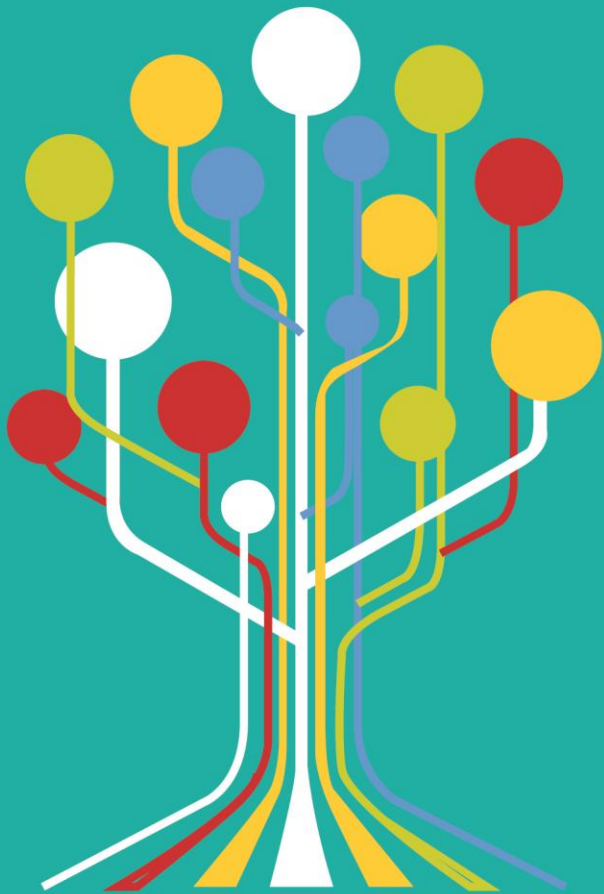




Lancashire Careers Hub Annual Conference 2022

Dr. Michele Lawty-Jones
Director, Lancashire Skills Hub

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Careers Hub Lead, Inspira

#inspiringlancashire
@inspiraforlife @LancsSkillsHub



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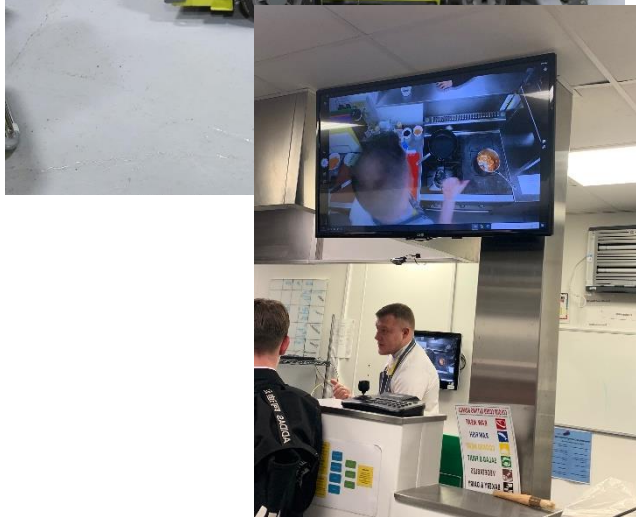
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Innovation and Impact



Educating for the Future

Oli de Botton

CEO, The Careers &
Enterprise Company



Who are we?

We are the national body for careers education in England, supporting providers to deliver modern, 21st century careers education.

Our mission:

To help every young
person find their best
next step.

Two gaps to close

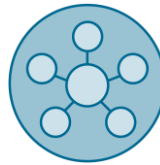
- 1 | The rich/poor opportunity gap
- 2 | The gap between the world of work and the world of education

High impact careers education is:

1. Employer-informed: *'outreach to intake'*
2. In the mainstream of school and college life
3. Focused on all pathways: amplifying technical and vocational routes
4. Focused on those who need it most



Our work



Impact:

Bringing employers and educators together through Careers Hubs



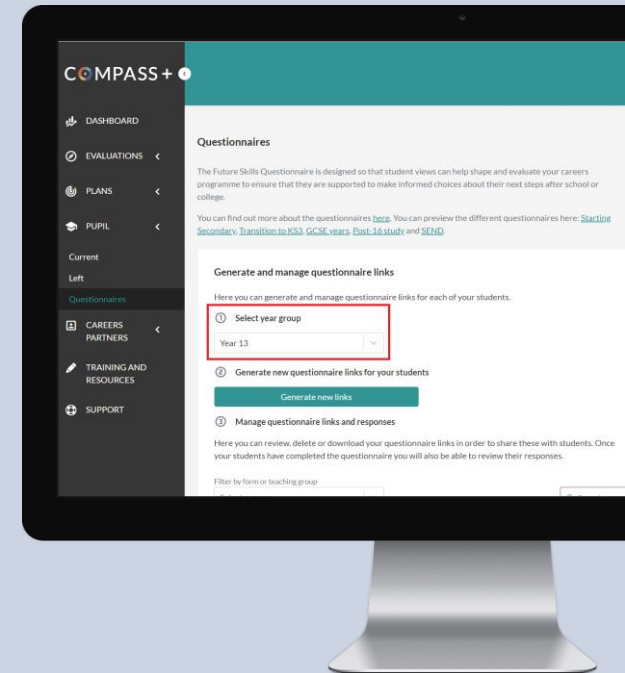
Inclusion:

National data to measure provision, gather student feedback and target support



Leadership:

Training education leaders



How will we know if we are being successful?

Reach

- Number of schools/ colleges engaged
- EAs matched
- Careers leaders trained



Provision

- Gatsby benchmarks met and assured
- Aligned activity (at scale)
- Review systems (school to school; Hub to Hub)



Feedback

- Young people's perception of careers and pathways (FSQ)
EA, Employer, CL surveys



Outcomes

- Short term destinations (vs. intended) (Compass +)
- Long-term destinations



Some thoughts on practice...

1. Employers and schools can be civic partners in communities – helping young people bounce back
2. Start early – particularly if we want to improve boost social capital
3. Build opportunities – big and small – you never know what will stick
4. The more real the work experience, the more impact
5. Employers are good at assessing skills – particularly speaking skills
6. The debate about social mobility is changing (stay local/ go further)
7. Careers education is only as good as the careers leader – and the capacity they have
8. There are skills in subjects, skill across subjects and skilled based subjects – all work together for career readiness
9. The work is multi-institutional – by necessity
10. Talent gets lost in transition

Where might we be in two years time?

Imagine if.....

- All young people are aware of all technical and vocational routes
- All young people have access to an inclusive careers education offer, irrespective of circumstance
- An evidence-led understanding of what works and what doesn't, directly from young people
- Employers – large, small, micro - were engaging seamlessly with school
- Careers embedded in wider teacher professional development programmes
- Careers education is inseparable from local the needs of the local economy
- Careers Leaders and Hubs are instantly recognisable as roles in the education and skills space and are inspirational agents for change

The policy context

1. A renewed emphasis on employers
2. Ofsted focus
3. A strengthened 'Baker Clause'; focus on quality
4. Careers Hubs rolled out; Careers Leader training extended
5. Young people's perceptions collected at scale
6. A primary pilot announced for disadvantaged areas
7. A promise to put careers awareness in teacher training

Quality and Impact

Nicola Hall

Director of Education, The Careers
& Enterprise Company



Why does quality matter?

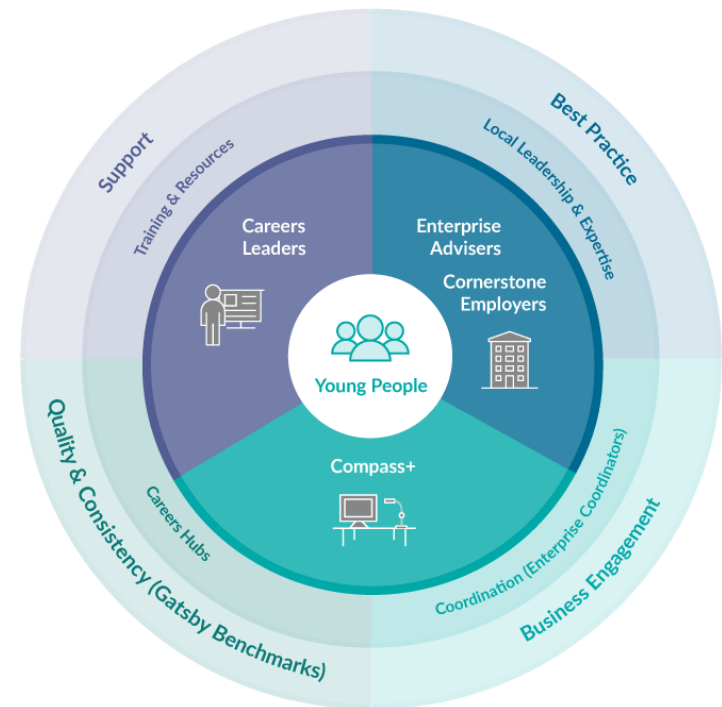
1. Confidence in the careers system
2. Culture of continual improvement
3. Consistency for all

Our mission:

To help every young person find their best next step.

Excellence everywhere, for everyone

1. A **powerful Careers Leader** in every school and college that can meet individual needs.
2. A school or college where there is **strategic engagement with business** (through Enterprise Advisers and Cornerstone Employers).
3. A **local area where activity is co-ordinated to share expertise** (facilitated by Careers Hubs of best practice).
4. A national body to secure **higher standards, consistency and promote what works**.



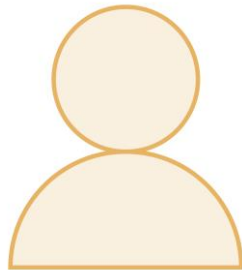
The Careers & Enterprise Company's Model

How do you
know?

1. Future Skills Questionnaire
2. Impact and evaluation toolkit
3. Careers Impact Review
System

The value of the Future Skills Questionnaire

For Careers Leaders



Support the evaluation of careers programmes and targeting of support.

For students



Gives students the opportunity to reflect on their own knowledge and skills.

“The FSQs are invaluable. They ask all the right questions and the responses from students really make you stop and think about the direction that your Careers Programme needs to head in. By having FSQs aimed at different transition stages is perfect as Careers Leaders have the opportunity to measure student growth when it comes to learning in CEIAG.

The benefits to a CSCL are instant, giving a clear picture about the impact that the careers programme is having in a school. For busy Careers Leaders in schools, the results are already broken down for you and can support a progressive careers programme. The student voice that the Future Skills Questionnaires will bring to the table is an absolute game changer for both schools and Central Strategic Careers Leaders.”

- Central Strategic Careers Leader, Astrea Academy Trust

How might Careers Leaders use FSQ results?

- 1) Use the FSQ to identify areas of strength and areas for improvement for your careers programme
- 2) Use the FSQ to compare groups of students
- 3) Use the FSQ to identify students in need of additional support
- 4) Use the FSQ to help evaluate the impact of your overall programme over time

System wide assurance – The Careers Impact Review System

- Peer to peer reviews
- Expert reviews
- System reviews

Aims of the Careers Impact Review System

Assurance of the system

National standardised practice across Careers Hubs

Engage senior leaders and place careers leadership as a driver for school/college improvement

To enable schools and colleges to shape impactful improvement plans for careers

To provide a source of external evidence for schools and colleges against their self assessment

Provider Access Legislation