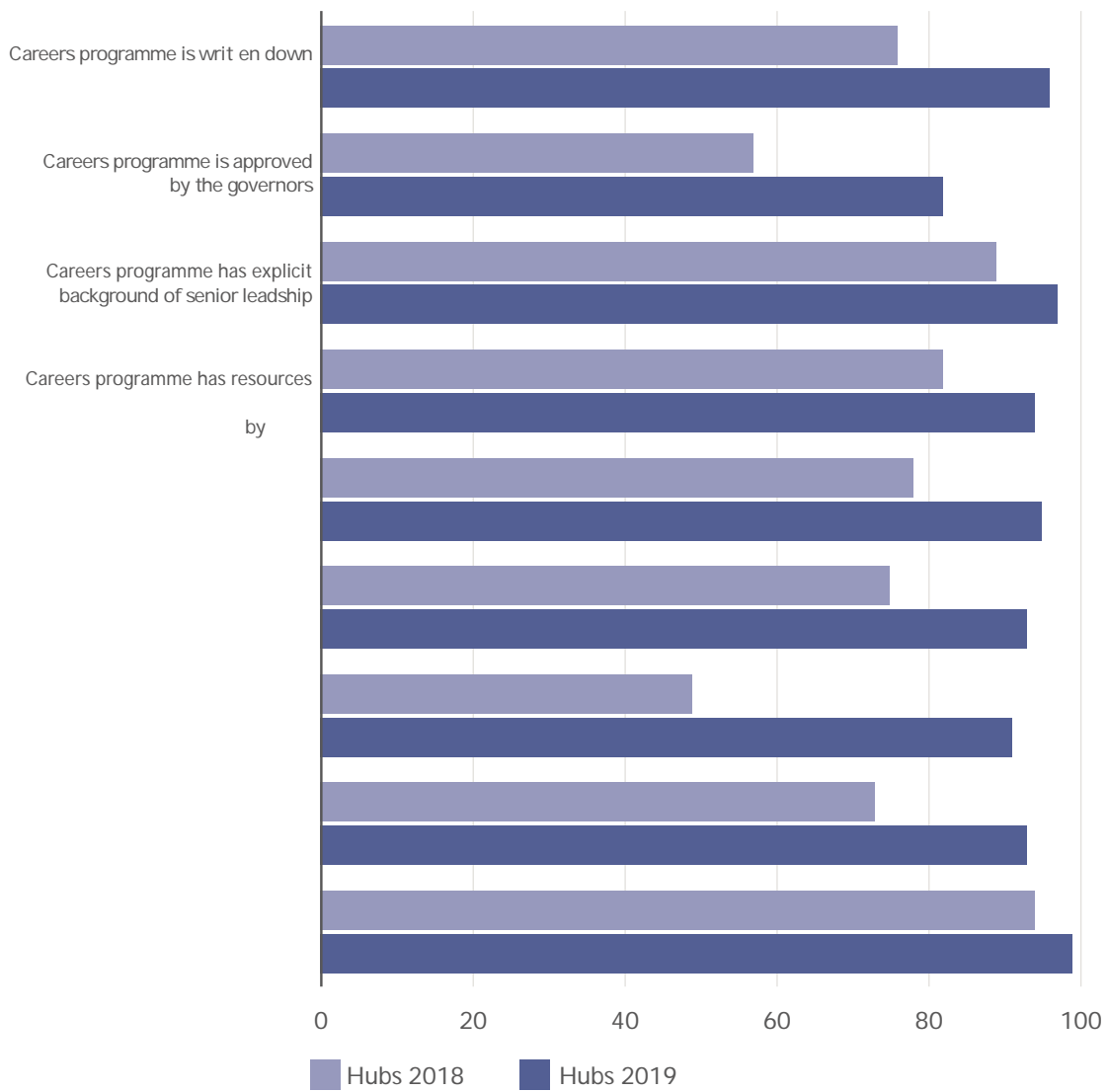


Chart 4: Percentage of schools with a careers programme in place, by year and school type

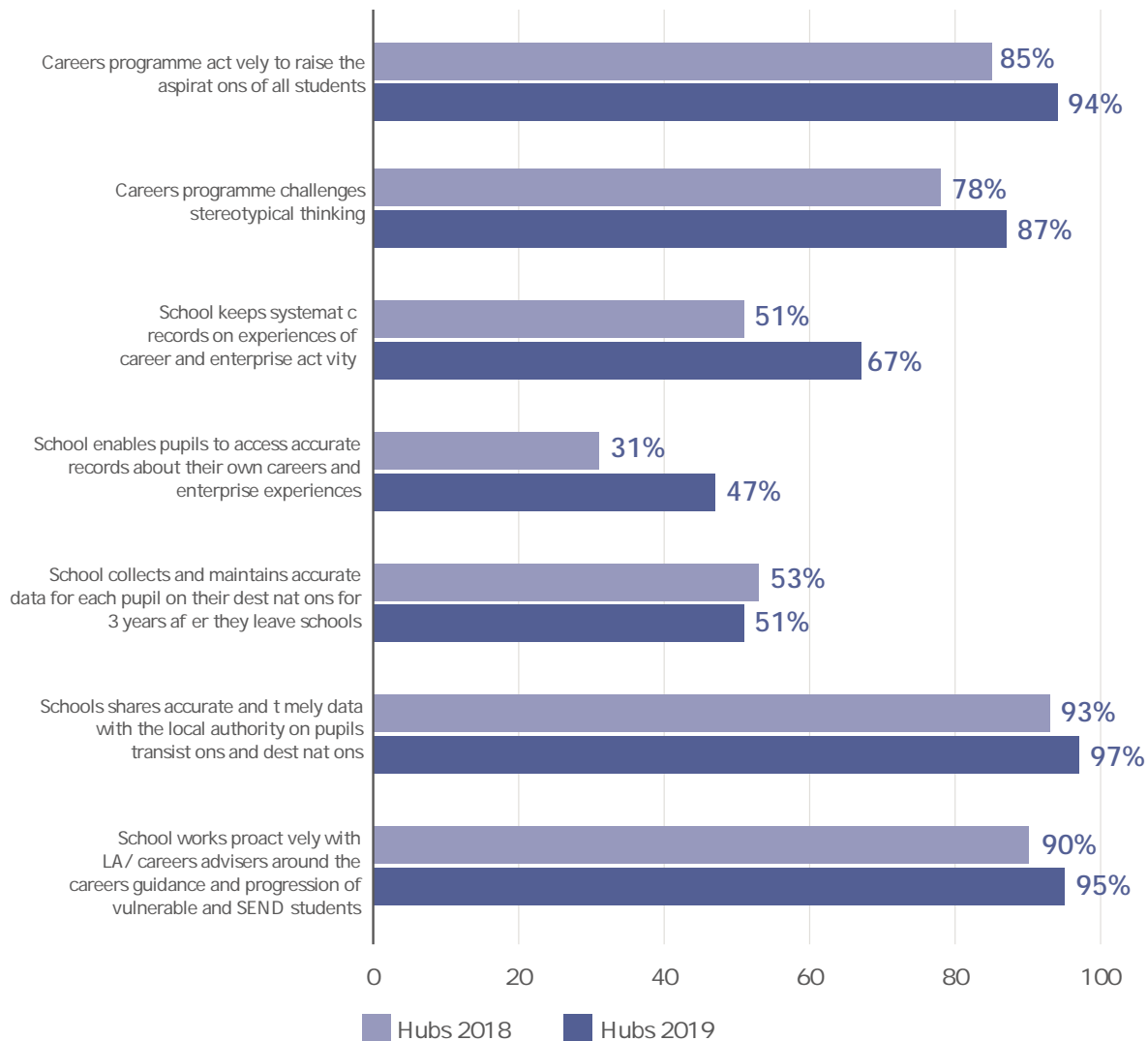


### Benchmark 3 – Addressing the needs of each pupil

The greatest progress for Hubs schools across 2018/19 was in enabling pupil access to their records (both +16 percentage points). There was also marked progress on the careers programme seeking to raise student aspirations (+9 percentage points).

At the end of the 2018/19 academic year were enabling students to access the records of their experiences (+16 percentage points). There was also marked progress on the careers programme seeking to raise student aspirations (+9 percentage points).

Chart 5: Percentage of Hubs schools that have achieved the following benchmarks

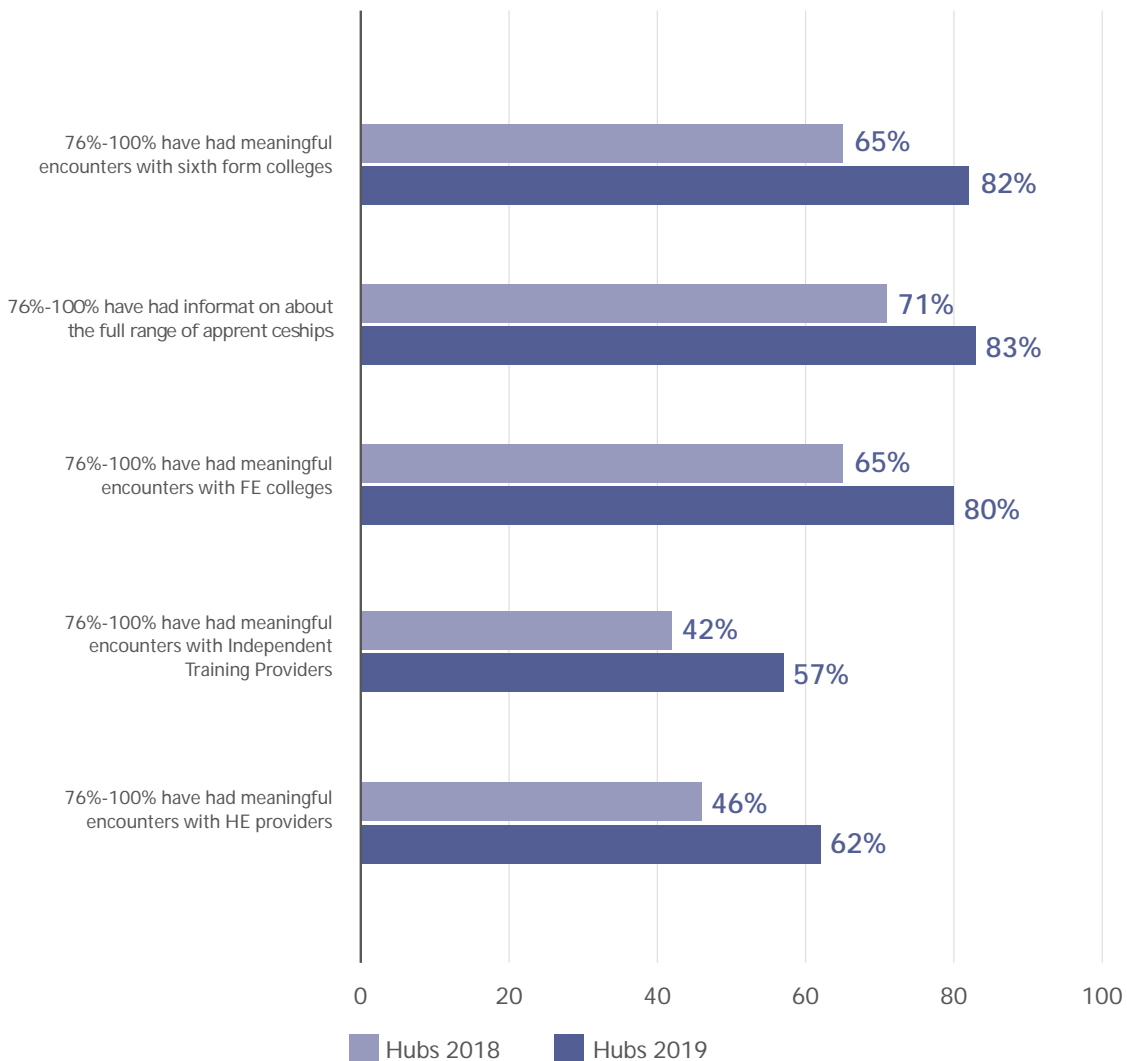


### Benchmark 7 – Encounters with further and higher education

All of the sub-benchmarks under Benchmark 7 saw an increase in 2019. 76%-100% of schools have had meaningful encounters with sixth form colleges, up from 65% in 2018. 76%-100% of schools have had information about the full range of apprenticeships, up from 71% in 2018. 76%-100% of schools have had meaningful encounters with FE colleges, up from 65% in 2018. 76%-100% of schools have had meaningful encounters with Independent Training Providers, up from 42% in 2018. 76%-100% of schools have had meaningful encounters with HE providers, up from 46% in 2018.

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Chart 6: 76%-100% have had meaningful encounters with sixth form colleges, 76%-100% have had information about the full range of apprenticeships, 76%-100% have had meaningful encounters with FE colleges, 76%-100% have had meaningful encounters with Independent Training Providers, 76%-100% have had meaningful encounters with HE providers



## The impact of the Hubs model

While it is clear that schools and colleges in Hubs outperform other areas on the Gatsby Benchmarks, it is

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

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



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Careers Hub Lead





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

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

5pL TV~Hs-n~>-H, B> , ~, Nž YA~&L>H%a~>A L~"pL} ~", ~ work strategically across their area, as they can link in £ sp~"pL~E, ^y, N~"pLS~&f/~B L>nY~L%~H~Y%~L~%~n n, CL^~>-BL^~>-nL} L~"~%~p, Ynp N^~L~>} ...L~"pLS~ Employment and Skills boards. Careers Hub Leads are ...LH, } s->~" ¥A>%dHs~"pLS~, B> ~&f/~, ] BL%£ sp~> %o> ~... ^, ~, B>LH£ sps~"pLS~& B> ~ Y~p, ^s¥~ 5p%~Lj LB CL~, NN~Hs-n~>-H s-L} >->nL} L~" arrangements for the Enterprise Coordinators in their team. While Hub Lead roles are funded by The Careers & Enterprise Company, the Enterprise Coordinators s~"pLS~"L>} %~L, I L~B N~HLHA¥~"pL~&f/~, ~ combined authority partners.

Some Hub Leads reported that their LEPs were 'hands , ~ s~...^, C~Hs-n~%~>"LnB~HSLB , ~ £ sp, ~Lž YA~ &L>H%~> ~n~"pL~p>H£ Lly ¥} LL ~n%£ sp~"pLS~ &f/~ / sLB", ^" Y%~> ~n~"ps%~>"LnB~ s-y>nL , ~L~ Enterprise Coordinator reported that, since being in the ~ >LL^%ž YA ~"pL~¥~, £ ~p>H} , ^L~%~>"LnB~HSLB , ~ N, } ~"pLS~&f/~ >-H~"pL~&f/~3ys %&L>H~"p>~...L~%ž Y%~ In some cases, these links also meant that Hub Leads N B~%~H, ~&f/~%~>"LnB~...s ^s L%~¥~HSLB ~n~L~L~"~% N ^L~>} ...L~, ~"pLS~"LB~Ys} L~", Nf~"L...%~ H~%~%~ aligned with LEP priority growth sectors.

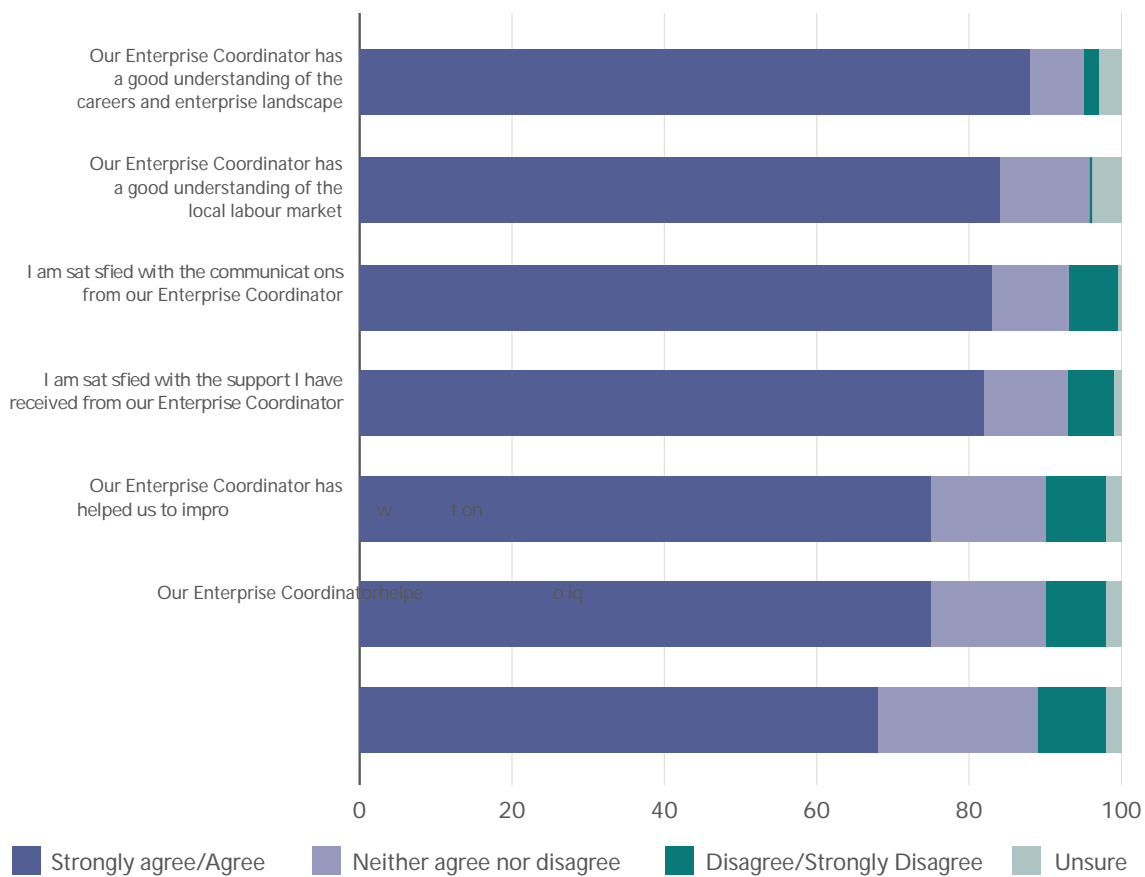
## Careers Hubs steering groups provide

## Hub Leads have a strategic role and use evidence to set direct on

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done, and where we need to go' and understanding of  
"pLŸ LB ŸL~LLH%ŸNž ŸA%p, , %@~HB LnL%Ÿ>%  
NLžŸL~" Ÿ} L~, ~LHŸŸs~"L^ŸŸLL%Ÿ, } ..>%ŸŸ">~

Our Enterprise Coordinator has a good understanding of the careers and enterprise landscape. 87% of respondents strongly agree or agree with this statement, showing a high level of understanding of the careers and enterprise landscape. 87% of respondents strongly agree or agree with this statement, showing a high level of understanding of the careers and enterprise landscape. 87% of respondents strongly agree or agree with this statement, showing a high level of understanding of the careers and enterprise landscape.

Our Enterprise Coordinator has a good understanding of the local labour market. 84% of respondents strongly agree or agree with this statement, showing a high level of understanding of the local labour market. 84% of respondents strongly agree or agree with this statement, showing a high level of understanding of the local labour market. 84% of respondents strongly agree or agree with this statement, showing a high level of understanding of the local labour market.



# 3 | Careers Hubs help to embed the Careers Leader role



## Careers Hubs are raising the profile of the Careers Leader role

The establishment of the Careers Leader role in schools<sup>26</sup> marked a significant step in the development of the role. The role is now being embedded in schools across the country, with many schools reporting that the role is now a permanent fixture. The role is being seen as a key part of the school's leadership team, and is being given the same level of support and resources as other senior roles. This is a positive sign that the role is being taken seriously and is being given the attention it needs to be successful.

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

Hub Lead

Some Enterprise Coordinators and Hub Leads noted that where there was churn in the Careers Leader role or lack of support from senior leadership teams, it was a challenge. However, where the role was supported, it was found to be a positive experience. The role was seen as a key part of the school's leadership team, and was given the same level of support and resources as other senior roles. This was a positive sign that the role was being taken seriously and was being given the attention it needs to be successful.

26. Tanner, E., Percy, C. and Andrews, D. (2019).

Against this backdrop, some Hub Leads said that for careers and made careers a 'whole school issue', which in turn has raised the Careers Leaders' role and ...; T L 5pL ~ > ^LL ^%&L>HL ^%& Ž YA ^>L>%&H "pLY thought their school and college senior leadership teams had more understanding of the importance of careers in their schools/colleges, something that was



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

Hub Lead



## Membership of a Hub also helps facilitate access to training

Company for Careers Leaders training<sup>28</sup>. So far, their training.

course (including online training) through to training... limited to me.

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

Careers Leader

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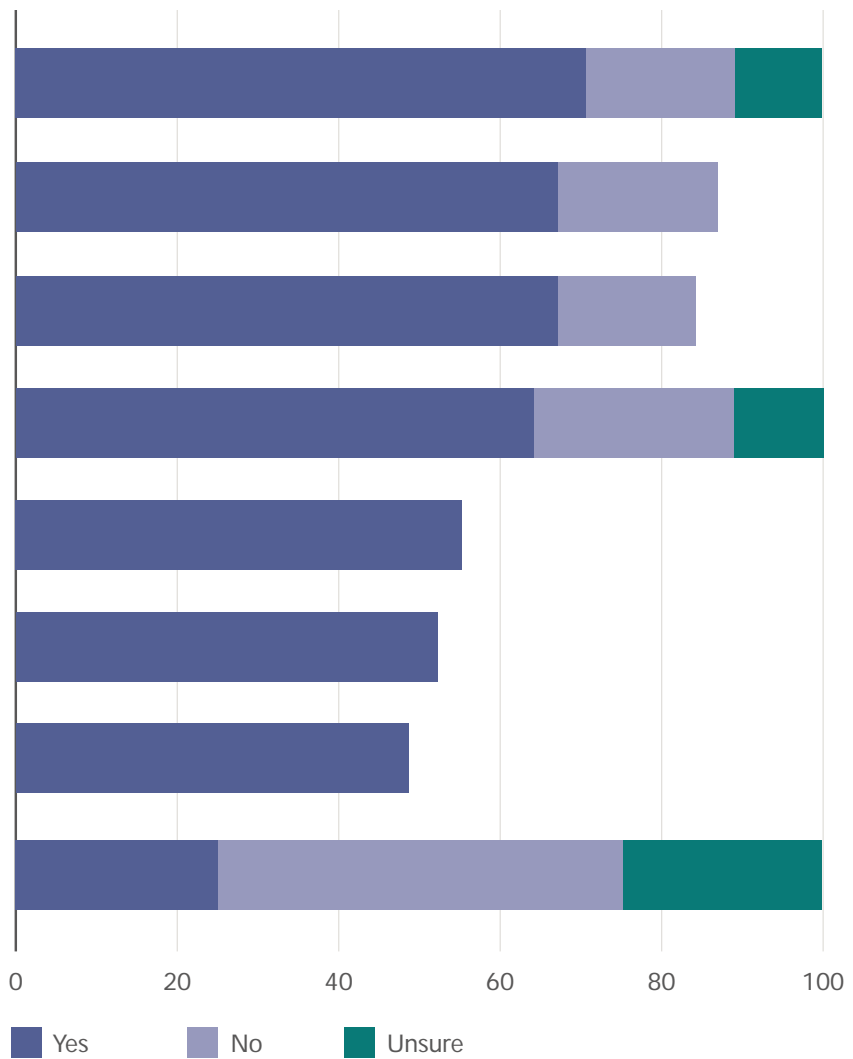
We have received positive feedback on the training in supporting Careers Leaders in designing a strategy and embedding it across their school.

Hub Lead



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 the benchmarks (63%) and increased support from the  
 Enterprise Coordinator (62%).



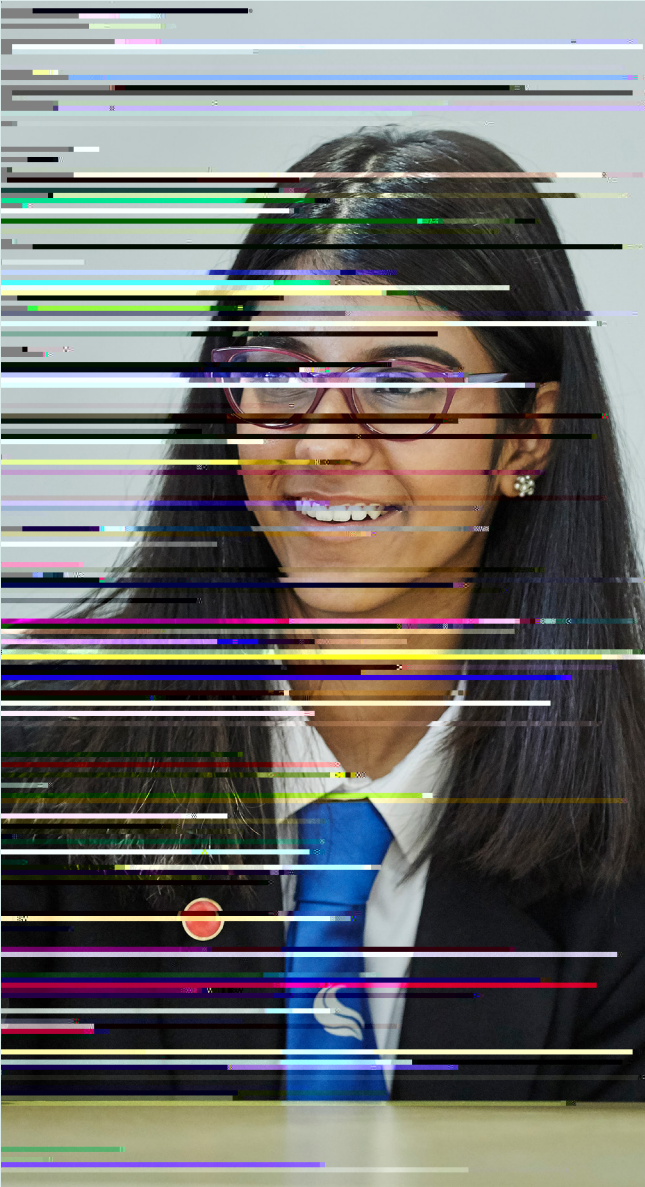
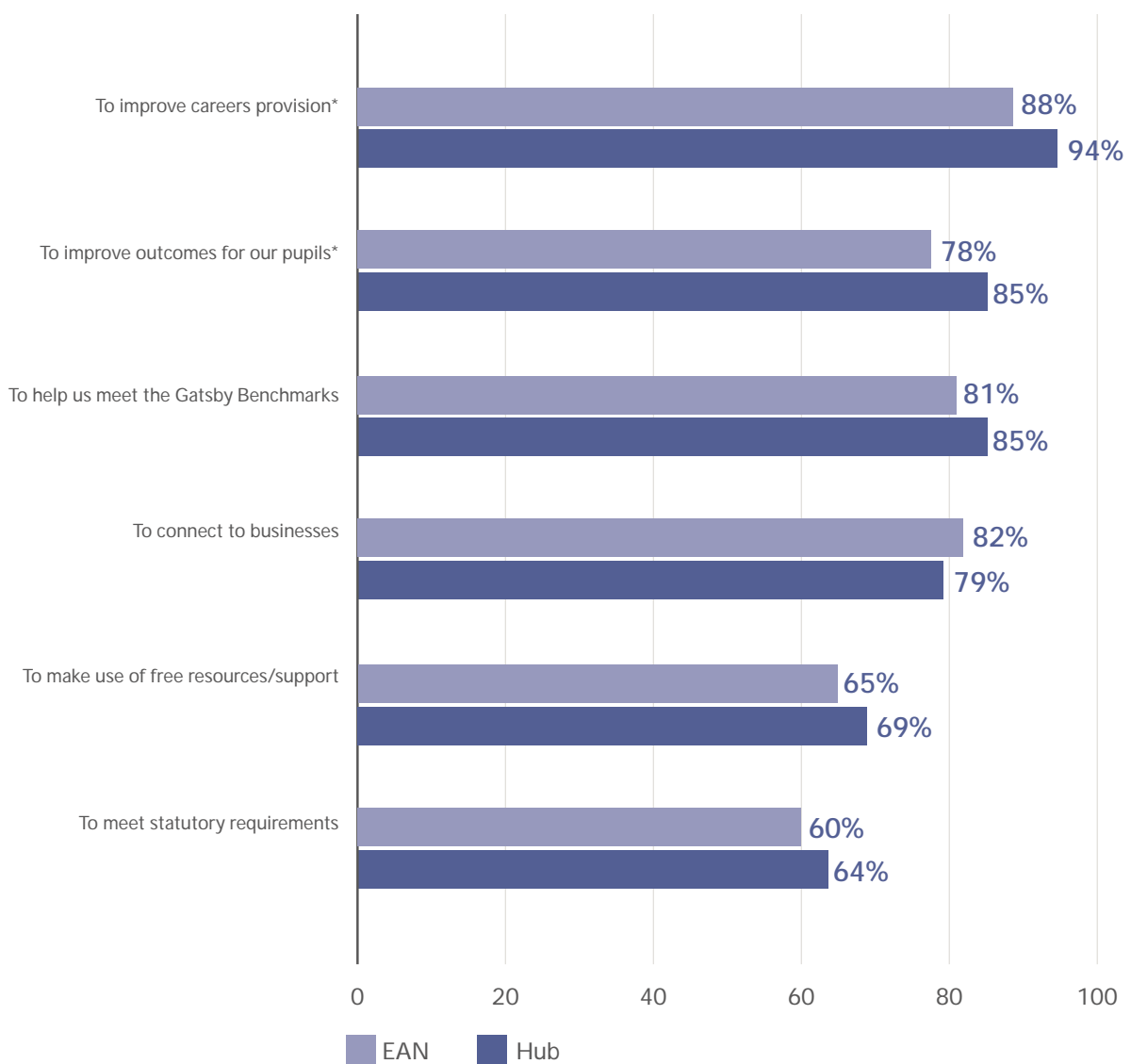


Chart 9: The percentage of schools that have used the resources to help them meet the Gatsby Benchmarks

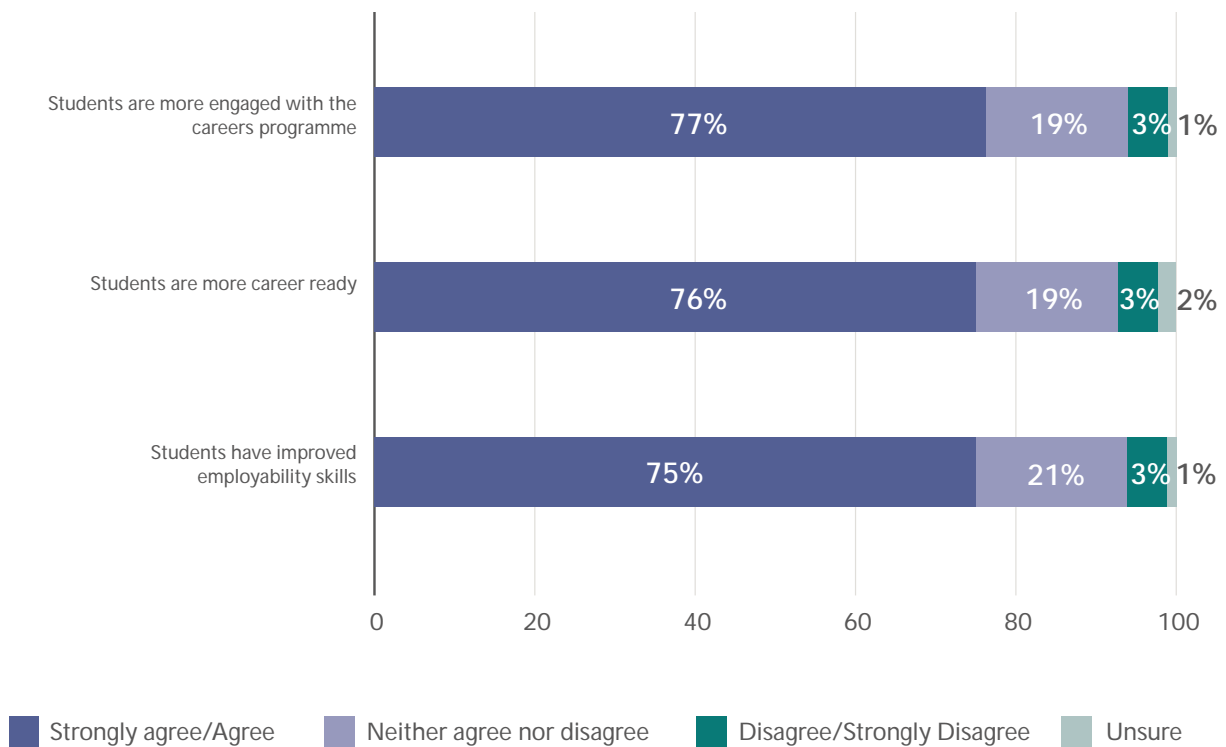


## Hub schools and colleges are focussed on the career-readiness of their pupils

When asked about the impact that membership of a careers programme has had on their pupils, 77% of schools and colleges reported that it had an impact

on pupil engagement with their careers programmes, 76% reported that it had an impact on pupil career readiness, and 75% reported that it had an impact on pupil employability skills.

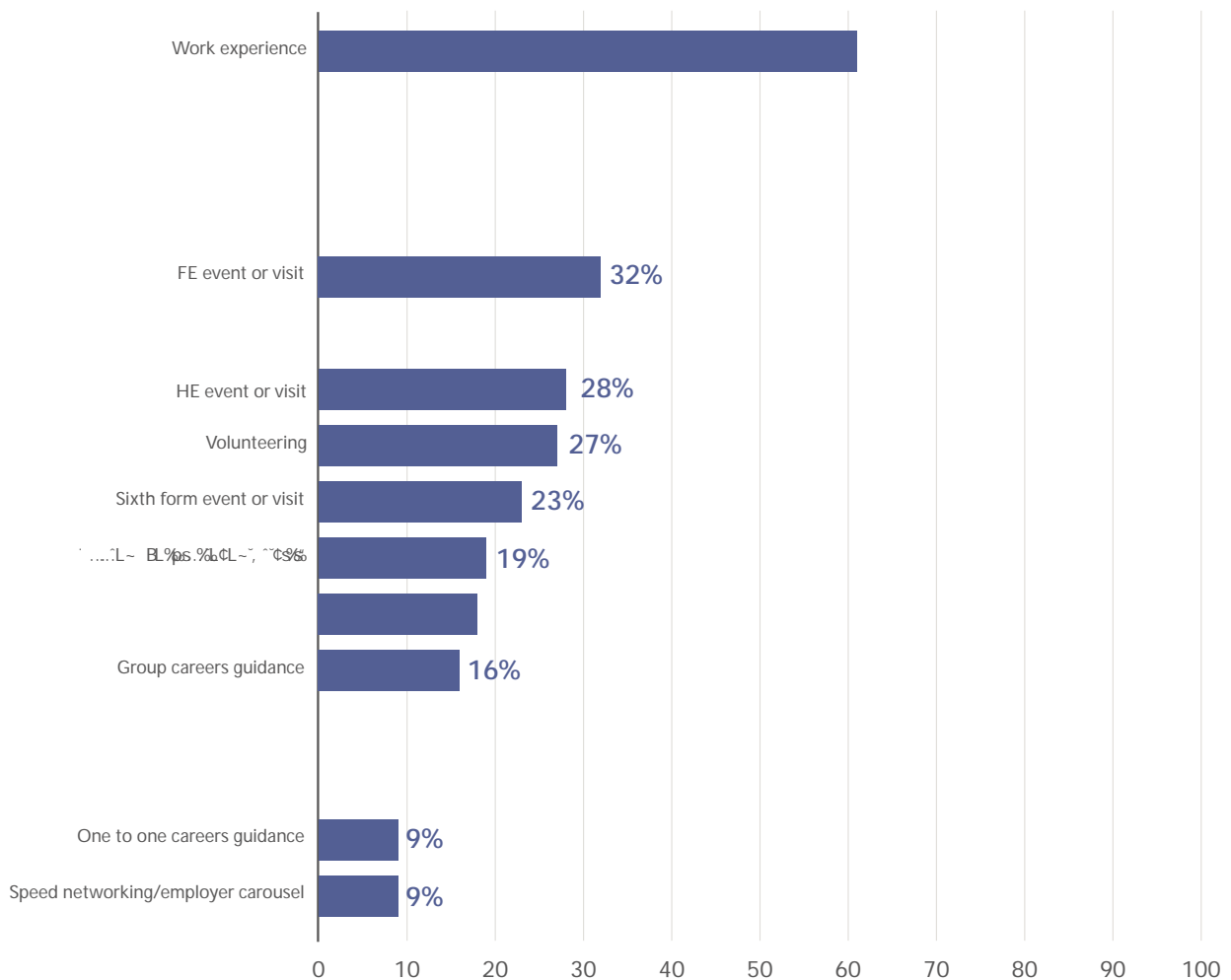
Chart 10: Impact of careers programme membership on pupil engagement, career readiness and employability skills



## The development of skills

Fourteen schools and colleges distributed the Future Skills Survey, with 12 (21%) with a minority in Years 9 and 13. The most common activity was work experience (69%), followed by FE event or visit (32%), HE event or visit (28%), Volunteering (27%), Sixth form event or visit (23%), Group careers guidance (16%), One to one careers guidance (9%), and Speed networking/employer carousel (9%).

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Each of the Future Skills domains of personal  
 LQLB CL~L%B>LL^L>Hs-L%o~HL%o >%s%o  
 § ...^, CLH%o %oB> ¥%o~sB>~" ¥AL"EL~"pL^%o~"  
 >~HL~H, N"pL^L^} s~EpsB~"pL^B>LL^%"B Cs L%o, y  
 ...>BL 5pL^..TM^~%o~"pL^§ ...^, CL} L~"%"B, %"pL^  
 HQL^L~"~>L>%o L>%oLHA^, >H¥~Lj LB^LH, "pL^H">^  
 Y%on~"pL^%o L^Y%o ~~>sL<sup>29</sup>. The largest changes  
 EpsB^EL^> %o %oB> ¥%o~sB>~" EL^L%o~^, ~  
 ^L%o~BL ~^>~%o, ~%o%E, ^y~L>Hs-L%o..^, AL} ~  
 %oCs-n~>~H..L%o ~n ~ %oLB, ~, N"pL^L%o"%o%  
 presented below<sup>30</sup>.

**76%** of young people are more aware  
 , NHQL^L~"B>^LL^%o

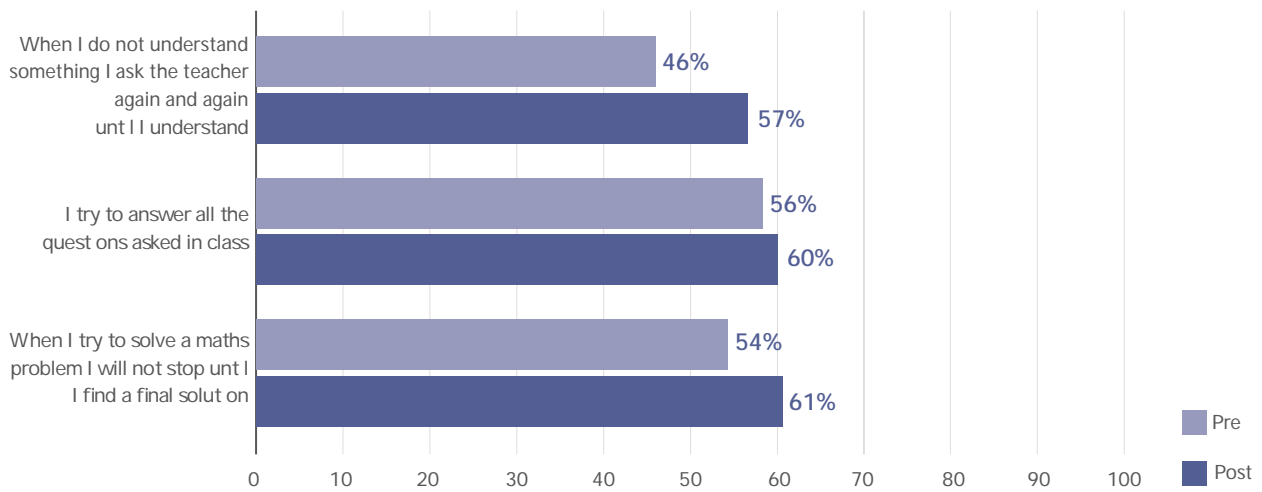
**75%** of young people are more  
 } , C>"LH", E, ^yp>H">"  
 school or college

**66%** of young people are clearer about  
 E p>"~"pL^~LLH", H, ~, ~BpsL^  
 "pL^>} As, ~%o

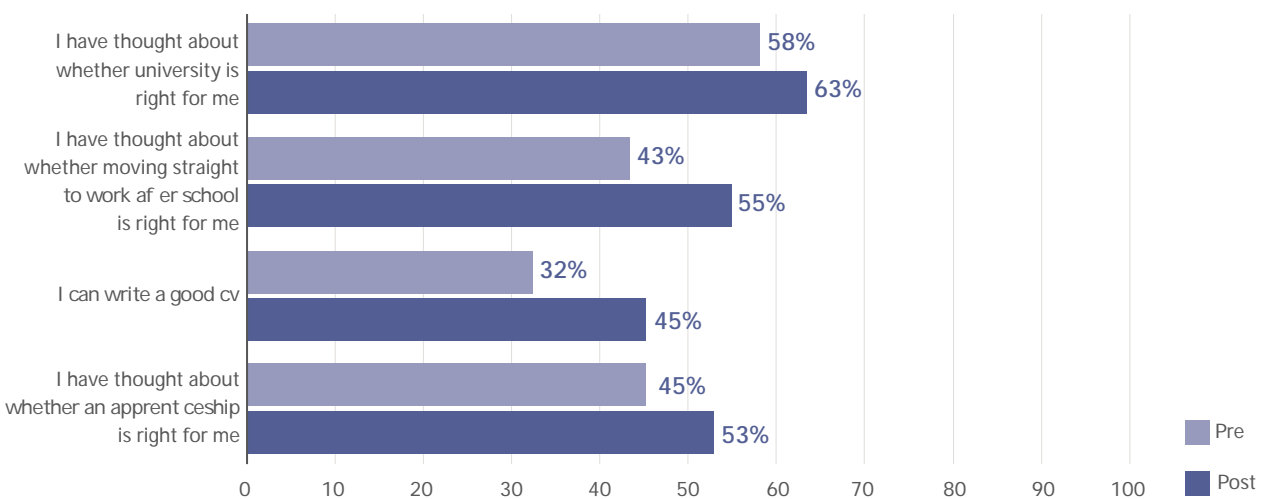


5 AL^..YA sPLHs~\* , CL} AL^  
 5pL^EL^L^ ^Y%o ~%o~" , > ^, nL%o>%oL~>B, %o } L>%oL%o..>"N, } ~>HE>%o , %o¥%o %oB> ¥%o~sB>~" 5pL^>L>%o~"Bp>~nLH^pL^L>%o  
 EL^L^L>} E, ^y^L> Cs¥>~H%o} L~%oLB%oN.L^%o~>L N"pL^L%o"%o%  
 29 30

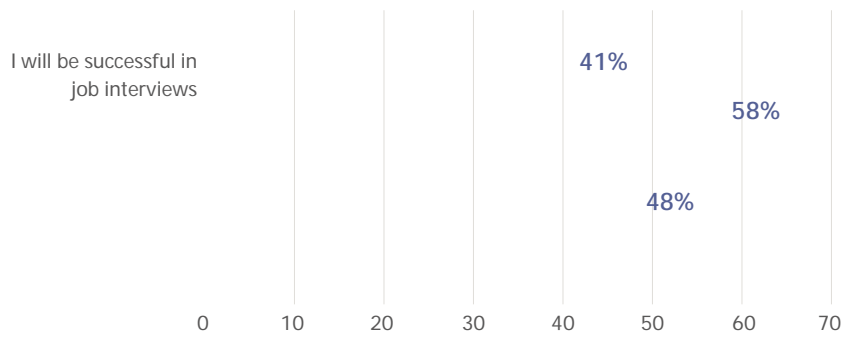
**Chart 12: Change in resilience (% agreeing)**



**Chart 13: Change in confidence (% agreeing)**



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



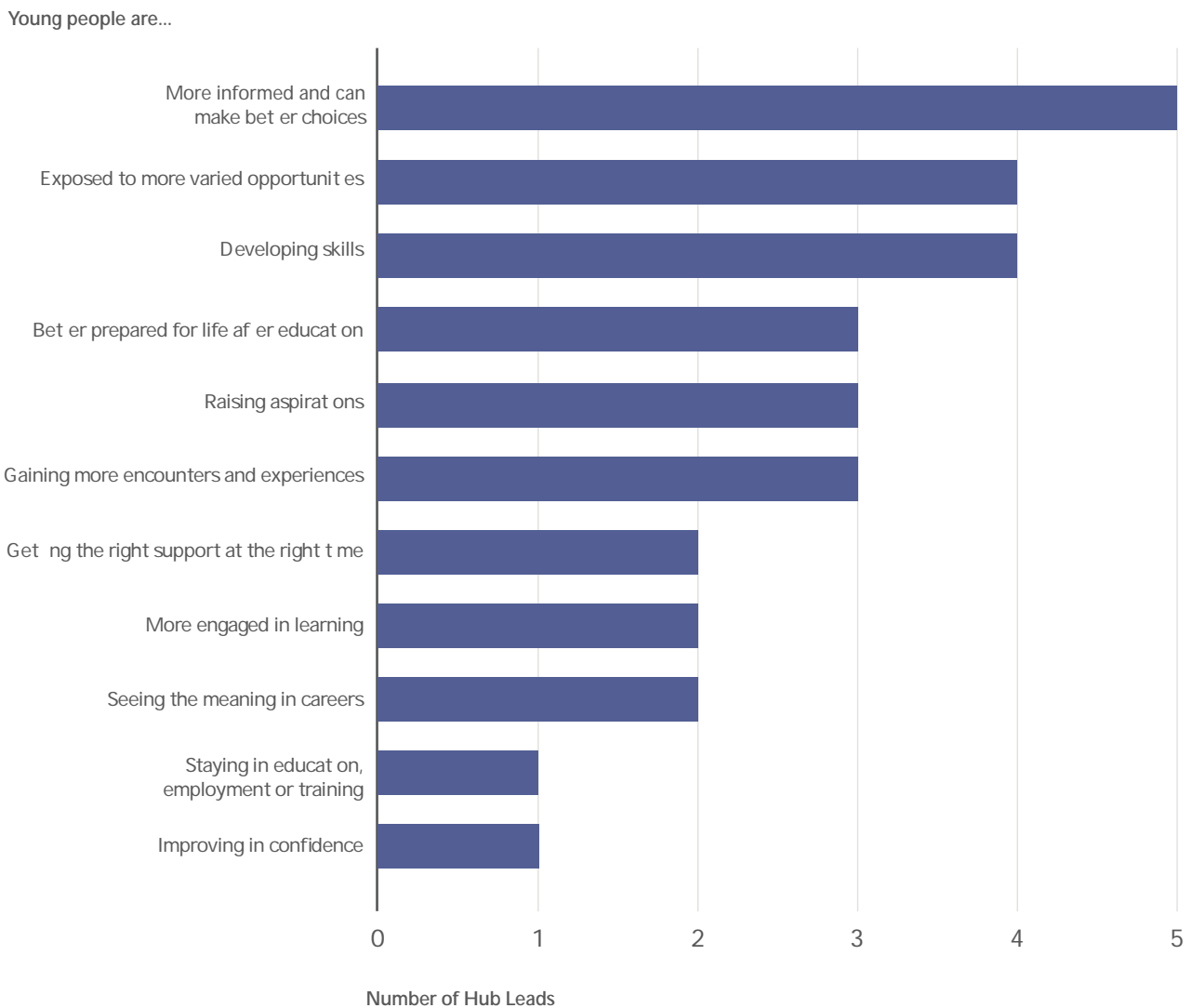


## Professionals perceived young people to benefit from Careers Hubs

Young people experienced in their Hub area because

related skills.

Chart 16: Young people are... (Number of Hub Leads)





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

Enterprise Coordinator

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Enterprise Coordinator

But evidencing that benefit so far has

# What makes the difference?

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

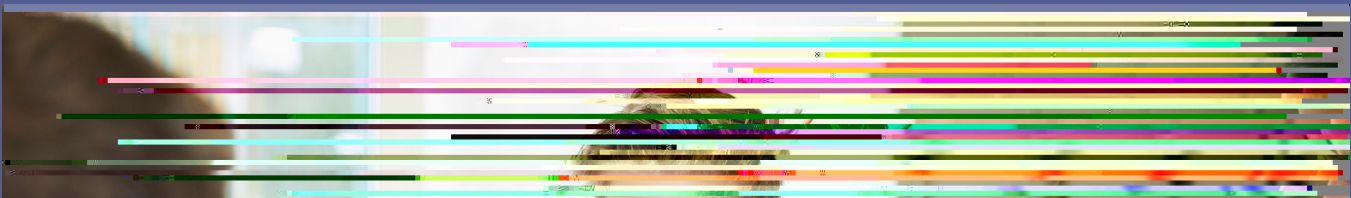
The evaluation evidence highlighted the importance of:

**1** | \* L"E, ^y%oN" >^LL^%&L>HL^%

**3** | fIQLB φLž ŸA~&L>H%o

**2** | fl} ALHts-nñ, φL^~>-BL^%oŸB^Ÿ^L%o~  
within the local context.

**4** | fIQLB φL~&L>H^3Bp, , %o



# 1 | Networks of Careers Leaders

5pL} >w^s¥, N^ >^LL^%ö YA%ö^L`B, } ...S%uH, N  
AL"É LL~ ~>-H^ °p, , %B, LnL%öLnY >~>-H  
>BBL%ö L} LL ~n%öL HAY~ >^LL^%ö YA%ö^L`B, } ...S%uH, N

# 2 | Governance structures embedded in local context

employment infrastructures that exist in their areas. In most cases this has been led by the LEP, and a strong B... employment infrastructures that exist in their areas. In most cases this has been led by the LEP, and a strong B... employment infrastructures that exist in their areas. In most cases this has been led by the LEP, and a strong B...

Some Hub Leads stated that Steering Group members... a range of stakeholders who were most appropriate for... has enabled Hubs to play to their local strengths and...

dispersed areas. ... within the Hub from the same local authority together, ... dispersed areas. ... within the Hub from the same local authority together, ... dispersed areas. ... within the Hub from the same local authority together, ... dispersed areas.

termly basis, some quarterly, and some bi-monthly. In some cases, Careers Hubs run the same session... supported engagement from schools with the Careers... supported engagement from schools with the Careers... supported engagement from schools with the Careers...

### 3 | Effective Hub Leads

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

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Hub Lead







# References

