

Compass evaluation for specialist settings

Complete a [Compass evaluation](#) to evaluate your careers provision against the best practice set out in the [Gatsby Benchmarks](#). This takes around 30 minutes.

We recommend completing a Compass evaluation once a term to effectively track and monitor your progress against achieving the Gatsby Benchmarks.

Please note: given variations in term dates, CEC takes formal measures of progress on 31st of December, 31st of March and 31st of July.

Your Compass evaluation results help you to identify any gaps in your provision.

To find out more about how our system calculates your results, there is further information at the end of this document.

Further guidance on completing a Compass evaluation can be found in our Help Centres:

- [Compass+ Help Centre](#)
- [Compass Help Centre](#)

We understand that some young people at specialist settings will have different needs post-education, compared to those at mainstream specialist settings. Please think about all learners in your setting when answering the questions, as they have been designed to reflect a wide range of careers information needs.

The term progression pathways is included for specialist settings, so you can evaluate your careers information provision for learners who are expected to move into adult social care settings or supported living. If this applies to your setting, please use your professional judgement to interpret how each question relates to this cohort and their individual needs, while ensuring careers programme activity supports raising aspirations linked to their progression pathways. (Please note, 'careers' can be defined according to individual progression pathways, that may not necessarily be paid employment or training.)

Institution information

Institution Name / Department:

Which year groups attend your institution?

Enter the number of learners in each year group where applicable:

| | | | |
|--------------|--|---------------|--|
| Below year 6 | | Year 10 | |
| Year 6 | | Year 11 | |
| Year 7 | | Year 12 | |
| Year 8 | | Year 13 | |
| Year 9 | | Above Year 13 | |

Compass evaluation for specialist settings

Gatsby Benchmark 1 : A stable careers programme

These questions are about Gatsby Benchmark 1: A stable careers programme.

Institutions and organisations should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, governors, employers and other agencies.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Programme basics

| | | |
|--|----|------------|
| <p>Question 1.1</p> <p>Does your specialist setting have a trained Careers Leader?</p> <p><i>An appropriately trained Careers Leader is someone who has received specific training to effectively plan, manage and deliver a careers programme. Find out more.</i></p> <p><i>Please select the option that best applies.</i></p> | | |
| Yes | No | Don't know |

| | |
|---|--|
| <p>Question 1.2</p> <p>Does your specialist setting have a careers programme that aligns with the following guidelines?</p> <p><i>Answer each of the following statements with the option that best applies.</i></p> | |
| <p>Is tailored to the needs of all learners, including disadvantaged young people?</p> <p><i>Examples of disadvantaged learners could include any vulnerable groups, those who face additional barriers, young people with SEND and those who are persistently absent.</i></p> | Yes / No / Don't know |
| <p>Has the explicit backing of your organisation's governance structures (where applicable)?</p> | Yes / No / Don't know / Not applicable |
| <p>Is underpinned by learning outcomes and sequenced appropriately for your cohort of young people?</p> <p><i>Learning outcomes are clear, concise statements that describe what learners are expected to know, understand or be able to do by certain stages through participation in a careers programme. These outcomes are typically measurable and observable, providing a way to assess whether the intended goals of the careers programme have been achieved.</i></p> | Yes / No / Don't know |
| <p>Is linked to the whole institution's development plan?</p> | Yes / No / Don't know |
| <p>Sets out how parents and carers will be engaged with careers education?</p> | Yes / No / Don't know |
| <p>Has the explicit backing of the headteacher?</p> | Yes / No / Don't know |
| <p><i>If you answered Yes to 'Has the explicit backing of the headteacher' please skip this sub question:</i></p> <p>Has backing from the Senior Leadership Team?</p> | Yes / No / Don't know |

Compass evaluation for specialist settings

Communicating the programme

Question 1.3

Does your specialist setting publish your careers programme on your website?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

If you answered No or Don't know to Question 1.3, please skip to Question 1.4.

Question 1.3.1

Is the information about your careers programme on your website communicated in ways that enable different groups to engage with it?

This should include learners, staff, employers, parents, carers and other agencies.

Please select the option that best applies.

The website is suitable for **all** these groups

The website is suitable for **some** of these groups but not others

Don't know

Question 1.4

Is your careers programme communicated in different formats (beyond text on the website) so that it's accessible to users with different needs?

Different formats could include giving presentations, sending letters or publishing accessible web formats such as audio or video.

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Evaluating the programme

Question 1.5

Does your specialist setting regularly evaluate your careers programme?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

If you answered No or Don't know to Question 1.5, please skip to Question 1.6.

Compass evaluation for specialist settings

Question 1.5.1

In the last 12 months, have you made any changes to your careers programme as a result of past evaluations?

Please select the option that best applies.

Yes. Changes have been made or planned

No. Past evaluations show no changes are required

No. Past evaluations show areas for improvement but no changes have been made or planned

Question 1.6

Does evaluation of your careers programme take into account feedback from the following groups?

Please select the option that best applies for each group.

| | |
|----------------------------------|-----------------------|
| Learners | Yes / No / Don't know |
| Parents/Carers | Yes / No / Don't know |
| Teachers | Yes / No / Don't know |
| Other staff who support learners | Yes / No / Don't know |
| Careers advisers | Yes / No / Don't know |
| Employers | Yes / No / Don't know |

Gatsby Benchmark 2 : Learning from career and labour market information

These questions are about Gatsby Benchmark 2: Learning from career and labour market information.

All learners, parents and carers, teachers and staff who support learners should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Learner information

Question 2.1

Approximately what proportion of learners have access to careers information, or information on progression pathways, during the Key Stages offered by your specialist setting?

This could include information on the labour market, the 'local offer' or any other information to inform decisions on next steps. Please consider all your learners when answering, regardless of the nature of their special educational need and/or disability.

Please select the option that best applies.

If learner numbers have been entered into product for year groups in each Key Stage, the Key Stage will display.

| Key Stage 3 | Key Stage 4 | Key Stage 5 |
|--------------------------------|--------------------------------|--------------------------------|
| None (0%) | None (0%) | None (0%) |
| A few (1-25%) | A few (1-25%) | A few (1-25%) |
| Some (26-50%) | Some (26-50%) | Some (26-50%) |
| Most (51-75%) | Most (51-75%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) |
| Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) |
| All (100%) | All (100%) | All (100%) |
| Don't know | Don't know | Don't know |

Question 2.2

To what extent are you confident that your learners and their parents and carers are supported to use this information to inform decisions on their career or progression pathway?

Please select the option that best applies.

| | |
|----------------------|--------------------|
| Not confident at all | Not that confident |
| Fairly confident | Very confident |

Compass evaluation for specialist settings

Question 2.3

Which of the following statements are true of the careers, progression pathways and labour market information available in your specialist setting?

Please select all that apply.

The information learners receive is good quality, relevant and up-to-date

Learners are informed of different opportunities, including technical and vocational pathways

The information is tailored, where appropriate, to meet the needs of learners with SEND

An informed adviser is used to support all learners make best use of the information available.

An 'informed adviser' can include a trained careers adviser, but also other roles such as skills advisers from the local authority, or industry advisers from specific sectors.

None of these are true of information available in my specialist setting

Parent information

Question 2.4

Does your specialist setting support parents and carers to access information about study options, career and progression pathways, and the labour market, where appropriate?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 2.5

Does your specialist setting actively encourage and support parents and carers to have meaningful careers conversations with the young people in their care?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Teacher and wider workforce information

Question 2.6

What proportion of staff (including teachers and other staff who support learners) have access to up-to-date information about transition pathways, study options, and labour market opportunities?

Please select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Gatsby Benchmark 3 : Addressing the needs of each young person

These questions are about Gatsby Benchmark 3: Addressing the needs of each young person.

Learners have different careers guidance needs at different stages . Careers programmes should help learners navigate their concerns about any barriers to career progression or progression pathways. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are persistently absent.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Raising aspirations

Question 3.1

How strongly do you agree or disagree with the following statements about your careers programme?

Answer each of the following statements with the option that best applies, where 1 indicates 'Strongly Disagree' and 5 indicates 'Strongly Agree'.

Our careers programme actively seeks to raise the aspirations of all learners

| | | | | |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|

Our careers programme challenges misconceptions and stereotypical thinking (e.g., related to gender, socioeconomic status)

| | | | | |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|

Our careers programme showcases a diverse range of role models

| | | | | |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| Strongly disagree (1) | Disagree (2) | Neither agree nor disagree (3) | Agree (4) | Strongly agree (5) |
|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|

Question 3.2

Does your specialist setting use alumni to support your careers programme?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Compass evaluation for specialist settings

Recording and sharing participation

Question 3.3

Does your specialist setting systematically keep accurate records of each learner's participation in all aspects of your careers programme?

Systematic record-keeping is that which enables institutions to determine whether all young people have received the encounters, experiences and support they need, including the individual advice given to each learner, and any subsequent agreed decisions. It should allow learners to access and use these records to support their next steps and career development.

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 3.4

Does your specialist setting systematically track the individual advice given to each learner, including agreed actions?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

If you answered No or Don't know to Question 3.3 and Question 3.4, please skip to Question 3.5.

Question 3.4.1

Does your specialist setting share learner records with new education providers if learners change providers during their time at your specialist setting?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 3.4.2

Does your specialist setting provide learners with access to records of their participation in careers activities?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

If you answered No or Don't know to Question 3.4.2, please skip to Question 3.5.

Question 3.4.3

Are learners supported in using these records to inform their next steps, for example at key transition points?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Compass evaluation for specialist settings

Tracking destinations

| | |
|---|-----------------------|
| Question 3.5 | |
| Does your specialist setting collect and maintain accurate data for each learner for each of the following categories? <i>Please select the option that best applies for each of the following:</i> | |
| Aspirations | Yes / No / Don't know |
| Intended destinations upon leaving your specialist setting | Yes / No / Don't know |
| Immediate destinations upon leaving your specialist setting | Yes / No / Don't know |

| | |
|--|-----------------------|
| Question 3.6 | |
| Do you use the following destinations data to evaluate your careers programme? <i>A sustained destination is defined as 'six months of continuous activity' in a further or higher education institution, in employment or in an apprenticeship.</i> <i>Please select the option that best applies.</i> | |
| Sustained destinations of learners | Yes / No / Don't know |
| Longer-term destinations of learners | Yes / No / Don't know |

If you answered No or Don't know to 'Aspirations' and/or 'Intended destinations upon leaving your specialist setting' in Question 3.5, please skip to Question 3.7.

Personalised support

| | | |
|--|----|------------|
| Question 3.6.1 | | |
| Do you use the data you collect on learners' aspirations or intended destinations to personalise the support given to each learner? <i>Please select the option that best applies.</i> | | |
| Yes | No | Don't know |

| | | |
|---|----|------------|
| Question 3.7 | | |
| Do you provide personalised support to all learners? <i>Please select the option that best applies.</i> | | |
| Yes | No | Don't know |

Gatsby Benchmark 4 : Linking curriculum learning to careers

These questions are about Gatsby Benchmark 4: Linking curriculum learning to careers.

As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subjects for a wide range of future career paths.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

| Question 4.1 | | | |
|--|---------------------|---------------|---------------|
| Approximately what proportion of the curriculum taught in your specialist setting includes learning about careers or progression pathways? <i>Please select the option that best applies.</i> | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Questions for Gatsby Benchmark 4 continue on the next page...

Compass evaluation for specialist settings

Question 4.2

Approximately what proportion of learners have engaged in learning, as part of the curriculum, that highlights information relevant to careers or progression pathways, in the following years?

Please consider all your learners when answering, regardless of the nature of their special educational need and/or disability. Please select the option that best applies for each year group.

If learner numbers have been entered into product for a year group, the year group will display.

| Below Year 6 | Year 6 | Year 7 | Year 8 | Year 9 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| None (0%) | None (0%) | None (0%) | None (0%) | None (0%) |
| A few (1-25%) | A few (1-25%) | A few (1-25%) | A few (1-25%) | A few (1-25%) |
| Some (26-50%) | Some (26-50%) | Some (26-50%) | Some (26-50%) | Some (26-50%) |
| Most (51-75%) | Most (51-75%) | Most (51-75%) | Most (51-75%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) |
| Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) |
| All (100%) | All (100%) | All (100%) | All (100%) | All (100%) |
| Don't know | Don't know | Don't know | Don't know | Don't know |
| Year 10 | Year 11 | Year 12 | Year 13 | Year 14 |
| None (0%) | None (0%) | None (0%) | None (0%) | None (0%) |
| A few (1-25%) | A few (1-25%) | A few (1-25%) | A few (1-25%) | A few (1-25%) |
| Some (26-50%) | Some (26-50%) | Some (26-50%) | Some (26-50%) | Some (26-50%) |
| Most (51-75%) | Most (51-75%) | Most (51-75%) | Most (51-75%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) | Overwhelming majority (76-90%) |
| Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) | Almost all (91-99%) |
| All (100%) | All (100%) | All (100%) | All (100%) | All (100%) |
| Don't know | Don't know | Don't know | Don't know | Don't know |

Question 4.3

What proportion of staff who support learners have careers and progression pathways information embedded into their continuous professional development programmes?

Please select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation questions continue on the next page...

Gatsby Benchmark 5 : Encounters with employers and employees

These questions are about Gatsby Benchmark 5: Encounters with employers and employees.

Every learner should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Question 5.1

What proportion of your learners experience at least one meaningful encounter with an employer each year they are at your specialist setting?

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- include opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter.

Please consider all your learners when answering, regardless of the nature of their special educational need and/or disability, and select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Question 5.2

Which of the following statements are true of the employer encounters organised by your specialist setting?

Please select all that apply.

Encounters have a clear purpose which is shared with both the employers and young people

Encounters are underpinned by learning outcomes that are appropriate to the needs of the young people

Encounters involve opportunities for two-way interactions between young people and the employer

Encounters are followed by time for the young person to reflect on what insights, knowledge or skills they have gained through the encounter

None of the statements are true of my specialist setting

Compass evaluation for specialist settings

Question 5.3

On average, how many encounters with an employer will your learners have experienced in each of the following years?

Please consider all your learners when answering, regardless of the nature of their special educational need and/or disability, and select the option that best applies for each group.

If learner numbers have been entered in product for a year group, the year group will display.

| Below Year 6 | Year 6 | Year 7 | Year 8 | Year 9 |
|--------------|---------|---------|---------|---------------|
| 0-1 | 0-1 | 0-1 | 0-1 | 0-1 |
| 2-3 | 2-3 | 2-3 | 2-3 | 2-3 |
| 4-5 | 4-5 | 4-5 | 4-5 | 4-5 |
| 6-7 | 6-7 | 6-7 | 6-7 | 6-7 |
| 8-9 | 8-9 | 8-9 | 8-9 | 8-9 |
| 10+ | 10+ | 10+ | 10+ | 10+ |
| Year 10 | Year 11 | Year 12 | Year 13 | Above Year 13 |
| 0-1 | 0-1 | 0-1 | 0-1 | 0-1 |
| 2-3 | 2-3 | 2-3 | 2-3 | 2-3 |
| 4-5 | 4-5 | 4-5 | 4-5 | 4-5 |
| 6-7 | 6-7 | 6-7 | 6-7 | 6-7 |
| 8-9 | 8-9 | 8-9 | 8-9 | 8-9 |
| 10+ | 10+ | 10+ | 10+ | 10+ |

Gatsby Benchmark 6 : Experiences of workplaces

These questions are about Gatsby Benchmark 6: Experiences of workplaces.

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Please answer this question if your institution is a Key Stage 3 or Key Stage 4 provider.

Question 6.1

Approximately what proportion of your learners have at least two meaningful experiences of workplaces by age 16?

A meaningful workplace experience will:

- *have a clear purpose, which is shared with the employer and the young person*
- *be underpinned by learning outcomes that are appropriate to the needs of the young person*
- *involve extensive two-way interactions between the young person and employees*
- *include opportunities for young people to meet a range of different people from the workplace*
- *include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace*
- *include the employer providing feedback to the young person about their work*
- *be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.*

Please select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Please answer this question if your institution is a Key Stage 5 provider.

Question 6.2

Approximately what proportion of learners between 16 and 25 years old have at least one meaningful experience of a workplace?

A meaningful workplace experience will:

- *have a clear purpose, which is shared with the employer and the young person*
- *be underpinned by learning outcomes that are appropriate to the needs of the young person*
- *involve extensive two-way interactions between the young person and employees*
- *include opportunities for young people to meet a range of different people from the workplace*
- *include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace*
- *include the employer providing feedback to the young person about their work*
- *be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.*

Please select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation for specialist settings

If you have answered None (0%) or Don't know to Question 6.1 and Question 6.2, please skip to Question 6.3.

Question 6.2.1

Which of the following statements are true of the workplace experiences organised by your specialist setting?

Please select all that apply.

Experiences have a clear purpose which is shared with both employers and young people

Experiences are underpinned by learning outcomes appropriate to the needs of young people

Experiences involve extensive two-way interactions between young people and employees

Experiences include opportunities for young people to meet a range of different people from the workplace

Experiences involve young people having opportunities to perform tasks set by the employer/produce a piece of work relevant to that workplace

Experiences include the employer providing feedback to young people about their work

Experiences are followed by opportunities for the young person to reflect on the insights, skills or knowledge they have gained through their experience

Experiences are available in a range of industries including technical, creative and vocational sectors

Experiences include additional or personalised support provided where it is needed for vulnerable and disadvantaged learners

None of these statements are true for experiences arranged by my specialist setting

**QUESTIONS 6.3 TO 6.6 DO NOT COUNT TOWARDS YOUR
SCORE FOR GATSBY BENCHMARK 6**

Compass evaluation for specialist settings

Please answer this question if your specialist setting has Year 7, Year 8 and/or Year 9.

Question 6.3

In alignment with the Government’s vision for all learners to complete two weeks’ worth of work experience by the end of Key Stage 4, approximately what proportion of learners have accessed a variety of meaningful work experience activities (totalling the following number of days) by the end of Key Stage 3?

A meaningful workplace experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 6. The answer is intended to provide the Department for Education (DfE) with insight into how work experience in England is currently being delivered. Information about the government's vision for work experience can be found in the [statutory guidance document](#). We expect fuller guidance to be published in line with policy development from DfE in due course.

Please distribute all your learners across the different day ranges. Due to the ranges provided this might mean totals are over 100%. In these cases, estimates will be derived from the data shared. Please ensure that you are only counting each learner in one day range. e.g. those who are accessing 10+ days should not also be counted in the 5-9 range.

No workplace experiences

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

2 or less days, or equivalent

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Question 6.3 continues on the next page...

Compass evaluation for specialist settings

| 3-4 days, or equivalent | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 5-9 days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 10 or more days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Questions for Gatsby Benchmark 6 continue on the next page...

Compass evaluation for specialist settings

Please answer this question if your specialist setting has Year 7, Year 8 and/or Year 9.

Question 6.4

In alignment with the Government’s vision for all learners to complete two weeks’ worth of work experience by the end of Key Stage 4, approximately what proportion of learners eligible for free school meals have accessed a variety of meaningful work experience activities (totalling the following number of days) by the end of Key Stage 3?

A meaningful workplace experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 6. The answer is intended to provide the Department for Education (DfE) with insight into how work experience in England is currently being delivered. Information about the government's vision for work experience can be found in the [statutory guidance document](#). We expect fuller guidance to be published in line with policy development from DfE in due course.

Please distribute all your learners across the different day ranges. Due to the ranges provided this might mean totals are over 100%. In these cases, estimates will be derived from the data shared. Please ensure that you are only counting each learner in one day range. e.g. those who are accessing 10+ days should not also be counted in the 5-9 range.

No workplace experiences

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

2 or less days, or equivalent

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Question 6.4 continues on the next page...

Compass evaluation for specialist settings

| 3-4 days, or equivalent | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 5-9 days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 10 or more days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Questions for Gatsby Benchmark 6 continue on the next page...

Compass evaluation for specialist settings

Please answer this question if your specialist setting has Year 10 and/or Year 11.

Question 6.5

In alignment with the Government's vision for all learners to complete two weeks' worth of work experience by the end of Key Stage 4, approximately what proportion of learners have accessed meaningful work experience placements (totalling the following number of days) by the end of Key Stage 4?

A meaningful workplace experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 6. The answer is intended to provide the Department for Education (DfE) with insight into how work experience in England is currently being delivered. Information about the government's vision for work experience can be found in the [statutory guidance document](#). We expect fuller guidance to be published in line with policy development from DfE in due course.

Please distribute all your learners across the different day ranges. Due to the ranges provided this might mean totals are over 100%. In these cases, estimates will be derived from the data shared. Please ensure that you are only counting each learner in one day range. e.g. those who are accessing 10+ days should not also be counted in the 5-9 range.

No workplace experiences

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

2 or less days, or equivalent

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Question 6.5 continues on the next page...

Compass evaluation for specialist settings

| 3-4 days, or equivalent | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 5-9 days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 10 or more days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Questions for Gatsby Benchmark 6 continue on the next page...

Compass evaluation for specialist settings

Please answer this question if your specialist setting has Year 10 and/or Year 11.

Question 6.6

In alignment with the Government's vision for all learners to complete two weeks' worth of work experience by the end of Key Stage 4, approximately what proportion of learners eligible for free school meals have accessed meaningful work experience placements (totalling the following number of days) by the end of Key Stage 4?

A meaningful workplace experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 6. The answer is intended to provide the Department for Education (DfE) with insight into how work experience in England is currently being delivered. Information about the government's vision for work experience can be found in the [statutory guidance document](#). We expect fuller guidance to be published in line with policy development from DfE in due course.

Please distribute all your learners across the different day ranges. Due to the ranges provided this might mean totals are over 100%. In these cases, estimates will be derived from the data shared. Please ensure that you are only counting each learner in one day range. e.g. those who are accessing 10+ days should not also be counted in the 5-9 range.

No workplace experiences

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

2 or less days, or equivalent

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Question 6.6 continues on the next page...

Compass evaluation for specialist settings

| 3-4 days, or equivalent | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 5-9 days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |
| 10 or more days, or equivalent | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation questions continue on the next page...

Gatsby Benchmark 7 : Encounters with further and higher education

These questions are about Gatsby Benchmark 7: Encounters with further and higher education.

All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in specialist settings, colleges, independent training providers (ITPs), universities and in the workplace.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Question 7.1

By the time they leave your specialist setting, approximately what proportion of learners have had meaningful encounters with the following education and transition providers?

A meaningful encounter with further and higher education will:

- *have a clear purpose, which is shared with the provider and the young person*
- *be underpinned by learning outcomes that are appropriate to the needs of the young person*
- *involve a two-way interaction between the young person and the provider*
- *include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to*
- *describe what learning or training with the provider is like*
- *be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.*

Please select the option that best applies.

Inclusive apprenticeships

| | | | | |
|--------------------------------|---------------------|---------------|---------------|----------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |

Supported internships

| | | | | |
|--------------------------------|---------------------|---------------|---------------|----------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |

Sixth Form Colleges

| | | | | |
|--------------------------------|---------------------|---------------|---------------|----------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |

Question 7.1 continues on the next page...

Compass evaluation for specialist settings

| Further Education Colleges (including land-based colleges where appropriate) | | | | |
|--|---------------------|---------------|---------------|----------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |
| Independent Training Providers (ITPs) | | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |
| 14-19 School based vocational providers such as studio schools and university technical colleges | | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |
| Higher Education Providers (including universities, Institutes of Technology or employers offering degree apprenticeships) | | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |
| Adult day care provision | | | | |
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) | |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know | Not applicable |

Question 7.2

By the time they leave your specialist setting, approximately what proportion of learners will have had meaningful encounters with an appropriate range of further and higher education providers?

A meaningful encounter with further and higher education will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.

Please select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Please answer this question if your institution is a Key Stage 5 provider/has learners in Year 12 and/or Year 13.

Question 7.3

Approximately what proportion of learners who are considering applying to higher education have had at least two visits to a higher education provider by the age of 18?

Please select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

If you have answered None (0%) or Don't know for all of the education and transition providers in Question 7.1, please skip to Question 7.4.

Question 7.3.1

Which of the following statements are true of the encounters with career or progression pathway providers provided by your specialist setting?

Please select all that apply.

Encounters have a clear purpose shared with the provider and the young person

Encounters are underpinned by learning outcomes appropriate to the needs of the young person

Encounters involve two-way interactions between young people and providers

Encounters involve providers describing what learning or training with them is like

Encounters involve providers giving information on their recruitment and selection processes

Encounters involve providers referencing the qualifications they offer and the careers these could lead to

Encounters involve young people being given the opportunity to reflect on the insights, skills or knowledge gained

None of these statements are true of encounters provided by my specialist setting

Provider Access Legislation

QUESTIONS 7.4 TO 7.10 DO NOT COUNT TOWARDS YOUR SCORE FOR GATSBY BENCHMARK 7

Please answer this question if learner numbers have been entered into product for Year 8 and/or Year 9.

Question 7.4

What proportion of learners in Year 8 and Year 9 have had at least two meaningful encounters with providers of apprenticeships and technical education during Key Stage 3 study that meet the requirements of Provider Access Legislation?

A meaningful encounter with further and higher education will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation for specialist settings

Please answer this question if learner numbers have been entered into product for Year 10 and/or Year 11.

Question 7.5

What proportion of learners in Year 10 and Year 11 have had at least two meaningful encounters with providers of apprenticeships and technical education during Key Stage 4 study that meet the requirements of Provider Access Legislation?

A meaningful encounter with further and higher education will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Please answer this question if learner numbers have been entered into product for Year 12 and/or Year 13.

Question 7.6

What proportion of learners in Year 12 and Year 13 have been OFFERED at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of Provider Access Legislation?

A meaningful encounter with further and higher education will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation for specialist settings

Please answer this question if learners numbers have been entered into product for Year 12 and/or Year 13.

Question 7.7

What proportion of learners in Year 12 and year 13 have **ATTENDED** at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of Provider Access Legislation?

A meaningful encounter with further and higher education will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter.

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Please answer this question if learner numbers have been entered into product for Year 8 and/or Year 9.

Question 7.8

What proportion of learners in the year group which most recently completed the 'first key phase' (period covering 1st September in Year 8 to 28th February in Year 9 as defined in [Provider Access Legislation](#)) had **at least two** encounters that met the requirements of Provider Access Legislation within that key phase?

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation for specialist settings

Please answer this question if learner numbers have been entered into product for Year 10 and/or Year 11.

Question 7.9

What proportion of learners in the year group which most recently completed the 'second key phase' (period covering 1st September in Year 10 to 28th February in Year 11 as defined in [Provider Access Legislation](#)) had at least two encounters that met the requirements of Provider Access Legislation within that key phase?

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Please answer this question if learner numbers have been entered in product for Year 12 and/or Year 13.

Question 7.10

What proportion of learners in the year group which most recently completed the 'third key phase' (period covering 1st September in Year 12 to 28th February in Year 13 as defined in [Provider Access Legislation](#)) were offered at least two encounters that met the requirements of Provider Access Legislation within that key phase?

Please select the option that best applies.

The answer to this question does not count towards your score for Gatsby Benchmark 7. The answer is intended to provide the Department for Education with insight into how schools are delivering against their responsibilities set out in the Provider Access Legislation. Information on the legislation can be found [here](#).

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Compass evaluation for specialist settings

Gatsby Benchmark 8 : Personal guidance

These questions are about Gatsby Benchmark 8: Personal guidance.

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made and should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND co-ordinator (SENDSCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

Please review each statement carefully and select the response that most accurately reflects current practices within your institution or organisation.

Question 8.1

What proportion of learners have had at least one personal guidance meeting with a qualified careers adviser by the time they leave your specialist setting?

What does it mean for a Careers Adviser to be trained to an appropriate level?

As the relevant professional body, it is for the Careers Development Institute (CDI) to determine the appropriate level of qualification. The CDI makes a distinction in this regard between offering 'information and advice' and offering 'guidance'. It notes: "... as a minimum the CDI states a level 4 qualification to offer careers information and advice and a level 6 or level 7 career development qualification to offer career guidance."

Please consider all your learners when answering, regardless of the nature of their special educational need and/or disability, and select the option that best applies.

| | | | |
|--------------------------------|---------------------|---------------|---------------|
| None (0%) | A few (1-25%) | Some (26-50%) | Most (51-75%) |
| Overwhelming majority (76-90%) | Almost all (91-99%) | All (100%) | Don't know |

Question 8.2

Does your specialist setting provide personalised careers guidance meetings for all learners?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 8.3

Does your Careers Leader work closely with a range of staff, including careers advisers, SENDSCO, pastoral staff, teachers, and other support staff, to ensure personal guidance is effective and embedded in the careers programme?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Compass evaluation for specialist settings

Question 8.4

Is information about personal guidance support, and how to access it, communicated effectively to learners?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 8.5

Is information about personal guidance support, and how to access it, communicated effectively with parents and carers, including through your website?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 8.6

Are personal guidance meetings timed to meet the needs of learners?

For example, are personal guidance meetings made available whenever significant career or progression pathways decisions are being made.

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Question 8.7

Are personal guidance meetings made available to learners at key transition points?

Please select the option that best applies.

| | | |
|-----|----|------------|
| Yes | No | Don't know |
|-----|----|------------|

Thank you for completing your Compass evaluation. Well done on evaluating your careers provision!

Compass evaluation for specialist settings

Scoring Summary for the Revised Compass Evaluation

The revised Compass evaluation uses a scoring system to measure progress and confidence across different areas of your careers provision. Each response option is linked to a score, with higher scores reflecting stronger delivery, confidence or coverage.

How scoring works

- Every question has a set of response options (e.g. Yes/No, confidence levels or percentages of learners reached)
- Each option is assigned a score (e.g. Yes = 1, No = 0, All students = 4, Some students = 2 etc)
- Your institution's scores against each question are added together to give you a total score for each Gatsby Benchmark.

Some questions may not apply to every institution - for example, if you do not currently have students in a particular year group.

- In these cases, the question is marked "Not applicable"
- This means the question is removed from your total possible score
- Your score is calculated only from the questions that are relevant to your institution.

A. Yes/No/Don't Know

| Response | Score |
|----------------|------------------------------------|
| Yes | 1 |
| No | 0 |
| Don't know | 0 |
| Blank | 0 |
| Not applicable | Excluded (does not reduce % score) |

B. Website Suitability

| Response | Score |
|---|----------|
| The website is suitable for all these groups | 1 |
| The website is suitable for some of these groups but not others | 0 |
| Don't know / Blank | 0 |
| Not applicable | Excluded |

C. Changes Made/Planned

| Response | Score |
|---|----------|
| Yes - Small scale changes made or planned | 1 |
| Yes - Large scale changes made or planned | 1 |
| No - Evaluation showed no change is required at present | 1 |
| Don't know / Blank | 0 |
| Not applicable | Excluded |

Compass evaluation for specialist settings

D. Proportion of Learners Reached

| Response | Score |
|--------------------------------|----------|
| All (100%) | 4 |
| Almost all (91-99%) | 4 |
| Overwhelming majority (76-90%) | 4 |
| Most (51-75%) | 3 |
| Some (26-50%) | 2 |
| A few (1-25%) | 1 |
| None (0%) | 0 |
| Don't know / Blank | 0 |
| Not applicable | Excluded |

E. Confidence

| Response | Score |
|--------------------|----------|
| Very confident | 3 |
| Fairly confident | 2 |
| Not that confident | 1 |
| Don't know / Blank | 0 |
| Not applicable | Excluded |

F. Agreement

| Response | Score |
|----------------------------|----------|
| Strongly agree | 2 |
| Agree | 2 |
| Neither agree nor disagree | 1 |
| Disagree | 0 |
| Strongly disagree | 0 |
| Don't know / Blank | 0 |
| Not applicable | Excluded |

If you have queries on Compass evaluation scoring, please contact the Research team:
research@careersandenterprise.co.uk