

**Written evidence submitted by The Careers & Enterprise Company to the Education Select Committee**  
**Inquiry: 'Careers Education, Information, Advice and Guidance (CEIAG)'**

**Section 1: About The Careers & Enterprise Company (CEC)**

1. The CEC is the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education. Our mission is to help every young person to find their best next step.
2. Our work includes:
  - Training and supporting Careers Leaders.
  - Bringing employers, educators and providers together through our network of Careers Hubs.
  - Sharing practical digital tools and resources.

**Section 2: Executive summary**

3. The CEC welcomes the Education Select Committee's inquiry into CEIAG and would be delighted to give further written or oral evidence on request.
4. The CEC aims to help every young person find their best next step. We work with schools, colleges, employers, training providers and local skills and economic bodies<sup>1</sup> to improve careers education. Schools serving the most disadvantaged communities are accessing [more of our support](#).

**Careers education is improving:**

5. The near universal adoption of the [Gatsby Benchmarks](#) of careers education has created a national measure of performance. Through CEC's [digital tools](#), schools and colleges are reporting progress across the Benchmarks in all parts of the country.<sup>2</sup> Over the past three years, the most disadvantaged schools have reported the most improvement.<sup>3</sup>
6. There is a link between Gatsby Benchmark achievement and positive destinations for young people, particularly those eligible for Free School Meals (FSM).<sup>4</sup> Young people themselves are reflecting progress over time<sup>5</sup> and increases in 'career readiness' and pathway awareness as a result of improved support.<sup>6</sup>
7. External reviews confirm progress. Ofsted describe improvement, including more employers working with education<sup>7</sup> and more [coherence](#) against a previous assessment of [inadequacy](#). The House of Lord's Youth Unemployment Committee recently reported 'significant progress'.<sup>8</sup>
8. Education leaders see the value of careers education<sup>9</sup> and are continuing to support the agenda despite pandemic pressures.<sup>10</sup> The majority confirm accessing CEC support.<sup>11</sup> Careers Leaders are receiving effective training<sup>1213</sup> (overseen by the CEC) and are becoming more established.<sup>14</sup> The cost per unit of this training is [reducing](#).
9. Careers Hubs, also managed by the CEC, bring together schools, colleges, employers and providers at the local level and target support. Hubs have been shown to improve provision<sup>1516</sup> and are recognised as effective by a wide range of stakeholders.<sup>17</sup>
10. The pandemic inevitably had an impact, particularly on workplace experiences. The careers system was able to show resilience<sup>1819</sup> and considerable [innovation](#), however there is ground to make up.

**There is more to do (recommendations):**

11. Extending Careers Hubs to all parts of the country would support progress.<sup>20</sup> Other proposals are listed below:
  - Support all teachers to build careers into school/college life, including the curriculum, through training and employer partnerships. This work should include an emphasis on skills pathways like apprenticeships.
  - Secure a full-time, trained Careers Leader in every school and college serving the most disadvantaged students.
  - Develop peer and expert-led quality assurance models.
  - Ensure large-scale pupil feedback about 'career readiness' is used to inform the wider skills system.
  - Extend further support to those offering careers education in Independent Training Providers (ITPs).
  - Create standards for employers engaging in careers education, mirroring the experience of the Gatsby Benchmarks, to ensure outreach activity leads to businesses securing diverse talent.

### Section 3: The future

#### *Inquiry questions:*

- *Whether the proposals for CEIAG in the Government's Skills for Jobs White Paper will effectively address current challenges in the CEIAG system*
- *Whether greater investment to create a robust system of CEIAG is needed, and how could this be targeted, to create a stronger CEIAG*

12. The White Paper commits to extending Careers Hubs, Careers Leader training and the Gatsby framework. CEC's digital tools have helped ensure the Gatsby Benchmarks have been adopted. Compass and [Compass+](#) are used voluntarily by over 85% of schools and colleges to track provision.

13. From this, there are a number of logical extensions for the system:

#### **Embed a culture of careers**

14. When careers education becomes mainstream in schools and colleges, it has the most impact.<sup>21</sup> Like other cross-cutting areas, such as safeguarding and literacy, best practice involves:

- Responsibility held within the Senior Leadership.
- Whole-staff training.
- Use of curriculum.
- Specialist input.

15. Teachers pass on messages (often implicitly) about career paths through the relationships they build and the curriculum they teach.<sup>22</sup> We need to support teachers with this, not least because they do not always have knowledge or experience of non-academic pathways.<sup>23</sup>

16. There are a number of different models that could be used:

- Annual, short, online update training on post-16 pathways for all staff like the Home Office [prevent model training](#).
- [Update training](#) for Careers Leaders every two years (as seen with Designated Safeguarding Leads).
- Support included as part of the frameworks for [Initial teacher training](#), [Early career development](#) and [senior leadership](#). These currently lack specific focus on careers education.
- Continue to invest in employer / education partnerships with a focus on:
  - Implementing '[career connected](#)' curriculum schemes of learning.
  - Employers sharing knowledge with staff and students about the different pathways to work (including [apprenticeships](#)).
  - Opportunities for teachers to spend time in [industry](#).

#### **Quality assurance and leadership**

17. Effective quality assurance in education involves peer and external review<sup>24,25</sup> - a combination of challenge and support. We are piloting a number of these models with Careers Hubs and academy trusts so that careers can find its place in the wider school and college improvement agenda.

18. Where Careers Leaders are well trained and have capacity, they become '[specialist leaders](#)' similar to those in areas like behaviour and assessment. Central Careers Leaders are now emerging in Trusts. A [partnership](#) with the Association of Colleges is supporting whole-college career leadership.

19. Full-time, trained Careers Leaders, in schools and colleges serving the most disadvantaged young people, would build capacity and accelerate improvements.

#### **Build young people's views into the system**

20. In the first half of the 21/22 academic year, 15,000 students had taken part in the 'Future Skills Questionnaire.'<sup>26</sup> Their responses, which taken together constitute a 'career readiness' indicator, give us insights into young people's aspirations and awareness of pathways like apprenticeships. This information could be used to support local course planning through Local Skills Improvement Plans and the work of the DfE's Future Skills Unit.

## Employer leadership

21. High-quality careers education requires employer engagement. Careers Hubs are an important mechanism for linking employers to schools and colleges and providing workplace experiences.<sup>27,28</sup> A set of standards for employer outreach, mirroring the experience of the Gatsby Benchmarks, would support sustainable improvement.

## More support for ITPs

22. ITPs are a critical part of the education and skills system. Based on initial exploratory work, there is a strong case for extending careers support, including training and toolkits, to the sector.<sup>29</sup>

## Parents

23. Parental influence on young people's career choices is significant and shaped by socio-economic background.<sup>30</sup> A [Gatsby Foundation](#) pilot has been developing approaches including direct contact through digital and home activities. A [new strand of work](#) is underway to help Careers Leaders and wider teaching staff feel more confident when engaging parents.

## Section 4: Addressing disadvantage

*Inquiry questions: Whether the current system of careers education, information, advice and guidance (CEIAG) is serving young people, particularly:*

- those from disadvantaged backgrounds;
- those who are known to the care system;
- those who are not in mainstream education, including home-educated pupils and those in alternative provision;
- those from different ethnic minority backgrounds; and
- those who have a special educational need or disability.

24. Disadvantaged young people face multiple barriers when finding their next steps.<sup>31</sup> As in other areas of education, the current system relies on high-quality provision in schools and colleges. Although there is progress, gaps remain.<sup>32</sup> Young people who fall out of the system require more support.

25. Our work focuses on helping to improve careers education in schools and colleges. We seek to address disadvantage in three ways:

## Schools and colleges

26. Without school and college mediation career readiness is left to the social networks young people have by virtue of background rather than ambition.<sup>33</sup> Schools and colleges have clear insight into the often inter-related barriers young people face and have the power to target.

27. Schools serving the highest proportion of disadvantaged students receive [more careers support](#):

- 77% are now in a Careers Hub compared to 62% serving the least disadvantaged young people.<sup>34</sup>
- 44% have engaged in Careers Leader training, compared to 35% in the least deprived schools.
- 56% are using the Compass+ digital platform which allows schools to target students (compared to 35% in more advantaged schools).
- 80% of schools in the Government's recently announced [Education Investment Areas](#) are already in Careers Hubs, with 46% having accessed Careers Leader training.

28. Schools that serve the most disadvantaged communities are ahead on most benchmarks.<sup>35</sup> Over the last three years they have also reported the most progress.<sup>36</sup> The positive link between the number of Gatsby Benchmarks achieved and the likelihood of a student being in education, employment or training is strongest amongst these schools.<sup>37</sup>

29. The Compass+ digital tool allows careers activities to be assigned to individual students. A mid-year analysis shows that students on FSM are just as likely to be participating in activities compared to their peers (in fact slightly more so). The sample covers 1,150 schools recording 30,000 activities for nearly 700,000 students.<sup>38</sup>

30. Support for Alternative Provision (AP) and Special Schools, where disadvantaged young people are [overrepresented](#), is increasing.<sup>39</sup> Over half are in a Careers Hub and 550 Special and AP institutions shared data through a tailored digital tool for the first time in 2020/21.<sup>40</sup>

#### *Special Education Needs and Disabilities (SEND)*

31. Additional support for those working with SEND young people, both inside and outside specialist provision, includes:
- Foundation SEND training for Careers Hub teams to support inclusive employer engagement.<sup>41</sup> Hubs increasingly have dedicated team members to support SEND (of which most are full time).
  - Local and national Communities of Practice e.g., [East Sussex Careers Hub](#).
  - Tailored resources including a [Resource Directory](#) with help for [employers](#) and advice on [transition activities](#).

#### **Employers**

32. Employer-focused provision is critical for disadvantaged young people. It increases social capital<sup>42</sup> and builds motivation.<sup>43</sup> Those schools serving the highest proportion of disadvantaged young people<sup>44</sup> report being further ahead on the Benchmarks linked to employer engagement.
33. The pandemic disrupted the ability for young people to access experiences of the workplace. Although disadvantaged schools were more resilient than others and innovation was widespread<sup>45</sup>, there is considerable ground to make-up. Over 300 ‘Cornerstone’ employers are working with Careers Hubs as collective groups and have an appetite to engage further.<sup>46</sup>

#### **Targeted support**

34. The Careers Hub model supports an area-based approach – acknowledging different contexts. Equally, the model allows successful approaches to be shared nationally.
35. *Effective Transitions*: The CEC designed the ‘Effective Transitions Fund’ in partnership with JP Morgan Chase. Interventions are delivered through Hubs and are targeted at young people eligible for FSM at points of transition.<sup>47</sup> Examples include support for excluded black boys in London, working-class boys in Liverpool, pupils with SEND in the North East and girls on FSM across the Leeds City Region.<sup>48</sup>
36. *Hub Projects*: These are funded by the DfE and, as above, are designed to provide specific interventions for target cohorts. Projects include an intervention to support Looked After Children, in partnership with South Gloucestershire Local Authority, and support for AP in the Black Country.<sup>49</sup>

### **Section 5: Careers and skills in the curriculum**

*Inquiry questions: How careers and skills guidance could be better embedded in the curriculum across primary, secondary, further, higher and adult education, to ensure all learners are properly prepared for the world?*

37. A career-ready curriculum helps young people explore different futures and learn skills like oracy before they make decisions (see Figure 1 below). This is a crucial element of connecting young people to skills and skills pathways, particularly pre-16. As described in section 3 (paragraphs 16 and 21), there are significant opportunities to make progress through training and employer partnerships.

*Figure 1: Career Readiness Curriculum Models*

<b>Model</b>	<b>What?</b>	<b>Examples</b>
<i>Model 1: Curriculum connections</i>	Teachers highlight how the curriculum connects to different careers and pathways.	<a href="#">The Misbourne School</a> in Buckinghamshire has made it a requirement for every curriculum leader to embed careers in schemes of learning.
<i>Model 2: Employer co-design</i>	Teachers build schemes of learning with employers that focus on key industries and skills.	The Academies Enterprise Trust, Pinewood Studios and The CEC worked in partnership to roll out a <a href="#">maths scheme of learning</a> linking

		content like ratio and proportion to jobs in the creative industries.
<i>Model 3: Cross curricular</i>	Teachers track career readiness and skills in the formal and informal curriculum. Specific interventions are put in place to close gaps.	<a href="#">Southmoor Academy</a> in Sunderland currently meets all eight Gatsby Benchmarks and is one, among many, that uses the <a href="#">Skills Builder Framework</a> to embed career readiness skills. <a href="#">Horizon Community Academy</a> in Barnsley has a skills-focused, comprehensive programme.
<i>Model 4: Whole-school approach</i>	There is a whole school/college-approach. Teachers are immersed in industry. The curriculum is flexed to make all learning work relevant.	<a href="#">Catcote Academy</a> , a special school in Hartlepool runs a café and shop for students to build real-world skills. <a href="#">Weston College's</a> Careers Excellence Hubs span every facet of the curriculum. <a href="#">Oldham College</a> aligns their careers programme to the local economy. <a href="#">Aston University Engineering Academy</a> has a specialist technical curriculum and employer-linked projects.

38. Schools have reported an increase in teachers putting careers in the curriculum (particularly during the pandemic).<sup>50</sup> However, colleges are further ahead<sup>51</sup> and leading the way (see model 4 above). Many have a 'careers not courses' mantra focused on student next steps.

### Experiences of the workplace

39. Experiences of the workplace are powerful learning experiences and have a significant impact on skill development. [Best practice includes:](#)
- Planning learning objectives in advance, including the skills young people are working on.
  - Using the experience as a 'real-life assessment' ([BAE Systems](#) currently use the Engineering Development Trust to certificate their work experience).
  - Building the experiences into the wider career-ready curriculum.

### Section 6: Parity of pathways

*Inquiry questions: How schools could be supported to better fulfil their duties to provide careers advice and inform students of technical, as well as academic, pathways.*

- *How the Baker Clause could be more effectively enforced*
- *How the Government can ensure more young people have access to a professional and independent careers advisor and increase the take-up of the Lifetime Skills initiative.*

40. We support schools to amplify technical routes in partnership with a range of organisations (e.g. [the AoC](#), [AELP](#), [IfATE](#), [YEUK](#), [Amazing Apprenticeships](#), [UCAS](#), [local networks](#)) including those that have a remit in this area (e.g. [the ASK programme](#)).

41. Our work includes:

- [Resources for Careers Leaders](#) (in addition to funded training).
- Specific objectives set for each Careers Hub (with a third having dedicated members of staff).
- Hub [support for college, provider and programme access](#) to schools.
- Tracking of pupil understanding of post-16 routes via the 'Future Skills Questionnaire' (FSQ).<sup>52</sup>
- Linking the national [find an apprenticeship service](#) to our [digital tools](#).

42. Several sources show awareness and appetite for apprenticeship routes has increased (albeit from a low base):

- DfE research showed that by the end of the last academic year, Year 9s and 10s had almost as strong awareness of apprenticeships as A Levels.<sup>53</sup> This builds on longitudinal research that shows an increase in

young people being told about an apprenticeship (43% to 64% from 2009 to 2018). Young people also reported improvements in the timing, amount and suitability of careers support they received.<sup>54</sup>

- Mid-year FSQ data from 15,000 students shows apprenticeships awareness increases with age, rising to 70% for Year 10s and 11 (only slightly lower than A-levels).<sup>55</sup>
- 86% of respondents to the Youth Voice Census 2021 reported that apprenticeships had been discussed with them in school.<sup>56</sup>

43. This work is important because where the provision of apprenticeship information is high, evidence suggests take-up rises by 16%.<sup>57</sup>
44. There remains, however, significant work to do (particularly with the expansion of T-levels).<sup>58</sup> Young people want practical information and support with applications.<sup>59</sup>

## Next steps

### Supporting Teachers

45. Section 3 (paragraph 16) describes how teacher training would support improvements. Figure 1 describes how the pre-16 curriculum can be used to generate interest in technical pathways.

### 'The Baker Clause' (provider access legislation)

46. Young people need multiple and meaningful interaction with skills and skills pathways – over time – if they are to feel confident in making decisions. A renewed emphasis in this area is welcome.
47. As Government considers changes to the requirements on schools, Figure 2 makes suggestions on implementation:

*Figure 2: Implementation of provider access legislation*

What?	How?
Stage 1: Awareness and support	As Hubs are rolled out, there will be a single route for communicating changes to schools and supporting implementation with practical advice.
Stage 2: Monitoring	<i>Identification:</i> The CEC data tools can identify where encounters are proving more difficult. <i>Intervention:</i> Hubs are already working with <a href="#">networks of colleges</a> and <a href="#">ITPs</a> <sup>60</sup> and so can co-ordinate access. <i>Impact:</i> The 'Future Skills Questionnaire' can establish whether young people are more aware of different pathways.
Stage 3: Assurance	This includes: <ul style="list-style-type: none"> <li>• Peer review at the local level.</li> <li>• Hub-led reviews.</li> <li>• Expert/compliance reviews.</li> </ul> There are parallels here to the <a href="#">pupil premium review process</a> . Reviews could focus on awareness of technical routes or other aspects of careers education (see section 1 for more detail).

48. The standard [school complaints procedure](#) could also be used to support full implementation.

## Personal guidance

49. Personal guidance from an independent and trained careers advisor is vital to high-quality careers education.<sup>61</sup> Previous work has delivered innovative models and impact.<sup>62</sup> Over the past year [Careers Hubs](#) have supported additional personal guidance to help young people through transition.
50. Guidance conversations are most informed and impactful when linked into a wider careers programme, building on other strands of work (e.g., skills in the curriculum, employer/further education encounters).<sup>63</sup>



51. Schools serving the most disadvantaged cohorts are reporting more progress in this area,<sup>64</sup> however there remain gaps.<sup>65</sup>

## Section 7: Value for Money

*Inquiry question: Whether organisations like the CEC and National Careers Service (NCS) provide value for money to the taxpayer.*

### The CEC oversees interventions that have improved careers education

52. CEC's grant for 21/22 was [£28 million](#).
53. 65% was for extending and supporting Careers Hubs and partnering business volunteers with schools and colleges (both inside and outside of Hubs).<sup>66</sup>
54. Careers Hubs have been shown to improve provision<sup>67,68</sup> and are recognised as effective by a wide range of stakeholders.<sup>69</sup> Schools and colleges who have been in Careers Hubs for the longest report the most progress.<sup>70</sup>
55. 24% of the grant was for supporting Careers Leaders, including training, continuous professional development, digital tools, evaluation and best practice, and targeted support (e.g., SEND).
56. Careers Leaders are receiving effective training<sup>71</sup> and are becoming more established.<sup>72</sup>
57. More disadvantaged schools are in Hubs and have engaged with Careers Leaders training compared to the least disadvantaged [schools](#).
58. NCS services are connected to all aspects of CEC work to maximise impact.

### The cost of these interventions is decreasing – and is less than previous programmes

59. The goal is that by 2024, 100% of eligible schools and colleges will have the opportunity to join a Careers Hub. The local unit cost per institution in a Careers Hub is reducing and anticipated to reduce further by [2024](#).
60. Management of the Careers Leader training provider contracts has driven 5% decrease in unit costs from 2020/21 to 2021/22.
61. Connexions, the previous national programme, had an [annual budget of £467m](#).

### Central costs have remained stable; reach and scale have increased

62. Central support costs have reduced over time to 10% in 2020/21 (11% projected in 21/22). Staffing numbers have remained below budget.
63. By the end of March 2020 there were 1,304 schools and colleges in a Hub, there are now over 3,250.
64. Over the same period, the number of Careers Leaders fully trained has gone from 786 to 2,063.

### Government investment is leveraging considerable additional resources

65. In 2021/22<sup>73</sup>:
  - £4.8m in co-funding for Careers Hubs and the partnering of business volunteers, largely from Local Enterprise Partnerships and Local and Combined Authorities.
  - £6.7m in estimated volunteer time through business people working directly with schools.
  - £0.5m from [private sector](#), trusts and foundations.
66. Over the last 2 years (2019/20 – 2020/21), for every £1 of DfE grant funding the CEC has leveraged an estimated 41p (*rising to 51p for the year 2021/22, led by an increase in volunteering and non-DfE funding*).
67. See [2020/21 CEC value for money report for more information](#).

**For more information on this submission or to request further evidence, please contact Sarah Yong, Head of External Affairs, on [syong@careersandenterprise.co.uk](mailto:syong@careersandenterprise.co.uk) or 07904 378735.**

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- <sup>1</sup> Careers Hubs are co-located and partly funded by Local Enterprise Partnerships, Local and Combined Authorities
- <sup>2</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021. London: The Careers & Enterprise Company.](#)
- <sup>3</sup> See 'School Compass sub benchmarks' data on this page: <https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/trends-in-careers-education-2021/>
- <sup>4</sup> [Percy, C. & Tanner, E. \(2021\). The benefits of Gatsby Benchmark achievement for post-16 destinations. London: The Careers & Enterprise Company.](#)
- <sup>5</sup> [Stewart, H. \(2021\), Young people's experiences of careers information, advice and guidance: Evidence from the second Longitudinal Study of Young People in England.](#)
- <sup>6</sup> [Finlay, I. & Tanner, E. \(March 2022\). Insight briefing: Mid-year update on student career readiness. London: The Careers & Enterprise Company.](#)
- <sup>7</sup> [Education, Children's Services and Skills 2018/19 \(publishing.service.gov.uk\)](#)
- <sup>8</sup> 'Skills for every young person': Report of Session 2021 – 2, (Pg.22)
- <sup>9</sup> [Pye Tait Consulting \(August 2020\). Secondary school and college leadership views on the impact of the Covid-19 pandemic on careers guidance. Gatsby Charitable Foundation.](#)
- <sup>10</sup> [Gatsby Charitable Foundation \(December 2021\). School leader views on career guidance.](#)
- <sup>11</sup> [Holt-White, E., Montacute, R. and Tibbs, L. \(2022\). Paving the Way: Careers guidance in secondary schools. Sutton Trust.](#)
- <sup>12</sup> [Williams, J., Akehurst, G., Alexander, K., Pollard, E., Williams, C. and T. Hooley \(2020\). Evaluation of the Careers Leader Training. Institute for Employment Studies.](#)
- <sup>13</sup> [Finlay, I. and Tanner, E. \(2021\). Careers Leader Training: Impact on knowledge, practice and programmes \(2018- 2020\). London: The Careers & Enterprise Company.](#)
- <sup>14</sup> *Ibid*
- <sup>15</sup> CBI and Pearson (2019). [Education and Learning for the Modern World: CBI/Pearson Education and Skills Survey Report 2019.](#)
- <sup>16</sup> [SQW \(2020\). Enterprise Adviser Network and Careers Hubs: Evaluation Report. SQW.](#)
- <sup>17</sup> [The Career Development Institute, The Edge Foundation, UCAS, Institute of Student Employers, Sutton Trust, AELP, the Augar Review \(pg.12\).](#)
- <sup>18</sup> Sir Kevan Collins - P.16 <https://committees.parliament.uk/oralevidence/2246/pdf/>
- <sup>19</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021. London: The Careers & Enterprise Company.](#)
- <sup>20</sup> *Ibid.*
- <sup>21</sup> [Gibson, S., Tanner, E. and A. Webster \(2021\). Careers Leadership in Colleges: Supporting learners through a 'whole college' approach. London: The Careers & Enterprise Company.](#)
- <sup>22</sup> [Stewart, H. \(2021\), Young people's experiences of careers information, advice and guidance: Evidence from the second Longitudinal Study of Young People in England.](#)
- <sup>23</sup> Archer, R., Highton, J., et al (2021). [The road not taken: the drivers of course selection: The determinants and consequences of post-16 education choices.](#) Sub-report for the Social Mobility Commission (Pg.48).
- <sup>24</sup> <https://www.challengepartners.org/trust-peer-review>.
- <sup>25</sup> [Pupil premium reviews - GOV.UK \(www.gov.uk\).](#)
- <sup>26</sup> [Finlay, I. & Tanner, E. \(March 2022\). Insight briefing: Mid-year update on student career readiness. London: The Careers & Enterprise Company.](#)
- <sup>27</sup> CBI and Pearson (2019). [Education and Learning for the Modern World: CBI/Pearson Education and Skills Survey Report 2019.](#)
- <sup>28</sup> <https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/trends-in-careers-education-2021/> - Chart 9, page 41
- <sup>29</sup> Survey and qualitative work with ITPs carried out 2021-22 by AELP and Cooper Gibson Research (unpublished, for internal use).
- <sup>30</sup> [Hunt, J., Atherton, K., Collerton, E. and Wilkinson, N. \(2021\). Effective Careers Interventions for Disadvantaged Young People. London: The Careers & Enterprise Company.](#)
- <sup>31</sup> *Ibid.*
- <sup>32</sup> See 'School Compass sub benchmarks' data on this page: <https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/trends-in-careers-education-2021/>.
- <sup>33</sup> Mann, A., Denis, V., Schleicher, A., Ekhtiari, H., Forsyth, T., Liu, E., & Chambers, N. (2020). [Dream Jobs? Teenagers' Career Aspirations and the Future of Work - OECD.](#)
- <sup>34</sup> The 25% of schools serving cohorts with the smallest proportions of young people eligible for FSM.
- <sup>35</sup> See 'School Compass sub benchmarks' data on this page: <https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/trends-in-careers-education-2021/>.
- <sup>36</sup> *Ibid.*
- <sup>37</sup> Percy, C. & Tanner, E. (2021). [The benefits of Gatsby Benchmark achievement for post-16 destinations.](#) London: The Careers & Enterprise Company.
- <sup>38</sup> [Finlay, I. & Tanner, E. \(March 2022\). Insight briefing: Mid-year update on student career readiness. London: The Careers & Enterprise Company.](#)
- <sup>39</sup> The most disadvantaged quartile of Special and Alternative Provision (AP) schools are also more engaged (67% in Careers Hubs compared to 51% with more advantaged intakes; 28% compared to 19% accessing Career Leader training).
- <sup>40</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021. London: The Careers & Enterprise Company.](#)
- <sup>41</sup> Through partnerships with national employers including [National Grid](#), Hubs are able to share and embed best practice.



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- <sup>42</sup> [Mann, A., Percy, C. and E. Kashefpakdel, E. \(2018\). Socialised social capital? The capacity of schools to use careers provision to compensate for social capital deficiencies among teenagers.](#) In Mann, A., Huddleston, P. and Kashefpakdel, E. (eds.). (2018). *Essays on Employer Engagement*. London: Routledge.
- <sup>43</sup> [Hughes, D., Mann, A., Barnes, S.-A., & Mckeown, R. \(2016\). \*Careers education: International literature review.\*](#)
- <sup>44</sup> The 25% of schools serving the highest proportion of young people eligible for Free School Meals (FSM).
- <sup>45</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021.](#) London: The Careers & Enterprise Company.
- <sup>46</sup> [The Careers & Enterprise Company \(2021\). Employer engagement in careers education: Insights 2020/21.](#) London: The Careers & Enterprise Company.
- <sup>47</sup> [Hunt, J., Atherton, K., Collerton, E. and Wilkinson, N. \(2021\). \*Effective Careers Interventions for Disadvantaged Young People: A report by the Behavioural Insights Team.\*](#)
- <sup>48</sup> Summary of each project available on request.
- <sup>49</sup> *Ibid.*
- <sup>50</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021.](#) London: The Careers & Enterprise Company.
- <sup>51</sup> *Ibid.*
- <sup>52</sup> [Finlay, I. & Tanner, E. \(March 2022\). Insight briefing: Mid-year update on student career readiness.](#) London: The Careers & Enterprise Company.
- <sup>53</sup> [IFF Research \(2021\). Covid-19 Parent and Pupil Panel: July findings report. DFE-RR1157. Department for Education.](#)
- <sup>54</sup> [Stewart, H. \(2021\), \*Young people's experiences of careers information, advice and guidance: Evidence from the second Longitudinal Study of Young People in England.\*](#)
- <sup>55</sup> [Finlay, I. & Tanner, E. \(March 2022\). Insight briefing: Mid-year update on student career readiness.](#) London: The Careers & Enterprise Company.
- <sup>56</sup> [Youth Employment UK \(2021\). Youth Voice Census Report 2021.](#)
- <sup>57</sup> [Percy, C. & Tanner, E. \(2021\). The benefits of Gatsby Benchmark achievement for post-16 destinations.](#) London: The Careers & Enterprise Company.
- <sup>58</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021.](#) London: The Careers & Enterprise Company.
- <sup>59</sup> [Doherty, K. and Holt-White, E. \(2021\). Apprenticeship outreach: Engaging with under-represented groups to improve social mobility. Sutton Trust.](#)
- <sup>60</sup> Colleges and networks of ITPs are increasingly represented in Hub governance structures.
- <sup>61</sup> [Percy, C. \(2020\). Personal Guidance in English Secondary Education: An initial Return-on-Investment estimate.](#)
- <sup>62</sup> [Neary, S., and Hanson, J. \(2020\). 'The personal guidance funddeveloping new and innovative practice'. \*Careers Matters\*, 8\(1\), pp. 20-21.](#)
- <sup>63</sup> [Hunt, J., Atherton, K., Collerton, E. and Wilkinson, N. \(2021\). \*Effective careers interventions for disadvantaged young people. A report by the Behavioural Insights Team.\*](#)
- <sup>64</sup> See 'School Compass sub benchmarks' data on this page: <https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/trends-in-careers-education-2021/>.
- <sup>65</sup> [Holt-White et al \(2022\), \*Paving the Way.\* The Sutton Trust.](#)
- <sup>66</sup> The teams that support Careers Hubs (and the wider network) are partly co-funded by local partners including Local Enterprise Partnerships, Local and Combined Authorities. The teams are employed directly by these organisations.
- <sup>67</sup> [CBI and Pearson \(2019\). \*Education and Learning for the Modern World: CBI/Pearson Education and Skills Survey Report 2019.\*](#)
- <sup>68</sup> [SQW \(2020\). \*Enterprise Adviser Network and Careers Hubs: Evaluation Report.\* SQW.](#)
- <sup>69</sup> [The Career Development Institute, The Edge Foundation, UCAS, Institute of Student Employers, Sutton Trust, AELP, the Augar Review \(pg.12\).](#)
- <sup>70</sup> [The Careers & Enterprise Company \(2021\). Trends in Careers Education 2021.](#) London: The Careers & Enterprise Company.
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- <sup>73</sup> Subject to year-end revisions.