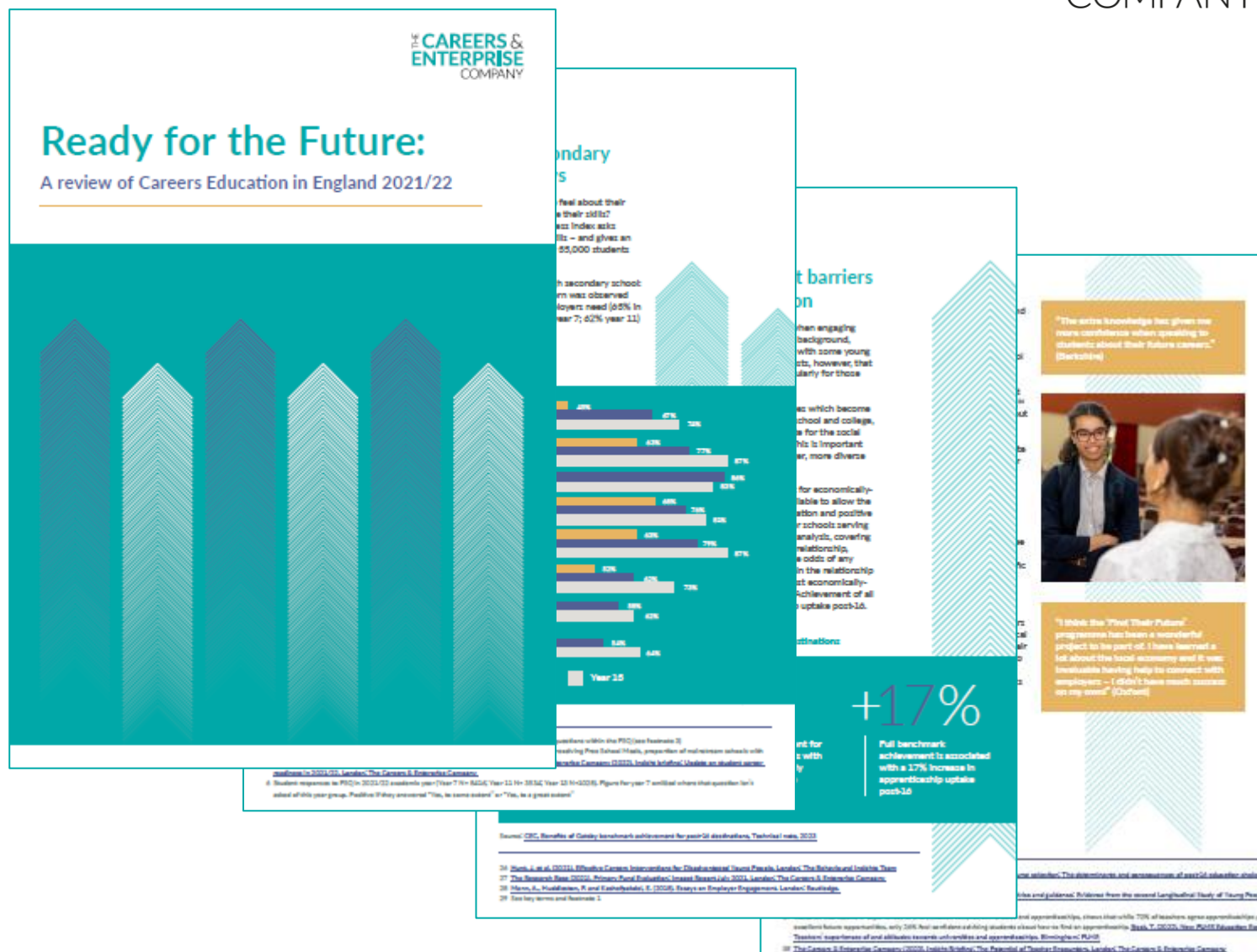


Ready for the Future: A national update

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Ready for the Future – an annual review

- Ready for the Future report was published 7th March
- Young people (and careers education system) are “**Ready for the Future**”
- Exploring **3 key questions** with largest and most diverse range of data yet
- Report reflects reflecting wider national interest in careers

The report: questions and headlines

1 | How is careers education helping young people become more career ready?

- As students progress through secondary school their career readiness grows. This includes increasing awareness of pathways and local businesses
- The longer Careers Hubs work with schools and colleges, the more breadth and depth of exposure students have to employers
- There are opportunities to increase further the volume and quality of experiences with employers, helping young people build career readiness skills

2 | To what extent is careers education able to tackle disadvantage?

- Those who face the most barriers benefit most from high quality careers education
- Schools with more economically-disadvantaged students engage more with careers, report higher performance and progress faster
- As the careers system matures, there are opportunities to intensify support for target groups of young people

3 | How far is careers education embedded in the mainstream of school and college life?

- Careers is starting to impact on the curriculum and a whole school approach is emerging
- Careers Leaders are becoming more connected, able to link careers to education, employer and local growth agendas
- There are opportunities to improve consistency and quality through peer challenge, teacher training, starting earlier (primary) and engaging parents

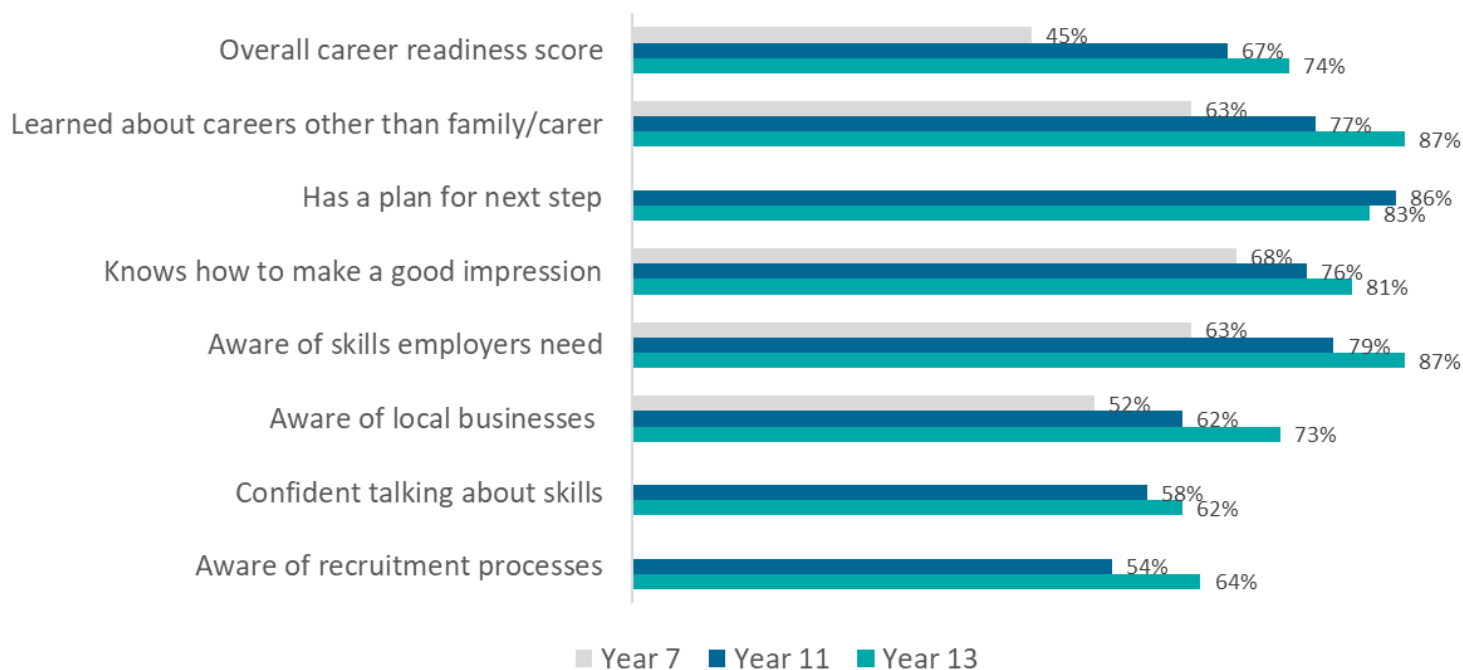
1 | How is careers education helping young people become more career ready?



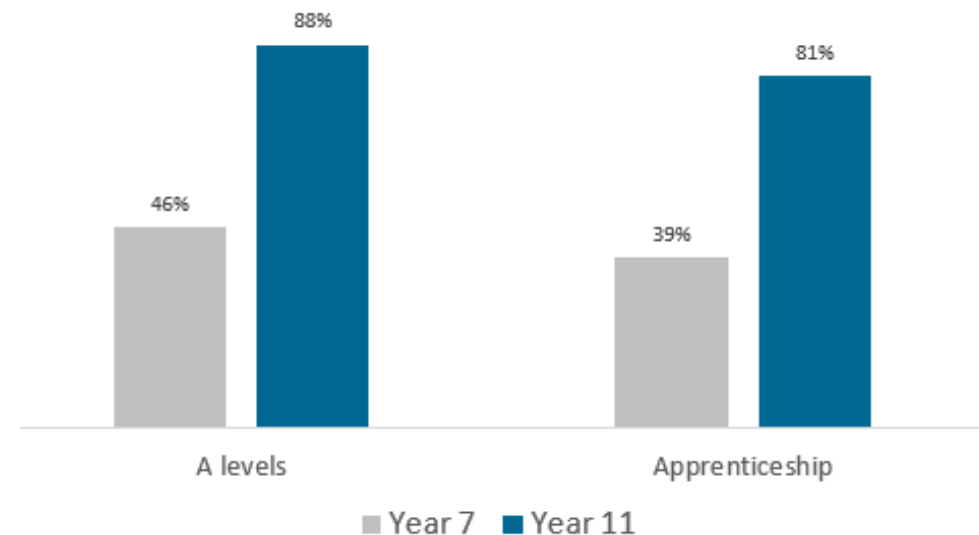
Young people become more career ready as they progress through secondary school...

Overall career readiness builds across secondary school, as does awareness of different pathways

Career readiness, years 7 to 11 (and 13)



Awareness of different pathways



Source: CEC Future Skills Questionnaire, 2021-22 (34,986 responses from young people)

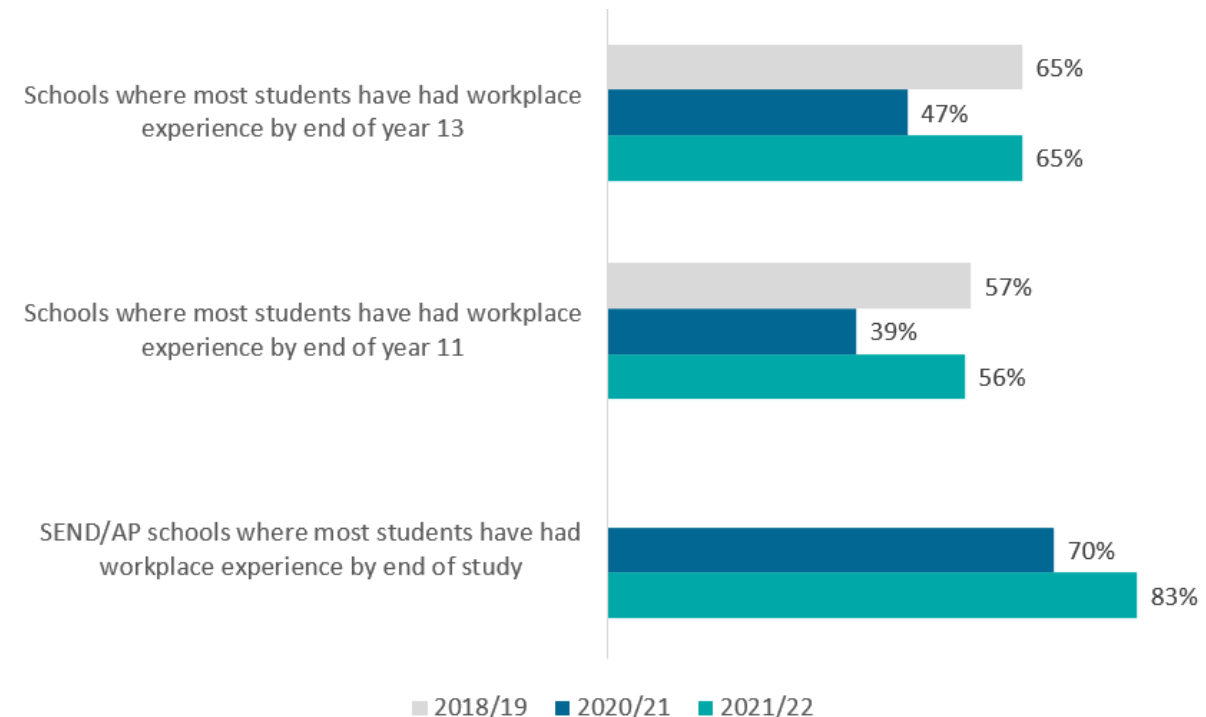
They are getting more employer exposure than last year, bouncing back...

Employer encounters and more in-depth experiences of workplaces are back to pre-Covid levels.
Sustained engagement with Careers Hubs leads to wider and more intensive employer engagement

Encounters with employers

- **93% students in reporting schools and colleges had at least one employer encounter last year**
- **81% schools and colleges in Careers Hubs longest involved 10 or more businesses in careers activity vs 48% for schools not in network**
- **Employers working with Careers Hubs offer support across a wide range of activities including mentoring and assessment centres.**

Experiences of workplaces



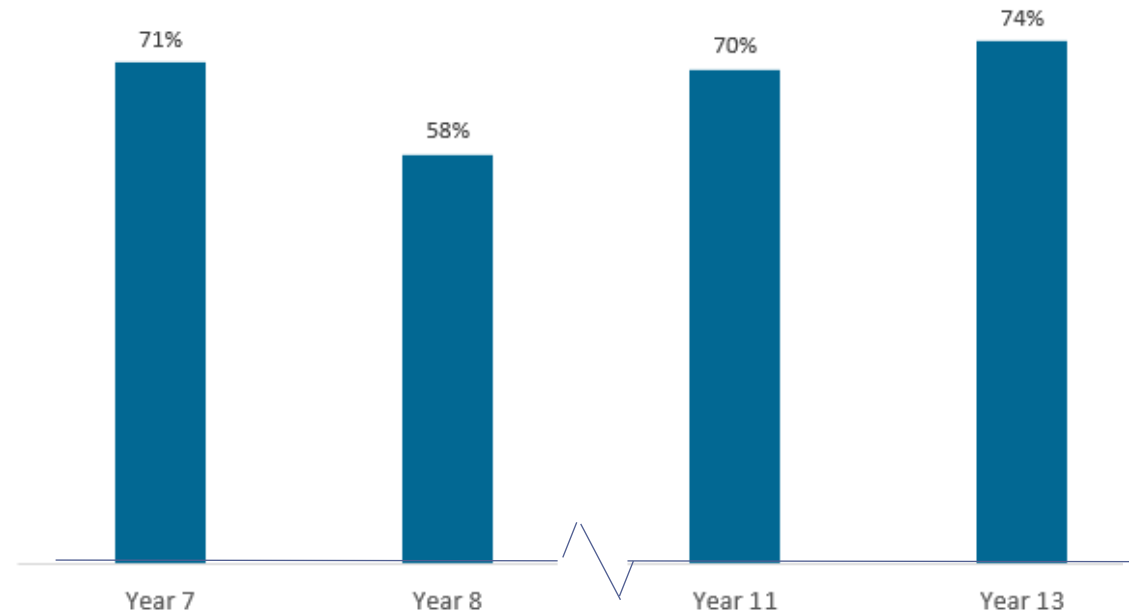
Source: CEC Compass data, 2019/20-2021/22; Employer Standards pilot

Next steps...

There are now opportunities to increase further the quantity and quality of experiences with employers, developing key career readiness skills

- Opportunities for **more and more varied** workplace experiences
- Experiences are **most valuable when they focus on the skills** young people need to thrive in the workplace
- Important because **essential skills**, such as problem-solving and leadership, appear to dip in secondary school.

% students reporting that they have all 8 essential skills



Source: CEC Employer Standards Pilot; Enterprise Adviser survey

Source: CEC Future Skills Questionnaire, 2021-22 (34,896 responses from young people)

2 | To what extent is careers education able to tackle disadvantage?



Those who face most barriers benefit most from careers education...

A key measure of impact is the relationship we have established between careers education and sustained destinations after Year 11. This is twice as strong for schools with more economically disadvantaged students



Good careers provision improves career readiness and compensates for “disadvantage gap”...

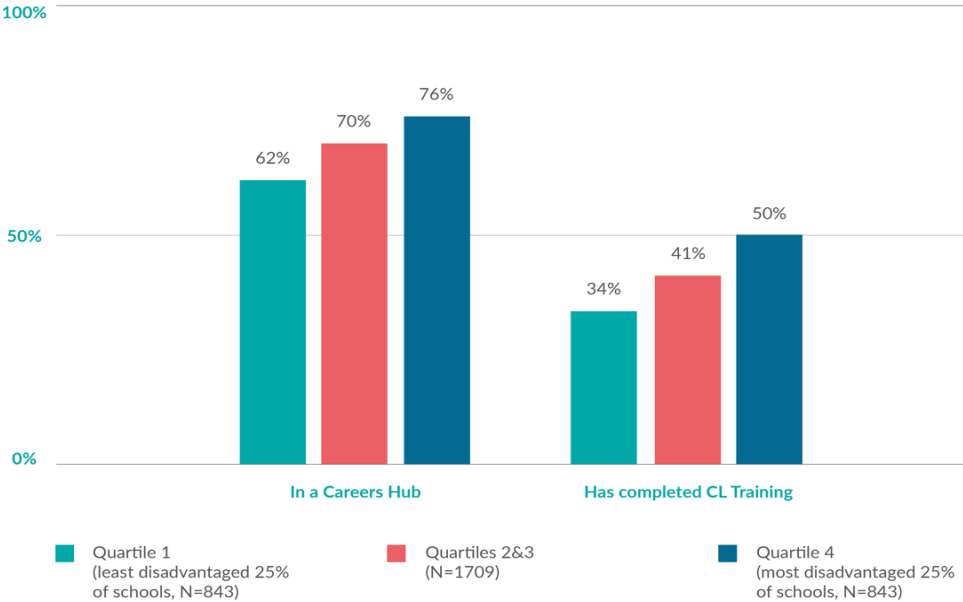
Analysis of student career readiness shows the positive impact of careers education. Achieving all 8 Gatsby Benchmarks more than outweighs the disadvantage in career readiness experienced by young people receiving Free School Meals



Highest % FSM schools are most engaged with careers...

Schools with greater proportions of economically disadvantaged students engage most with careers education and perform higher on benchmarks

% mainstream schools engaging in the careers system according to level of disadvantage
(Quartiles based on % pupils eligible for Free School Meals, end July 2022)



Source: Analysis of Compass+ and CEC management data, end July 2022

Increase in average number of Gatsby Benchmarks achieved by mainstream schools 2018/19 2021/22
(Quartiles based on % pupils eligible for Free School Meals, end July 2022)



Source: Analysis of Compass+ data, end July 2022 (Compass+ enables more granular reporting)

Next steps...

As the careers system matures, there are opportunities to intensify support for target groups

- Evidence gives confidence in the impact of Gatsby Benchmarks and Careers Leaders have more support than ever to focus on **groups facing significant and sometimes multiple barriers when it comes to careers**
- Local public and private investment in **intensive support for target cohorts** across schools and colleges is emerging
- Young people who attend SEND and AP institutions are receiving more support, but with **room to better connect** them to established Careers Hubs networks
- Pilot work with elective home educated young people, who sit outside the established careers system, is nascent but points to **further work to do**

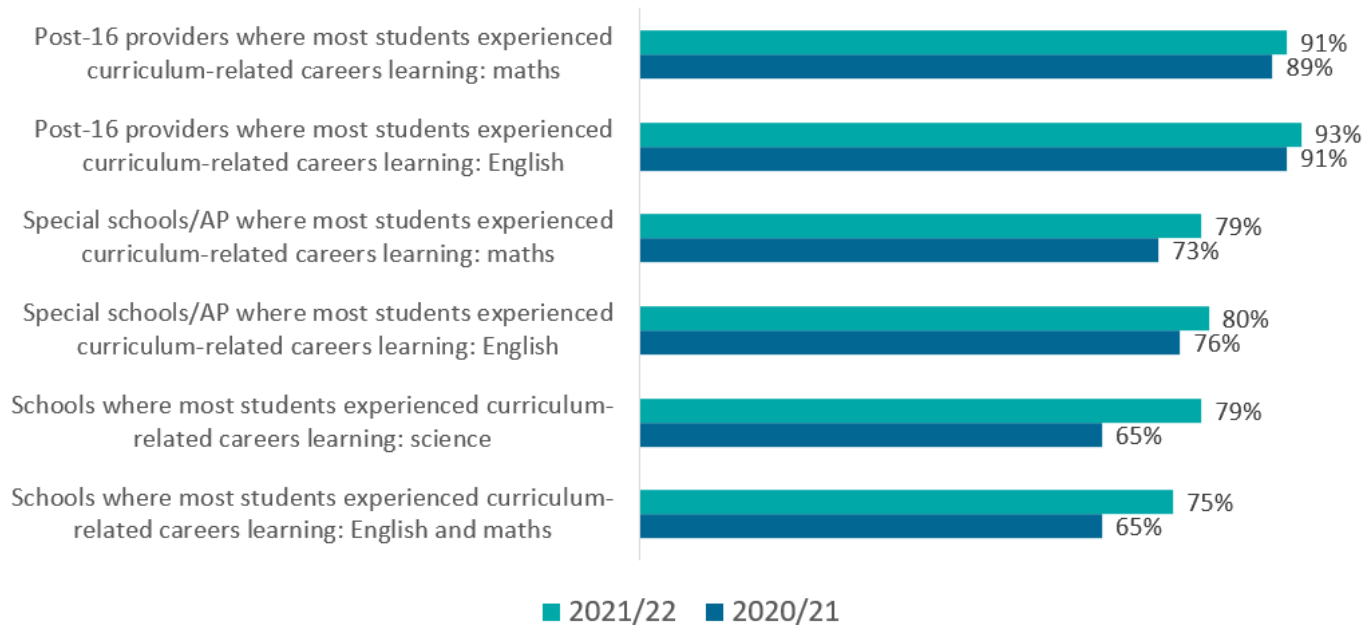
**3 | How far is careers
education embedded
in the mainstream of school
and college life?**



There is more career-related learning...

Careers is starting to impact the curriculum and a whole school approach is emerging. Projects bringing teachers into the employer workplaces show the appetite to broaden careers conversations among teachers and employers.

Career learning is more widespread across the curriculum



Careers conversations are broadening

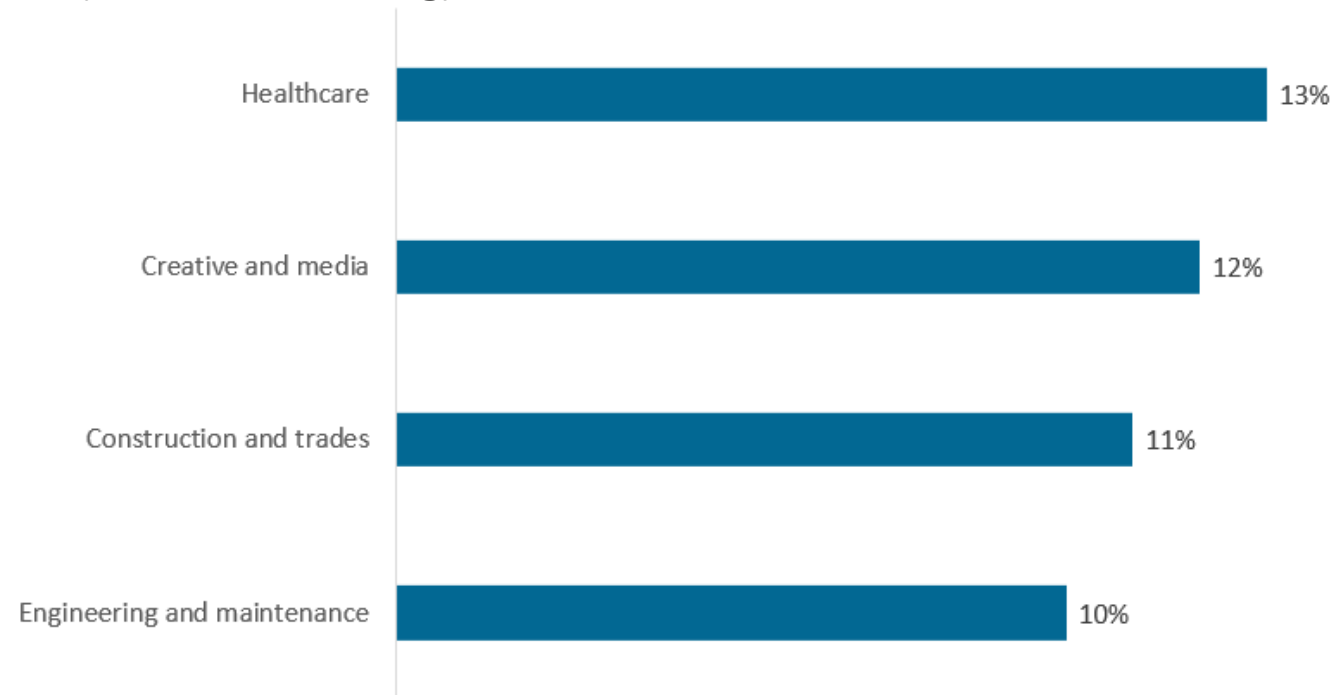
- **70% teachers agree** apprenticeships provide excellent future opportunities
- **26% feel confident** advising students about apprenticeships
- **Teachers, students and employers all saw benefits** from engaging with 2 'teacher encounters' projects

Young people are showing interest in sectors that have skills shortages...

The careers system is increasingly able to monitor intentions and outcomes and work with local actors

Top 4 industry interests at Key Stage 4

(% students selecting)



Sectors reporting skills gaps

- **Healthcare:** 133,000 NHS vacancies in England alone – highest for 5 years (NHS Digital)
- **Creative:** 1.2 million new workers needed in creative industries over next decade – 42% of creative industry employers report skills shortages (NCFE)
- **Construction:** Needs to recruit 53,000 new entrants a year over next 5 years to maintain output (CITB)

Source: CEC Compass+ Schools Destination intentions data, 2021/22; N = 19,021

Next steps...

There is scope to improve consistency and quality in the careers system, whilst developing a more joined up experience for young people across their education journey

- The **Careers Impact Review System**, piloted with 100 schools and colleges, aims to bring peer challenge and expert review to improve practice. National System Reviews will commence this year
- There is significant potential for **teacher training, including teacher encounters** with industry, to enable further awareness of career pathways, particularly non-academic routes. Teachers remain a well accessed source of careers support and are keen to learn more.
- A more **holistic careers education journey** is possible through earlier engagement at primary level and through supporting parents.

CEC's agenda for 2023/24

PRIORITY 1: IMPROVE CAREERS PROVISION

Raise the quality of careers provision in schools, special schools and colleges against the Gatsby Benchmarks through training for the education workforce, targeted support and quality assurance

PRIORITY 2: DRIVE MORE HIGH QUALITY EMPLOYER EXPERIENCES

Drive more high-quality experiences with employers for students and teachers – with a focus on current 'cold spots'

PRIORITY 3: AMPLIFY VOCATIONAL ROUTES

Amplify apprenticeships, technical and vocational routes – including by supporting the implementation of the Provider Access Legislation (PAL)

PRIORITY 4: FOCUS ON DISADVANTAGE

Focus on interventions for economically disadvantaged young people (FSM) and those who face most barriers – through identifying and addressing the needs of specific cohorts

PRIORITY 5: CONNECT CAREERS PROVISION TO LOCAL ECONOMIES

Connect careers provision in schools and colleges to the needs of local economies – as articulated through Local Skills Improvement Plans ([LSIPs](#))

Thank you

