

# Evaluation of the Enterprise Adviser Network

School and College Survey 2020



## **Publication information**

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# About this report

**This report presents the results of the 2020 survey of schools and colleges in the Enterprise Adviser Network (EAN). This report updates the evidence on what motivates schools and colleges to join the EAN, how they are supported by Enterprise Advisers and Enterprise Coordinators, and what impact their involvement has had on the careers provision and pupils in their institution. This survey forms part of a wider evaluation of the EAN alongside online surveys and extensive telephone interviews with a range of stakeholders. The full report for this evaluation, carried out by SQW on behalf of The Careers & Enterprise Company, will be published in Autumn 2020.**

# 1 | Introduction

The Enterprise Adviser Network (EAN) connects employers with schools and colleges throughout England to inspire young people and prepare them for the world of work. The Network consists of Enterprise Advisers (EAs), who are volunteers from business working alongside Careers Leaders in schools and colleges to support and improve careers education. Careers Hubs operate in dedicated areas of the Network and link together groups of schools and colleges that, through collaboration with business partners, the public, education and voluntary sectors, help deliver the Gatsby Benchmarks and improve career outcomes for young people.

Since its launch in 2015, the EAN has grown steadily across the country. By summer 2017, 2,000 schools and colleges had joined the Network, rising to 3,300 two years later. As of July 2020, there are over 3,800 schools and colleges engaged with the Network, 77% of all state-funded establishments in England. Of schools and colleges in the Network, 35% were part of a Careers Hub. Careers Hubs are scaling across the country in the current academic year.

We wanted to gather the perspectives of schools and colleges in the EAN, to understand how the Network is supporting them and what impact this has had on their careers provision and pupils. This survey was targeted at Careers Leaders in the EAN; Careers Leaders are responsible for planning and delivering the careers programme within their school or college. 87% of respondents were the named Careers Leader in their school or college with the remaining 13% from a range of other roles.

The survey was carried out as scheduled between late April and early June 2020, despite schools and colleges being closed due to Covid-19. This gave us the opportunity to gather additional insight on the perceived impact of Covid-19 on careers provision during the first half of the summer term 2020. The survey was completed by 675 schools and colleges from all 38 Local Enterprise Partnership areas. 58% of respondents are a part of a Careers Hub, meaning establishments in Careers Hubs are overrepresented in this sample.

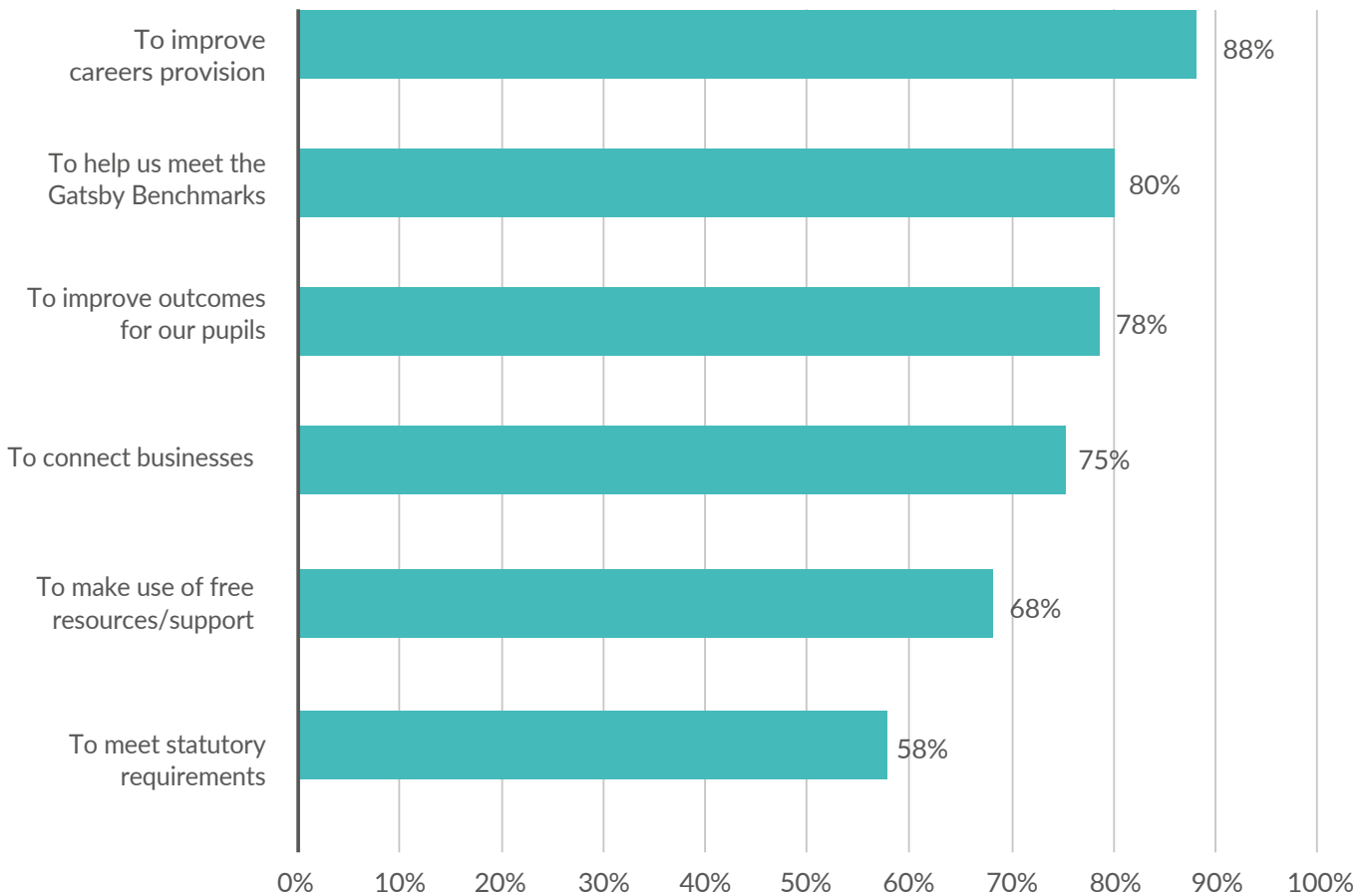


# 2 | Motivations for joining the Enterprise Adviser Network

Schools and colleges joined the EAN for a number of reasons, most commonly to improve careers provision and to help meet the Gatsby Benchmarks.

Over three-quarters of schools and colleges joined the EAN to improve their careers provision, help meet the Gatsby Benchmarks, improve outcomes for their students or connect to businesses. Over half of respondents decided to engage in the network to make use of the free resources and support or meet statutory requirements.

Motivations for joining the Enterprise Adviser Network

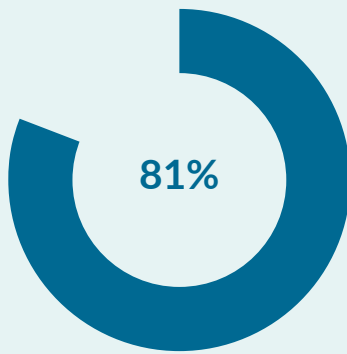




# 3 | Satisfaction with the Enterprise Adviser Network

## Schools and colleges report high levels of satisfaction with their Enterprise Coordinator

Enterprise Coordinators (ECs) sit at the heart of a local group of schools and colleges to improve their careers and enterprise activities. ECs work with Local Enterprise Partnerships to embed the EAN into the skills strategy and make it easier for employers to engage with schools and colleges. The overwhelming majority of schools and colleges are satisfied with the support (81%) and communication (83%) they receive from their EC.



Of schools and colleges are satisfied with the support they receive from their Enterprise Coordinator

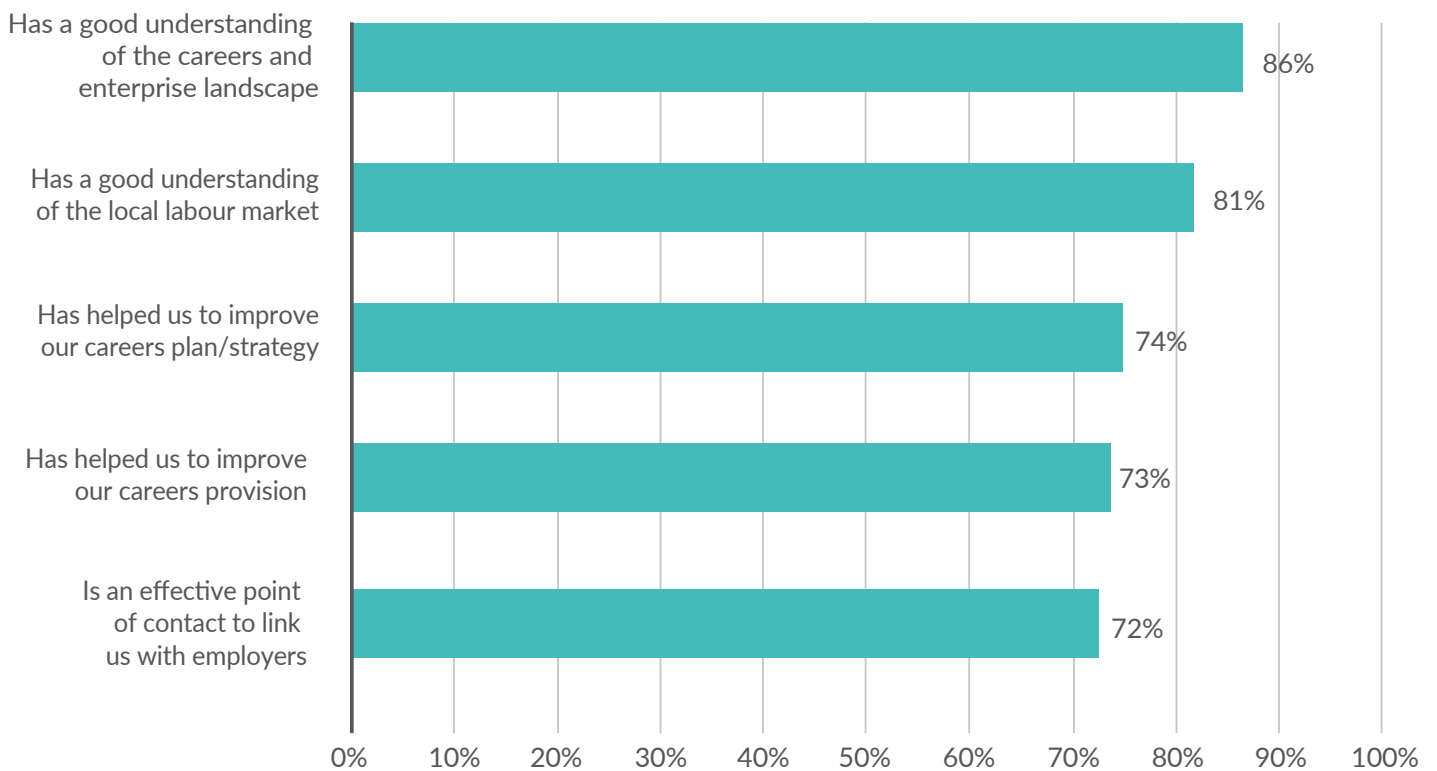




Schools and colleges report that their EC has a good understanding of the careers and enterprise landscape (86%) and local labour market (81%). Three quarters (74%) of schools and colleges said their EC has helped them improve their careers plan or strategy.

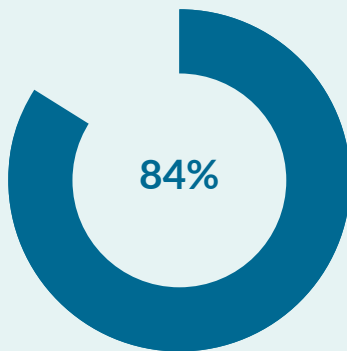
#### Percentage of schools and colleges agreeing with the following statements regarding their Enterprise Coordinator

Our Enterprise Coordinator...



## The majority of schools and colleges are satisfied with the support from their Enterprise Adviser

Enterprise Advisers (EAs) support Careers Leaders to develop bespoke careers plans based on the needs of their pupils, and help them make connections and facilitate regular encounters with employers, training providers, colleges and higher education institutions. The overwhelming majority (84%) of schools and colleges are satisfied with the support they receive from their EA<sup>1</sup>.



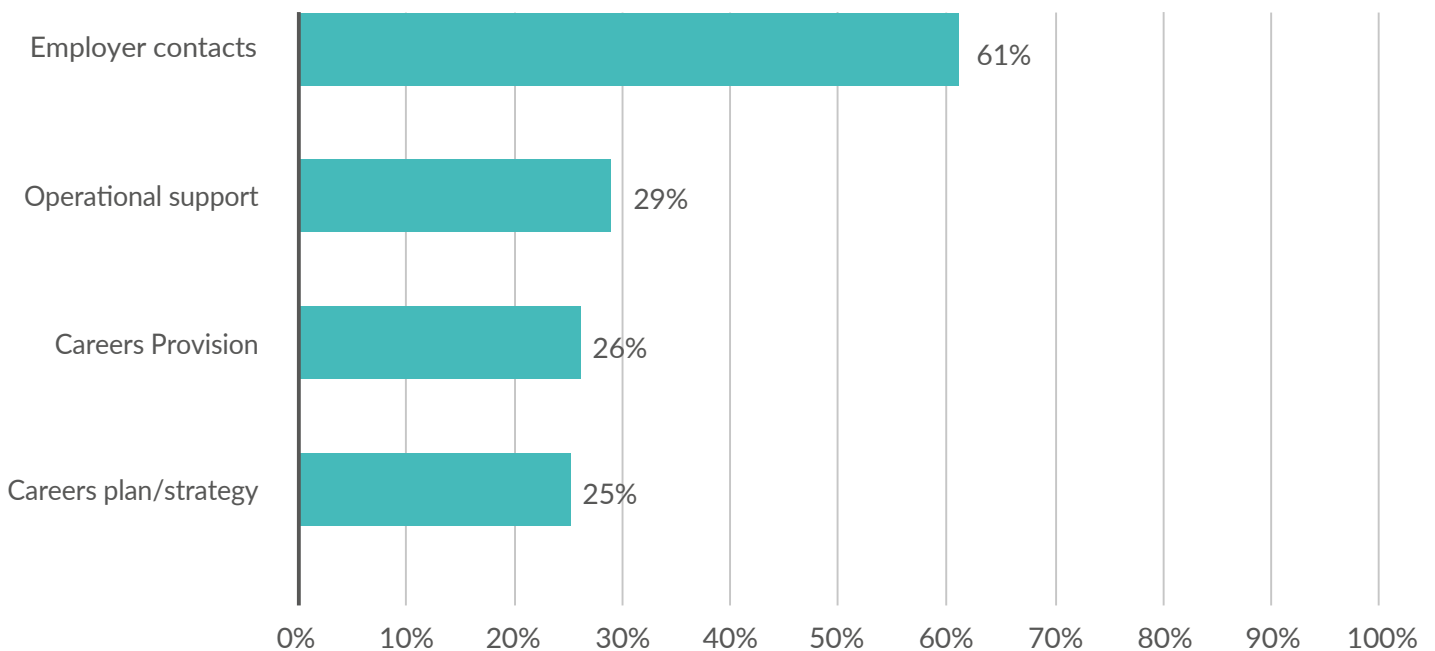
Of schools and colleges are satisfied with the support they receive from their Enterprise Adviser



1. This is based on 415 responses from schools and colleges that were matched and actively engaged with an Enterprise Adviser.

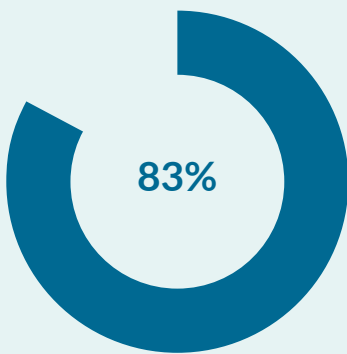
When asked about areas where additional support would be welcome, 61% of schools and colleges report that they would like help with employer contacts. A smaller proportion, around one quarter, would like additional support on their careers plan (25%) or careers provision (26%) and 29% would like more operational support, for example with delivery directly to students<sup>2</sup>.

#### Percentage of schools and colleges reporting they would like additional support with the following from their Enterprise Adviser

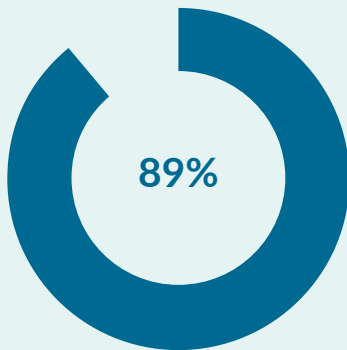


2. This is based on 415 responses from schools and colleges that were matched and actively engaged with an Enterprise Adviser.

Considering the high levels of satisfaction with EAs and ECs, it is not surprising that the majority (83%) of schools and colleges would recommend the EAN or Careers Hub to another school or college; this is particularly high in Careers Hubs.



**Of schools and colleges in the EAN would recommend the EAN to another school or college**



**Of schools and colleges in Careers Hubs would recommend a Careers Hub to another school or college**

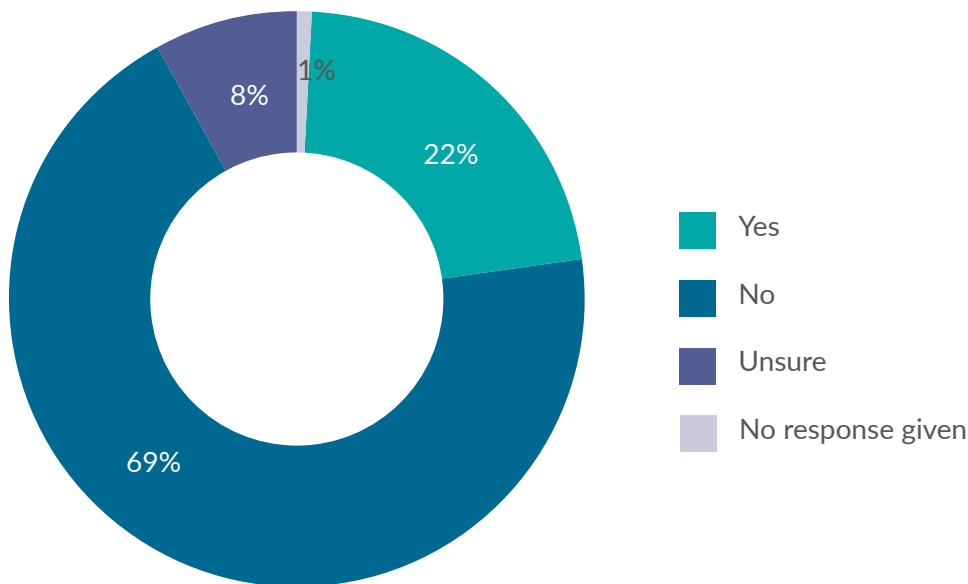


# 4 | Barriers to engaging with the Enterprise Adviser Network

## The majority of schools and colleges report no barriers to engaging with the Enterprise Adviser Network

Most schools and colleges (69%) report no barriers or difficulties in engaging with the EAN or Careers Hubs<sup>3</sup>. This is an encouraging finding, suggesting that the support offered by the EAN and Careers Hubs is accessible for the majority of schools and colleges.

Has your school or college experienced any barriers or difficulties with engaging with the EAN or Careers Hub?



The most common barrier experienced was a lack of time within the school or college reported by 11% of respondents. Other barriers reported were linked to matching or communication with EAs, 8% of schools and colleges report a lack of a suitable EA, while 5% report being matched to a suitable but unresponsive EA.

3. Due to changes in the wording of this question, responses from this year's survey cannot be compared to the School and College Survey 2019.

# 5 | Impact of the Enterprise Adviser Network

## The overwhelming majority of schools and colleges report that their careers provision has improved since joining the Enterprise Adviser Network

Over three-quarters (77%) of schools and colleges agree that their careers provision has improved since joining the EAN or Careers Hub, and 70% agree that they have a more strategic approach to careers provision. A higher proportion of schools and colleges in Careers Hubs (84%) report an improvement in their careers provision compared to the whole EAN, this reflects the accelerated progress of Careers Hubs against the Gatsby Benchmarks<sup>4</sup>.

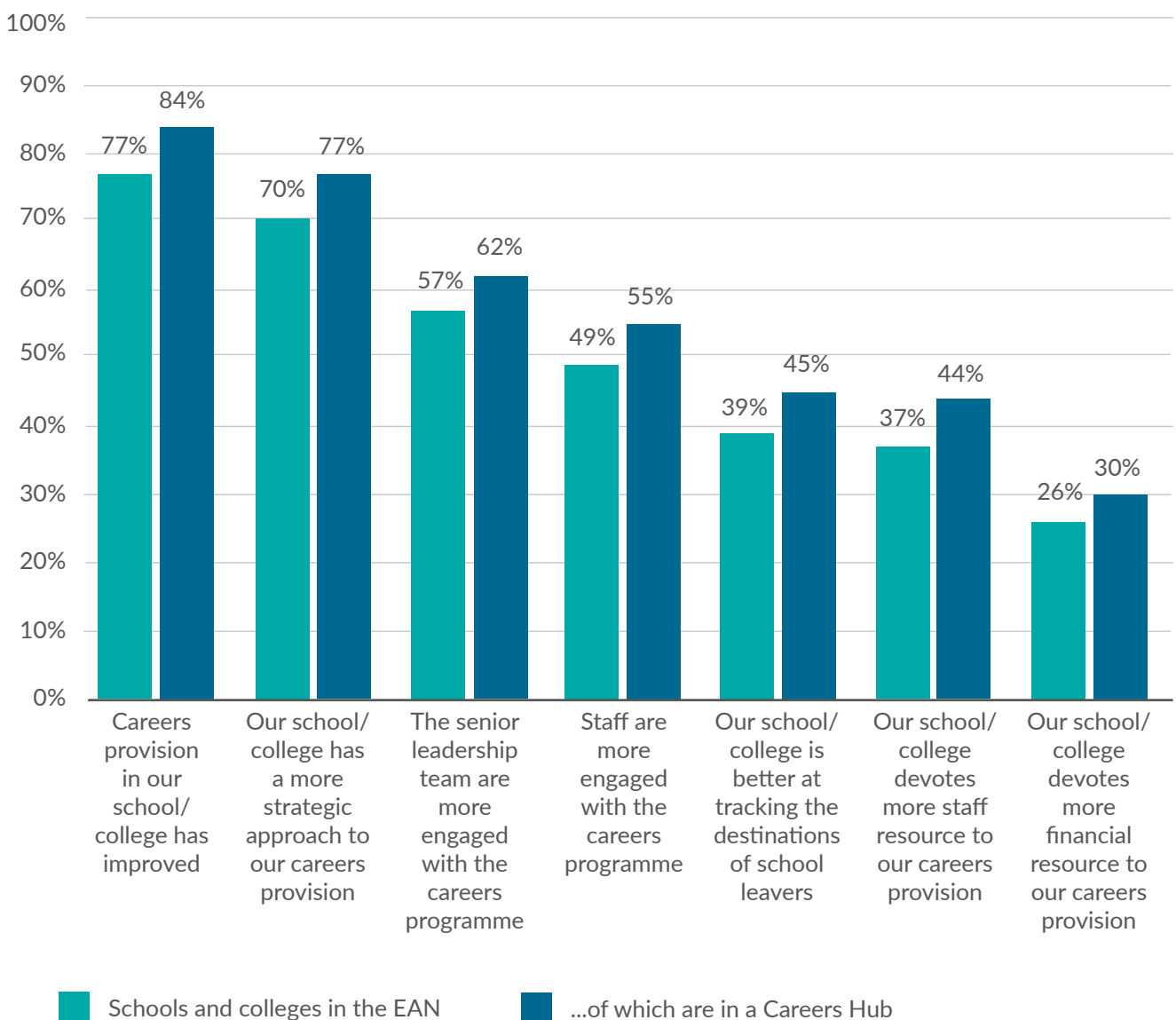
Schools and colleges agree that since joining the EAN their senior leadership team (57%) or school or college staff (49%) are more engaged with the careers programme. It is positive that working with the Network is encouraging engagement amongst school staff, as this is important for embedding a careers programme across a school or college.



4. SHutchinson, J. (2020) Enterprise Adviser Network and Careers Hubs Evaluation Report | The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/our-research/enterprise-adviser-network-and-careers-hubs-evaluation-report>

It is promising that a proportion of schools and colleges report an improvement in the tracking of the destinations of school leavers. Tracking of destinations data is a part of Gatsby Benchmark 3 on addressing the needs of each pupil. This is important because it enables schools and colleges to evaluate their provision, plan effective career guidance, and identify students in need of additional support. Destinations tracking has been consistently highlighted as a challenge for schools and colleges, and The Careers & Enterprise Company is currently exploring options for how best to support the improved achievement of this benchmark. This survey suggests that although there is work to be done, the EAN and even more so, Careers Hubs, are supporting Careers Leaders to improve destinations tracking.

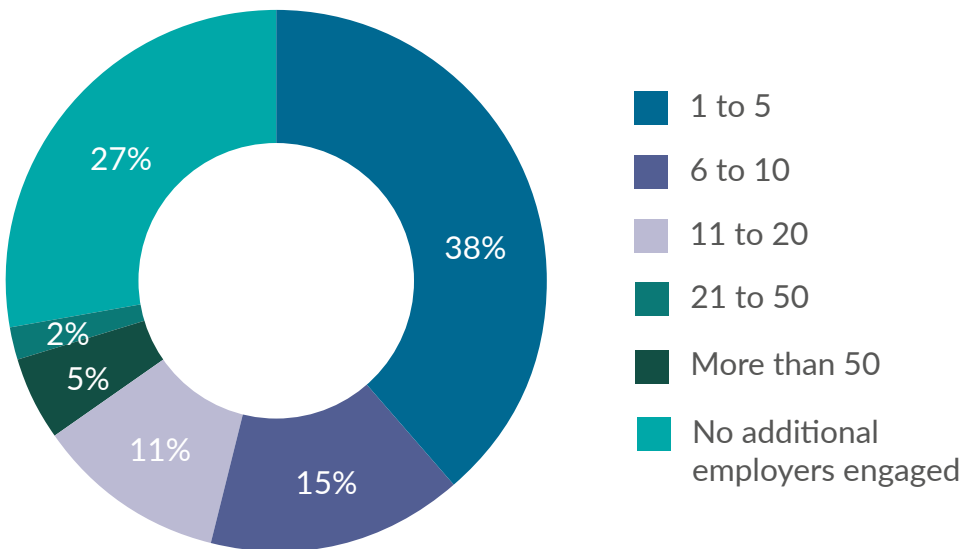
Percentage of schools and colleges reporting the following improvements since joining the Enterprise Adviser Network or Careers Hub



### Three-quarters of schools and colleges are engaged with more employers since joining the Enterprise Adviser Network

A key role of the EAN and Careers Hubs is to connect employers to education so that young people can learn about careers and workplaces first-hand. Almost three-quarters (73%) of schools and colleges report working with additional employers since being a part of the EAN or Careers Hub. The majority (53%) of schools and colleges are engaged with between 1 and 10 additional employers.

Number of additional employers engaged since being a part of the Enterprise Adviser Network or Careers Hub

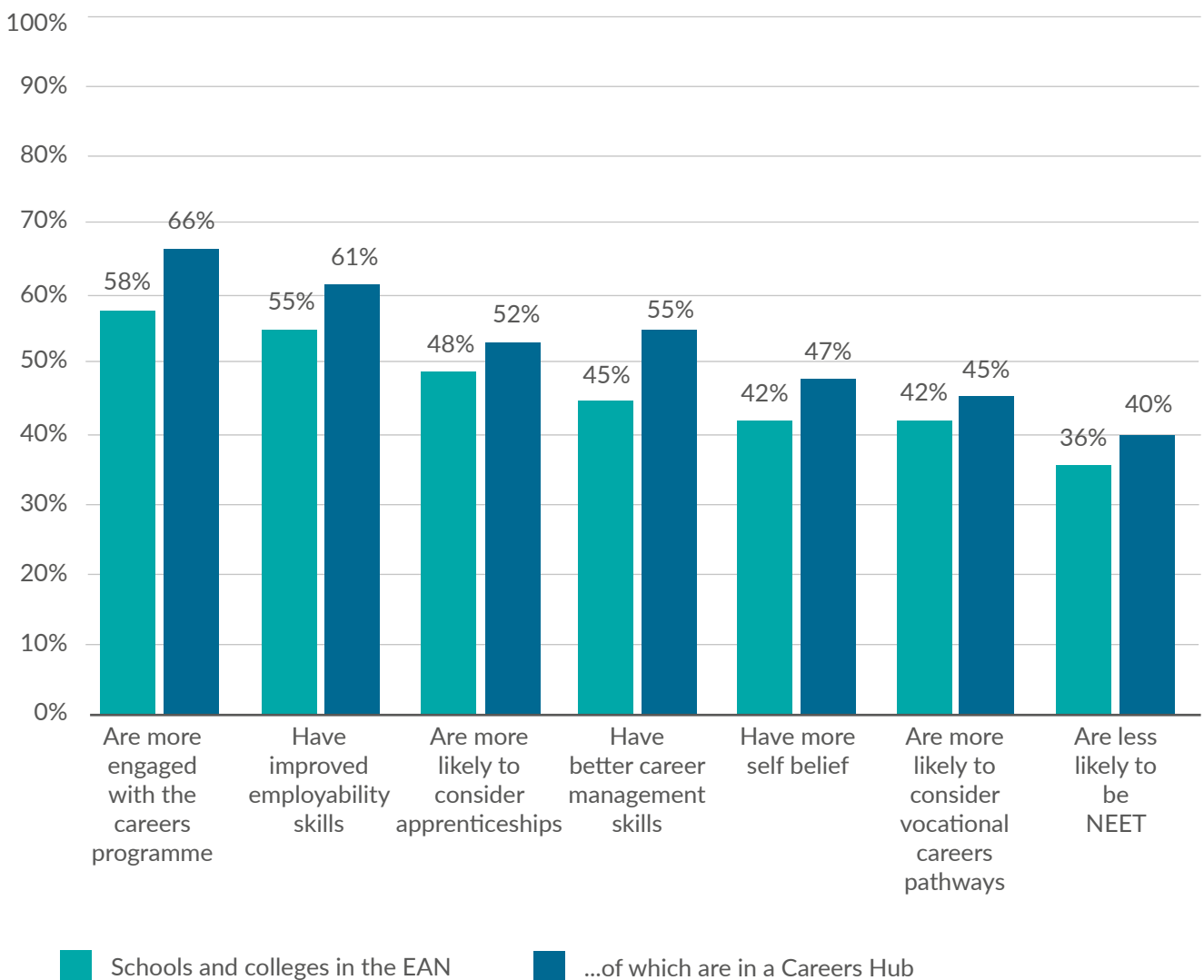




### Schools and colleges see the EAN and Careers Hubs as having a positive impact on their students

Schools and colleges in the EAN, and particularly those in Careers Hubs, report a positive impact of the EAN on their students. Over half of schools and colleges agree that as a result of being a part of the EAN their students are more engaged with the careers programme (58%), and have improved employability skills (55%). 48% of schools and colleges agree that their pupils are more likely to consider apprenticeships as a result of being a part of the EAN or Careers Hub, reflecting a wider exposure to the full range of learning pathways.

Percentage of schools and colleges reporting the following changes in their students as a result of being a part of the Enterprise Adviser Network or Careers Hub



# 6 | Impact of Covid-19

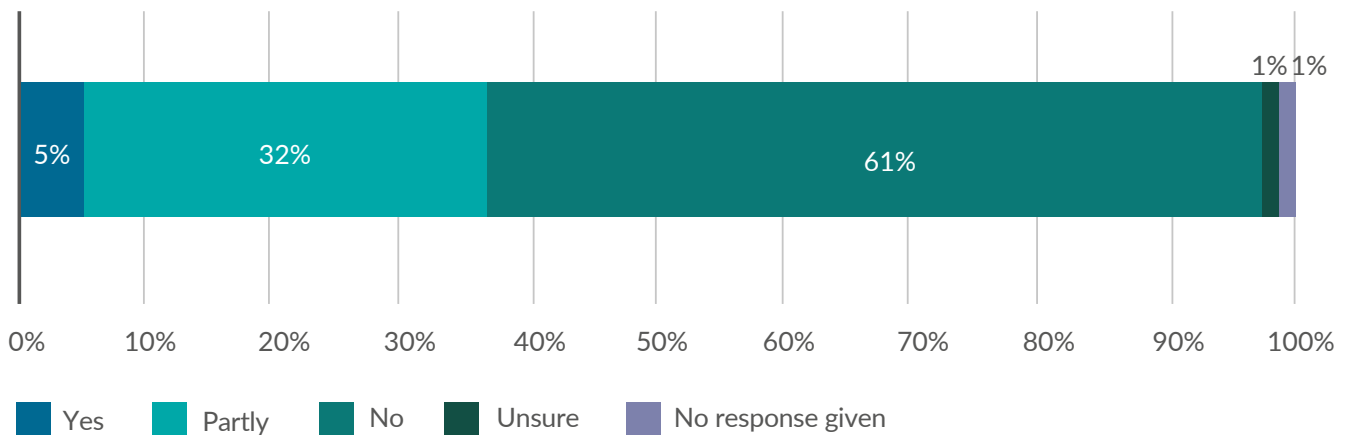
This survey was completed by schools and colleges between the end of April and the beginning of June 2020, at a time when they were closed due to the Covid-19 pandemic. To find out about the impact of the pandemic on the delivery of careers programmes and the role of the EAN during this time, additional questions were added to the survey.

## Most schools and colleges were unable to deliver the same quality of careers provision due to Covid-19

Unsurprisingly, the majority of schools and colleges (61%) were unable to deliver the same quality of careers provision as they would have done prior to Covid-19. School and college closures prevented the delivery of many employer encounters, workplace visits and careers activities.

Around one-third of schools and colleges report partial delivery of the same quality of careers provision. This reflects our own insight from across the Network, of schools and colleges adapting provision and working with the EAN and Hubs to meet student need, particularly around transitions.

Responses to 'Have you been able to deliver the same quality of careers provision as you would have done prior to Covid-19?'

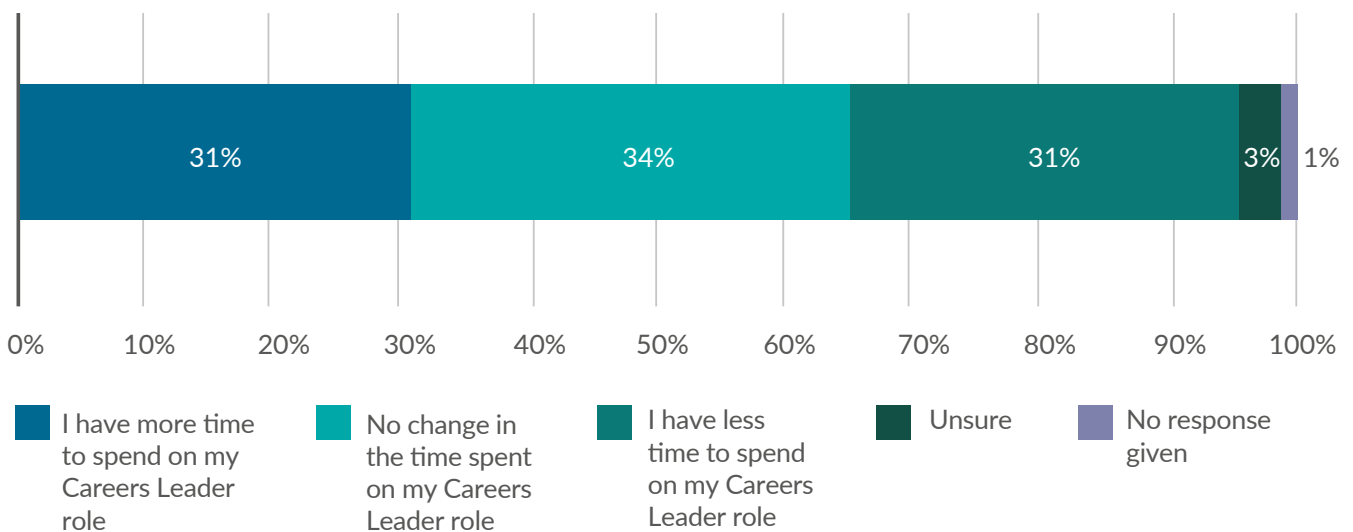


Covid-19 impacted Careers Leaders in different ways, with similar numbers of Careers Leaders reporting having more, less, and the same amount of time to spend on the role.

We know from previous research<sup>5</sup> that the majority of Careers Leaders also have other roles within their school or college. Those reporting less time during the summer term may have needed to divert their time to other roles, or have been affected by personal circumstances.

For the Careers Leaders with more time for the role, their other responsibilities may have diminished as a result of students being at home. The level of engagement from Careers Leaders with training and webinars run by The Careers & Enterprise Company was high during the lockdown period, highlighting how some Careers Leaders were able to use the time to focus on strategy and development.

### Responses to 'Has the time you are able to spend on your Careers Leader role changed since schools and colleges were closed as a result of Covid-19?'

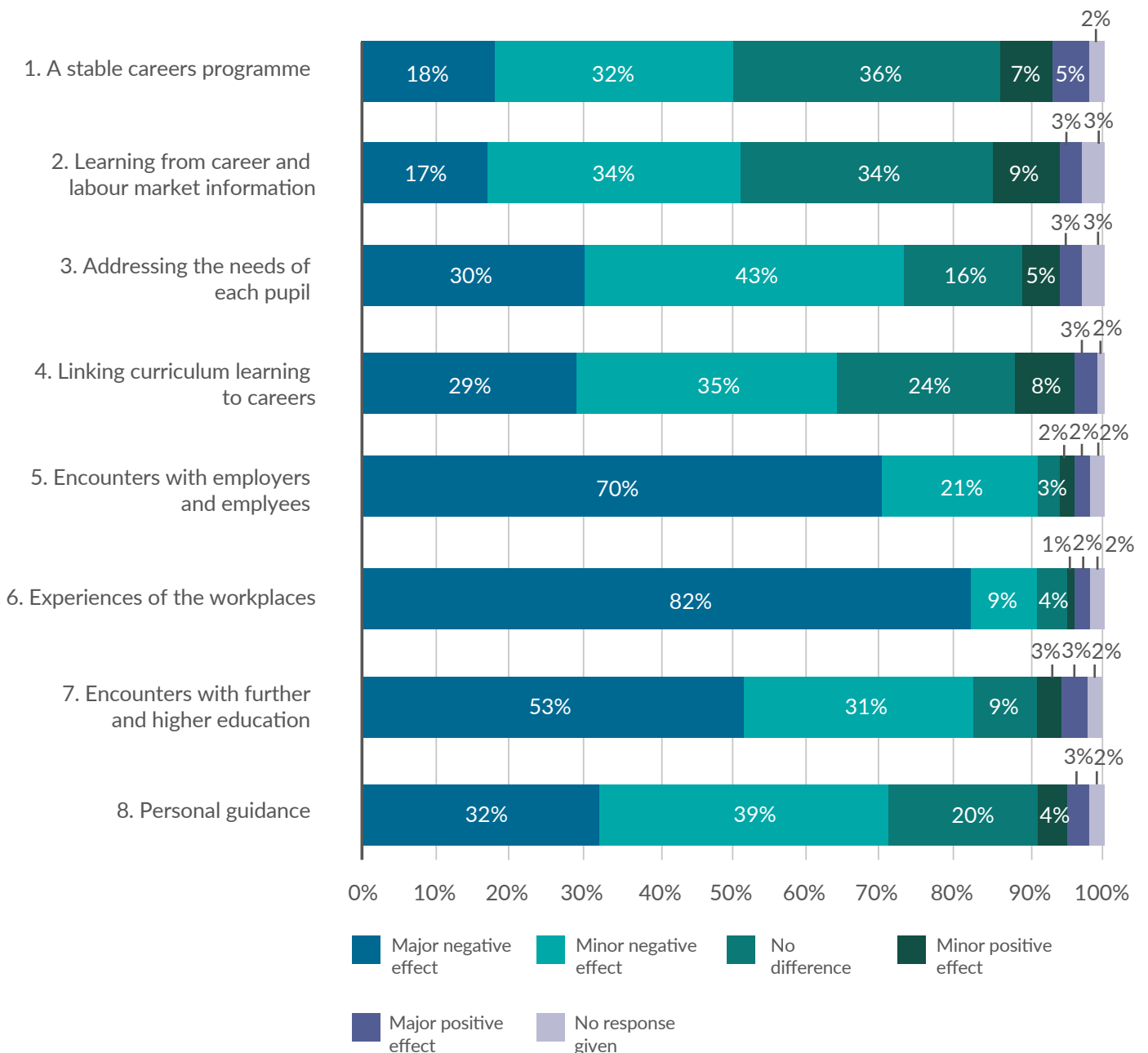


5. Tanner, E., Percy, C. and Andrews, D. (2019). Careers Leaders in Secondary Schools: The first year. London: The Careers & Enterprise Company. [careersandenterprise.co.uk/our-research/careers-leaders-secondary-schools-first-year](https://careersandenterprise.co.uk/our-research/careers-leaders-secondary-schools-first-year)

### Covid-19 had a large negative impact on the ability of schools and colleges to meet the Gatsby Benchmarks over the summer term

Unsurprisingly, Careers Leaders report that Covid-19 had a large negative impact on the Gatsby Benchmarks in their school and college over the summer term 2020. Benchmarks involving face-to-face encounters were the most strongly affected, specifically Benchmarks 5, 6 and 7.

Responses to 'What impact is Covid-19 likely to have on each of the Gatsby Benchmarks in your school or college in the summer term?'

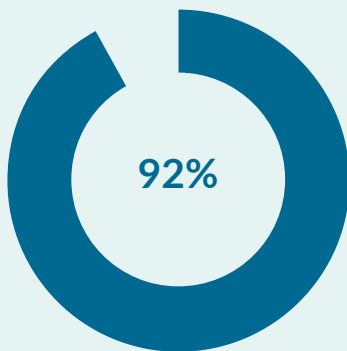




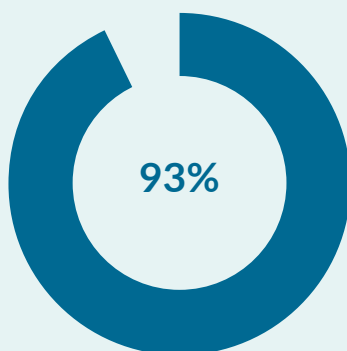
These results reflect the perceived impact of Covid-19 on careers provision during the first half of the summer term. As the term progressed, many examples emerged of schools and colleges adapting to the current circumstances and coming up with innovative ways to deliver their careers programmes. The EAN has been crucial in supporting Careers Leaders to do this; EAs have created bitesize videos about their jobs and industries to be shared with students, others have been supporting online careers programmes and engaging with other EAs and ECs through virtual networking events in larger numbers than previously seen. While Careers Leaders have faced challenging circumstances during the summer term, many have used the disruption caused by lockdown as an opportunity to focus on the strategic development of careers planning, supported by EAs. While challenges related to Covid-19 and school and college closures have remained over this period, we have seen that the EAN has enabled schools and colleges to work together to support their students through this difficult time.

### Despite the impact of Covid-19, Careers Leaders were positive about careers provision in their school

Despite the Covid-19 pandemic, Careers Leaders were positive about the progress made and the future of careers provision in their school or college. 92% of schools and colleges agreed that their careers provision had improved since the introduction of the Government's Careers Strategy in 2017. Furthermore, 93% agreed that they felt positive about the future of careers provision in their school.



**Of schools and colleges agree that careers provision in their school/ college has improved since 2017**



**Of Careers Leaders feel positive about the future of careers provision in their school**

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