

EVALUATION OF THE HULL & EAST YORKSHIRE CAREERS HUB

Executive Summary

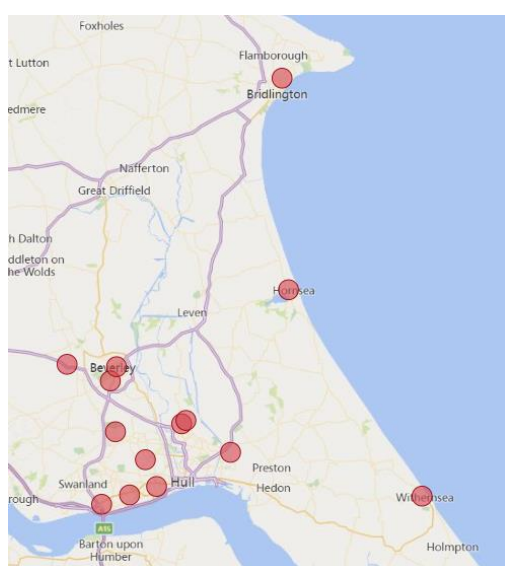
Introduction

This is the Executive Summary of an independent evaluation of the impact the Hull & East Yorkshire Careers Hub (‘the Hub’) has had from September 2018 to December 2021.

The Hull & East Yorkshire Careers Hub

The Humber Careers Hub was established in 2018 as part of the first wave of 20 Careers Hubs set up by the CEC. The Humber Careers Hub was overseen by the Humber LEP. The Humber LEP closed on 31 March 2021 and a new Hull & East Yorkshire (HEY) LEP Careers Hub came into being from 1 April 2021. This research has been commissioned by HEY LEP. Therefore, the analysis that follows relates only to the 14 original Humber Careers Hub schools and colleges who are now members of the HEY LEP Careers Hub.

Figure 1: Map of HEY LEP Careers Hub schools and colleges



- Nearly two-thirds of Hub schools and colleges are in areas of medium-high deprivation.
- 79% of Hub members are Ofsted rated Outstanding or Good; with the remaining 21% rated as Requiring Improvement.
- 31% of pupils across the Hub schools were eligible for free school meals.
- 12% of pupils in HEY LEP Careers Hub schools/colleges have Special Educational Needs.

Compass Scores

Hub schools and colleges have, on average, fully achieved 5.4 Benchmarks. Schools and colleges within the Hub are most likely to have fully achieved:

- Benchmark 8 - Personal guidance - 93% of Hub schools and colleges have fully achieved this Benchmark.
- Benchmark 5 - Encounters with employers and employees – 93%.
- Benchmark 4 - Linking curriculum learning to careers – 86%.
- Benchmark 2 - Learning from career and labour market information (LMI) – 86%.

HEY LEP Careers Hub schools and colleges out-perform schools and colleges elsewhere in England in respect of fully completed Benchmarks.

Table 1: HEY LEP Careers Hub Benchmark performance compared to national averages

	BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8
HEY LEP average	94.6%	92.9%	88.7%	96.3%	86.3%	73.7%	88.8%	91%
National average	85.7%	86.1%	88.5%	86.7%	81.2%	72.1%	82%	83.6%
Difference	+8.9	+6.8	+0.2	+9.6	+5.1	+1.6	+6.8	+7.4

Source: HEY LEP Compass data (correct as of 27/01/2022)

In the most recent Compass submission¹, Hub members had, on average, fully achieved 36 of the 41 characteristics which define what an effective careers programme will include (+12 on baseline achievement).

The characteristics which have seen the largest increases in the percentages of Hub schools and colleges fully achieving the characteristics relate to the publishing of careers programmes on school websites, involving governors in careers, enabling pupils to access accurate records about their careers and enterprise experiences, and keeping systematic records on each pupils' experiences of career and enterprise activity.

The characteristics Hub members have found harder to achieve relate to the collection and maintaining of accurate data for each pupil on their destinations for 3 years after they leave school; providing pupils with at least two visits to HE; and providing meaningful work experience opportunities.

Support given to Careers Leaders

All Careers Leaders were very satisfied or satisfied with the support they received from the Hub team.

“The Careers Hub Team have been a huge help, I started out new to this role in January 2021 and I didn't know too much, but they guided and supported me with regards to achieving the benchmarks and developing our careers programme. Networking has been great as part of the regular meetings. They pointed me in the right direction to completing my Level 6 Careers Leader training which was fantastic and I feel like I have come a long way in the last year.”

86% of Careers Leaders said the Gatsby Benchmarks were a useful framework against which to develop their school or college's careers programme. 79% said that support and advice from their Enterprise Adviser had been useful.

93% of Careers Leaders feel Hub network meetings and contact with other Careers Leaders was useful in helping them to broaden and improve their own school or college's careers programme.

Most Hub Careers Leaders have more staff time and/or money to dedicate to careers than before they joined the Hub:

- 71% of respondents claim that staff are dedicating more time to careers since joining the Hub.
- 42% of schools'/colleges' careers budgets are larger than before they joined the Hub.

The value of networking for Careers Leaders

The Withernsea School Careers Leader described how attending Hub network meetings, and the involvement of more and more HEY schools and colleges in these meetings had helped them to develop their knowledge and to consider new ways of delivering CEIAG. They liked hearing about the dynamics of careers delivery in other settings.

¹ At Characteristic level, schools completed different numbers of audits, at different time gaps. The characteristic level analysis uses the first audit by the school/college as a 'baseline' entry, and the final, most recent audit to note changes in overall characteristic attainment, as well as more challenging characteristics.

Impact of the Hub upon Careers Leaders

Careers Leaders are very positive about the impacts of the Hub on themselves as Careers Leaders, ; in particular, the Hub has helped Careers Leaders to develop their knowledge, skills and understanding, and to work with other education providers:

Table 2: Hub’s impact on Careers Leaders (Top responses)

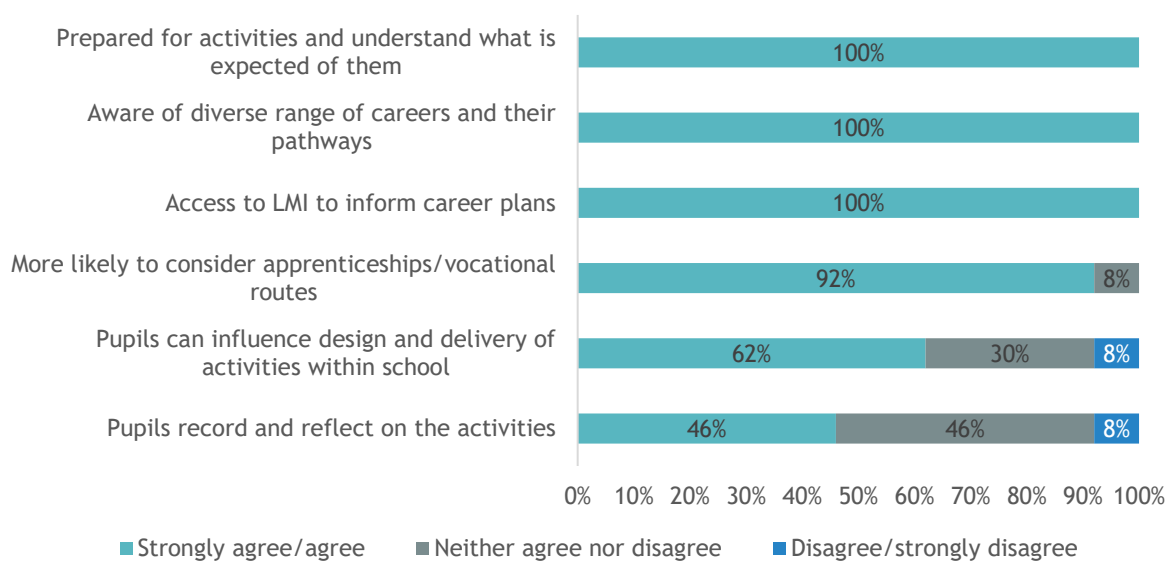
	Very good	Good	Neutral
Careers Leader knowledge, skills, understanding	77%	23%	
Ability to work with FE, apprenticeship, and vocational training in careers context	46%	54%	
Ability to deliver careers activity relevant to each and every student	46%	54%	
Ability to share and learn from peers across region	46%	38%	15%
School/college's contact with employers in careers context	38%	62%	

Source: Careers Leader survey, n=13, 2022

Impact of the Hub upon pupils

Careers Leaders felt that their involvement with the Hub had a positive impact on pupils.

Figure 2: Hub’s impact on pupils



Source: Careers Leader survey, n=13, 2022

Impact of the COVID-19 and responses to the pandemic

85% of Careers Leaders felt the pandemic had a very big or big impact on their school or college’s careers programme. The greatest impacts have been in relation to: difficulties undertaking activities due to school closures; and the inability to have visitors into schools or visit workplace due to bubbles.

“We have had to postpone a large number of careers related activities both in school and out of school. These were visits to workplaces/education providers etc. We are also a school with limited technical capabilities and the move to virtual events has not been as successful as we would have liked.”

Barriers to progress and how the Hub has helped Careers Leaders to overcome barriers

All Hub Careers Leaders said they still face at least one barrier to making progress with their careers programme. The most mentioned barriers were:

- Lack of funds - 54% of Careers Leaders (n=13) said this was a barrier to progress with the Careers programme
- Lack of parental engagement in careers – 54%
- Lack of staff time to deliver/support careers activities – 46%

Being a member of the Hub has helped Careers Leaders to overcome barriers to delivering their CEIAG programme.

Engaging other staff in careers

The Careers Leader at Hessle High School heard from the Careers Leader at Beverley Grammar School on the careers training sessions they had delivered for other staff. The Hessle Careers Leader decided to try something similar. They ran a staff careers training event before the 2020/21 summer term. The aim of the session was to explain to staff why it was necessary and valuable to engage pupils in and out of lessons in careers activities. At the training, the Careers Leader heard that staff knew about careers but not the Gatsby Benchmarks. The Careers Leader explained the Gatsby Benchmarks, going into detail on Benchmark 4 and how each school department could contribute to Benchmark 4. Following the training, the Careers Leader met each department and created a document for them to note how they are contributing to careers activities within the school.

All Hub Careers Leaders would recommend participation in a Careers Hub and/or working with an Enterprise Adviser to another school or college.

“It has been a real pleasure to be part of the Careers Hub - it is fantastic to be able to have the support of such a big network when planning and delivering CEIAG within schools.”

Stakeholder feedback on the Hub

Stakeholders believe the Hub should continue to focus on how students will benefit from careers activities in the labour market, ensuring this activity is fully integrated with other local careers provision. They recognise that HEY LEP is a new organisation, and it will take time for these partner relationships to be made and to develop.

Stakeholders feel that while careers activity would have happened in the absence of the Hub, the support the Hub offers takes pressure off Careers Leaders and gives them the support they need for careers to flourish in their institution. It was suggested that sharing good practice, facilitated through the Hub and its networks, has been key to this.

Conclusions and recommendations

Since 2018 HEY LEP Careers Hub member have made strong progress towards achieving the eight Gatsby Benchmarks of good careers provision. Hub members strongly outperform schools and colleges in other Careers Hubs and schools and colleges nationwide. Hub members in more deprived areas of the region, and those with more disadvantaged pupils and/or lower Ofsted ratings have made the most progress. These schools now out-perform their more 'advantaged' peers.

The Hub central team has built strong relationships with the Hub Careers Leaders. Careers Leaders have called upon these relationships to support the planning of more varied careers activities, delivered quicker, in their school or college. Being part of the Hub is having a very positive impact on Careers Leaders' knowledge, skills and understanding of their role. The Gatsby Benchmarks give them a framework with which to identify and plan the careers activities their pupils need. This in turn means that pupils benefit from a more varied careers programme and are aware of a wider range of career paths.

"This has been the best thing ever for Careers Leaders."

"It has been a real pleasure to be part of the Careers Hub - it is fantastic to be able to have the support of such a big network when planning and delivering CEAG within schools."

The Hub works closely with other HEY LEP teams to ensure its work on careers is in line with supporting and growing key sectors of the region's economy. Whilst educational establishment and business engagement are seen as key strengths of the Hub, there is concern among some stakeholders that the Hub is not yet fully integrated with other local careers provision and some partners feel that they lack a detailed understanding of the Hub.

We recommend that the Hub should develop in the following ways:

- Secure resources to enable the expansion of the Hub to all schools in the HEY LEP region by September 2023.
- Engage local partners more in the setting of Hub plans and the delivery of Hub activities.
- Bring other/more school and college staff into Hub conversations and activities.
- Convene multiple and varied education providers from HE, FE, apprenticeships, and other training provision to work together on careers activities and challenges.
- Expand the Cornerstone Employers group and recruit Enterprise Advisers from a wider range of sectors to fit with local growth sectors and priorities.
- Explain how the Hub's work supports the COVID-19 recovery and Levelling Up policy agendas.
- Increase the focus on helping members to provide students with experience of workplaces.
- Help schools and colleges to engage parents in careers activities.
- Increase the focus on helping members to track and monitor the impact of their careers programmes.

For more information, please contact:

- Fiona Headridge, Careers Hub Lead, f.headridge@heylep.com
- David Morris, Little Lion Research, david@litttlelionresearch.co.uk