



Compass Evaluation Question-by-Question Guidance

Schools

Compass Evaluation Question-by-Question Guidance – Schools

This question-by-question guidance is designed to support your Compass evaluation process, enabling every school to feel confident in their self-evaluation of the updated Gatsby Benchmarks. Please note that this guidance is designed as a reference guide if you need additional support or clarification on any specific question within the Compass evaluation. Resources and support are also signposted where relevant to encourage further good practice and to fulfil the requirements of each Benchmark.

Scoring

To fully achieve Benchmarks where percentages are the measure, the overwhelming majority (76-90%) of learners should be accessing opportunities.

In addition to 'All' (100%), an additional bracket has been added - 'Almost all' (91-99%) – to allow for stretch and challenge even when all 8 Gatsby Benchmarks have been fully achieved – this allows Careers Leaders to strive for inclusion and impact for each and every young person even if all 8 Gatsby Benchmarks have been fully achieved.

You will notice that some questions are unscored and will not affect your school's overall Benchmark score. Please answer these questions as accurately as possible – this information is crucial to gain important insight into current approaches in key areas.

Getting started

We encourage you to make evidence-based decisions. This will make your self-evaluation robust. Before you get started it is a good idea to access relevant data to support you to answer the questions within the evaluation fully.

Information that will support with self-evaluation includes:

- records of learner participation in careers activities by year group
- cohort level data e.g. FSM
- access to the school development plan

Finally, please don't worry if some of the questions in this guidance do not appear in your evaluation. The questions you will see within your evaluation depend on your cohort and your answers to previous questions. Please ignore any questions in this guidance that don't appear in your evaluation as they are not relevant to your school.

Completion dates

To support your planning and ability to monitor your progress against the Gatsby Benchmarks we recommend completing a Compass evaluation during each academic term. Please note, given variations in term dates, the cut off points for data analysis are:

- 31st December
- 31st March
- 31st July

When completing a Compass evaluation, we recommend that you focus on the position as it is according to your institution's programme. Where activities are planned to occur later in the academic year we recommend that they are included in the evaluation in the following circumstances:

- the activity is booked into curriculum plans
- the activity has a specific delivery date
- the activity has resource and budget allocated to it

Compass evaluation completions early in the academic year will therefore be likely to include a mix of actual and planned activity. The final Compass evaluation completion of the academic year will significantly reflect actual activity and exclude any planned activity that didn't, or now clearly won't take place. If you use Compass+, the Activities feature can help you track and manage planned and completed activities.

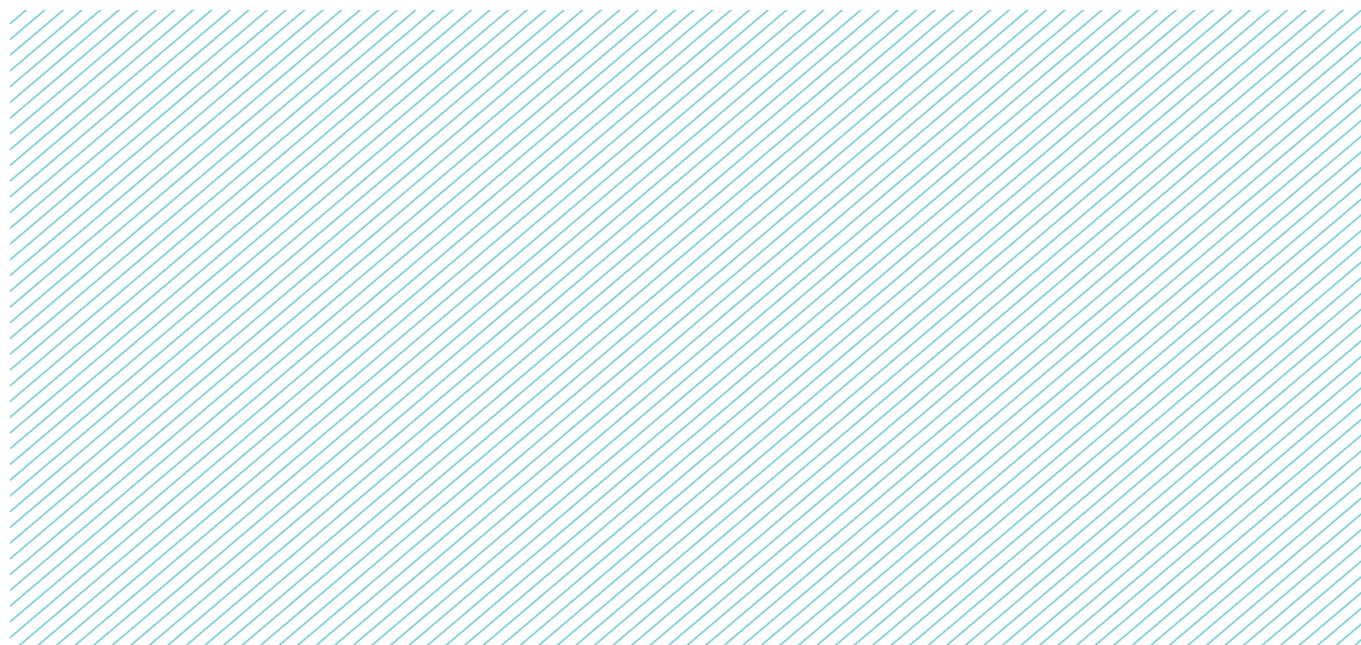


Gatsby Benchmark 1: A stable careers programme

| Question | Questions to consider and additional guidance | Resource |
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| <p>1.1 Does your school have a trained Careers Leader?</p> | <p>Does the school currently employ a Careers Leader who has completed, or is in the process of completing, The Careers & Enterprise Company's quality-assured Careers Leader training?</p> <p>This includes completing the Careers Leader induction module on The Careers & Enterprise Academy and registering for funded Careers Leader training via The Careers & Enterprise training portal.</p> | <p>Careers Leader training The Careers and Enterprise Company</p> |
| <p>1.2 Does your school have a careers programme that aligns with the following guidelines?</p> <p>Is tailored to the needs of all pupils, including disadvantaged young people?</p> | <p>Does the Careers Leader have access to relevant data, which may inform how careers provision can be tailored to the needs of different pupils? (e.g. attendance, behaviour, SEND, attainment, Pupil Premium etc.)</p> <p>Are there milestones set for relevant data to be captured and analysed to consider the needs of different pupils?</p> <p>Are any changes to the careers programme in response to analysis of relevant data recorded?</p> <p>Clarification: Examples of disadvantaged learners could include any vulnerable groups, those who face additional barriers, young people with SEND and those who are persistently absent.</p> | <p>Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys) CEC Resource Directory</p> <p>Driving equity and tackling disadvantage through your careers provision: Educator Guide CEC Resource Directory</p> |
| <ul style="list-style-type: none"> Has the explicit backing of the board of governors? | <p>Is the explicit backing of the governance structure demonstrated through actions such as strategic careers plan approval and visible and regular support, etc.?</p> <p>Does a Careers Link Governor help secure the board's backing for the careers programme?</p> | <p>Careers Education: A Guide for secondary and special school governors CEC Resource Directory</p> |
| <ul style="list-style-type: none"> Is underpinned by learning outcomes and sequenced appropriately for your cohort of young people? | <p>Is there clarity on learning that is happening within, or as a result of, the careers programme?</p> <p>Is the careers programme sequenced to build on prior learning?</p> <p>Is there a process for agreeing, documenting and sharing the learning outcomes that underpin the school's careers programme?</p> <p>Clarification: 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 (e.g. the end of the programme). These outcomes are typically measurable and observable, providing a way to assess whether the intended goals of the careers programme have been achieved.</p> | <p>Benchmark 1: Suggested universal career-related learning outcomes CEC Resource Directory</p> <p>Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys) CEC Resource Directory</p> |
| <ul style="list-style-type: none"> Is linked to the whole school development plan? | <p>Is the Careers Leader aware of the whole school development plan?</p> <p>Clarification: 'A School Development Plan (SDP) is a formal, strategic document that outlines a school's vision, objectives, and the actions required to achieve them. It provides clear guidance on how a school will improve over a specific period, usually spanning one to five years. The SDP reflects the aspirations of the school community, sets measurable goals, and aligns resources to reach these goals.'</p> <p>Is the careers programme aligned with priorities, aims and objectives from the school's development plan?</p> | <p>Understanding how to create a strategic careers plan CEC Resource Directory</p> |
| <ul style="list-style-type: none"> Sets out how parents and carers will be engaged with careers education? | <p>Is there clarity on how parents and carers are engaged within, or as a result of, the careers programme?</p> <p>Are key engagement opportunities with parents and carers mapped and tracked?</p> | <p>Parental Engagement: Parental Journey/roadmap CEC Resource Directory</p> |
| <ul style="list-style-type: none"> Has the explicit backing of the Headteacher? | <p>Is the explicit backing of the headteacher demonstrated through actions such as strategic careers plan approval, visible and regular support, and timetabled time for careers activities, etc.?</p> | <p>Careers Impact system internal leadership review CEC Resource Directory</p> <p>Careers Statutory Guidance: At a glance guides for school, college and ITP leaders CEC Resource Directory</p> |

| Question | Questions to consider and additional guidance | Resource |
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| <ul style="list-style-type: none"> • Has the backing from the Senior Leadership Team? | <p>Is the explicit backing of the SLT demonstrated through actions such as strategic careers plan approval, visible and regular support, and timetabled time for careers activities, etc.?</p> | <p>Resources for Education Leaders CEC Resource Directory</p> |
| <p>1.3 Does your school publish your careers programme on your website?</p> | <p>Is there a process in the school to ensure that the up-to-date careers programme is published on the website?</p> <p>Clarification: Schools should publish information about their careers programme online, including:</p> <ul style="list-style-type: none"> • the name and contact details of the Careers Leader • a summary of the careers programme • details of how students, parents, teachers and employers can access information about the careers programme • how the institution measures and assesses the programme's impact on learners • the date by which the institution will review information | <p>Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys) CEC Resource Directory</p> |
| <p>1.3.1 Is the information about your careers programme on your website communicated in ways that enable different groups to engage with it?</p> | <p>Is information about the careers programme on the website:</p> <ul style="list-style-type: none"> • easy to find and interpret for different stakeholder groups? • easy to navigate to? • included within relevant areas on the website (e.g. staff, pupils, employers, parents, carers and other agencies)? <p>Is information relevant to each stakeholder group included, e.g. how they can get involved and the support they can expect?</p> | |
| <p>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?</p> | <p>Is the careers programme presented in any other way to support learners and their families to understand the provision and what they can expect and how they can fully engage to maximise the impact of the provision?</p> <p>Examples could include giving presentations, sending letters or publishing accessible web formats such as audio or video.</p> | <p>Journey/roadmap (Learner Journey) CEC Resource Directory</p> |
| <p>1.5 Does your school regularly evaluate its careers programme?</p> | <p>Are there milestones set for relevant information and data to be captured and analysed to regularly evaluate the careers programme?</p> <p>Clarification: Careers Leaders and school leaders should decide on the frequency of implementing systems and processes and collecting data to inform effective impact evaluation.</p> <p>Clarification: Data that can be captured and analysed to evaluate the careers programme:</p> <ul style="list-style-type: none"> • learner perception of their career readiness • sustained and longer-term destination data • aspirations, intended and immediate education, training or employment destinations • stakeholder voice • feedback on specific elements of the careers programme • quality assurance insights <p>Clarification: 'Regularly' could mean annually or more frequently, Careers Leaders and school leaders should decide on the frequency of implementing systems and processes and collecting data to inform effective impact evaluation.</p> | <p>Understanding how to effectively evaluate your careers provision CEC Resource Directory</p> <p>Future Skills Questionnaire CEC Resource Directory</p> |

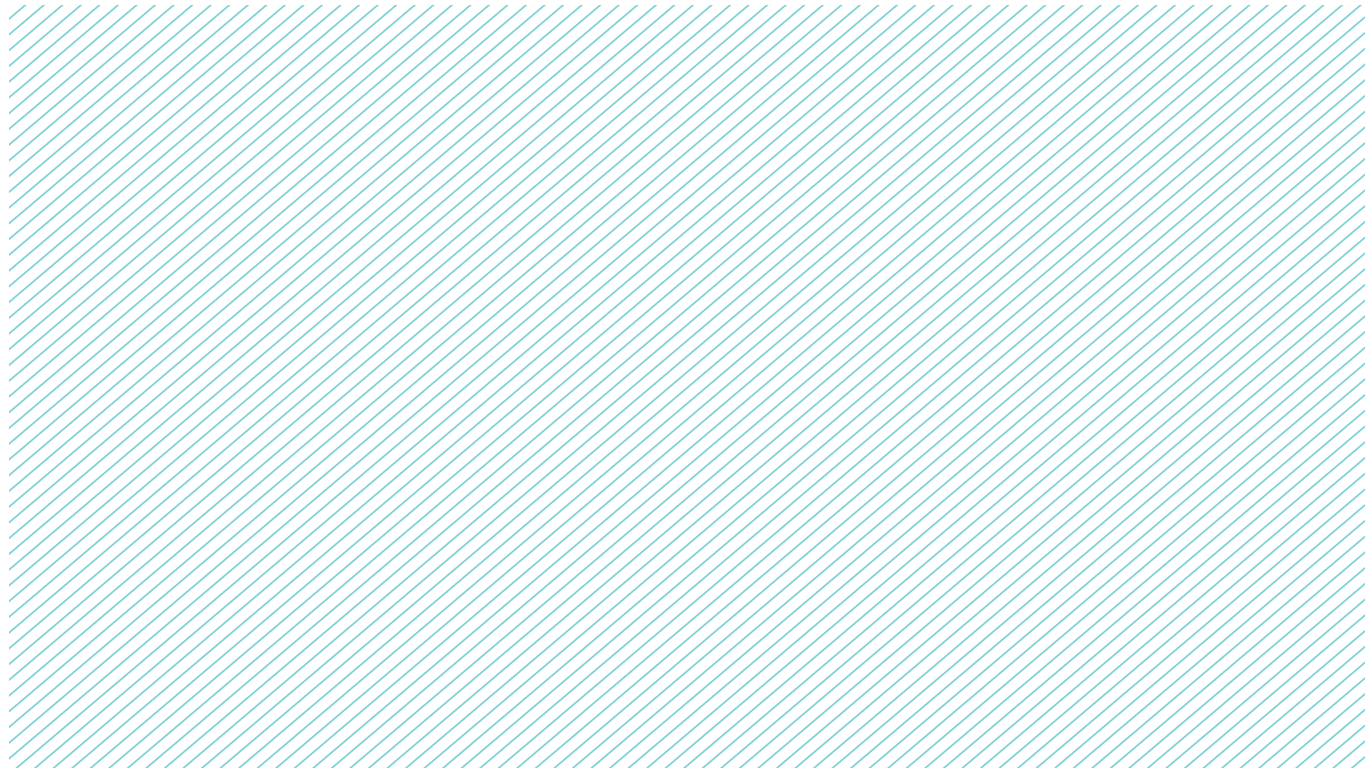
| Question | Questions to consider and additional guidance | Resource |
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| <p>1.5.1 In the last 12 months, have you made any changes to your careers programme as a result of past evaluations?</p> | <p>Does the Careers Leader and other key colleagues have access to relevant data to support evaluation of the careers programme?</p> <p>Are there milestones set for relevant information and data to be captured and analysed to regularly evaluate the careers programme?</p> <p>Are any changes to the careers programme in response to evaluation recorded and shared?</p> <p>Clarification: If no changes were found to be required when the evaluation process was carried out, please feel assured in selecting this option, as it accurately reflects your current practice.</p> | |
| <p>1.6 Does evaluation of your careers programme take into account feedback from the following groups?</p> <ul style="list-style-type: none"> • Pupils • Parents/Carers • Teachers • Other staff who support pupils • Careers Advisers • Employers | <p>Is feedback related to specific events collected and recorded?</p> <p>Is feedback on the effectiveness of the whole careers programme collected?</p> <p>Are there mechanisms in place to regularly collect feedback from these stakeholder groups?</p> <p>Are there milestones set for feedback to be captured and analysed to evaluate the careers programme?</p> <p>Clarification: Other staff who support pupils may be non-teaching staff in support roles (e.g. pastoral teams, mentors, coaches, programme delivery leads).</p> <p>Clarification: Feedback does not need to be collected for every event, but when it is gathered, it should be proportionate to the scale and purpose of the activity.</p> | <p>Understanding how to effectively evaluate your careers provision CEC Resource Directory</p> <p>Impact Evaluation Resource and Support: Survey Questions CEC Resource Directory</p> |



Gatsby Benchmark 2: Learning from career and labour market information

| Question | Questions to consider and additional guidance | Resource |
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| <p>2.1 Approximately what proportion of pupils have access to information about careers, pathways and the labour market to help inform their decisions on study options and/or next steps during the Key Stages offered at your school?</p> | <p>Are there specific and documented elements of the careers programme that inform pupils about the wide range of careers, pathways and the labour market?</p> <p>Are pupils signposted to quality assured sources of labour market information (LMI) such as the National Careers Service? Are strategies in place to track the proportion of pupils who access up-to-date LMI?</p> | <p>Gatsby Benchmark Toolkit: Schools, Special Schools & AP CEC Resource Directory</p> |
| <p>2.2 To what extent are you confident that your pupils use this information to inform decisions on their study options and/or next steps?</p> | <p>Are there milestones set to evaluate how and when pupils are using information to inform their decisions on their study options and/or next steps?</p> <p>Clarification: Collection of learner voice, learner perception of their skills, career aspirations (e.g. Future Skills Questionnaire) and intended destinations data can support with building a picture of how confident and aspirational learners are feeling when making decisions.</p> <p>Clarification: Study options refer to choices within school as well as preparing to make decisions about choices/transitions after school.</p> | <p>Future Skills Questionnaire CEC Resource Directory</p> |
| <p>2.3 Which of the following statements are true of the careers, pathways and labour market information available at your school?</p> <ul style="list-style-type: none"> • The information pupils receive is good quality, relevant and up to date • Pupils are informed of different opportunities, including technical and vocational pathways • The information is tailored, where appropriate, to meet the needs of SEND pupils • An informed adviser is used to support all pupils to make best use of the information available | <p>Is pathway and labour market information being provided via the website monitored and quality assured?</p> <p>Is career pathway and labour market information that is shared with pupils, staff, parents and carers updated and refreshed to ensure that it reflects the most current and up-to-date opportunities?</p> <p>Are there systems in place to assess whether pupils, including those with SEND, require tailored information to meet their individual needs?</p> <p>Is careers, pathway and labour market information then tailored to meet the needs of pupils with SEND?</p> <p>Clarification: An informed adviser, as defined by Gatsby, is someone who supports pupils, parents and carers by providing high-quality, current information about future pathways, study options and labour market opportunities. This role can be filled by a Careers Adviser or any professional capable of offering such information. Their support is essential for helping individuals make well-informed decisions about their educational and career choices.</p> | |
| <p>2.4 Does your school provide parents and carers with access to information about careers, pathways, and the labour market?</p> | <p>Does the school use different ways of sharing information about careers, pathways and the labour market with parents and carers?</p> <p>For example:</p> <ul style="list-style-type: none"> • are there regular communications to parents and carers via presentations, letters, newsletters, emails, messaging apps? • is there information for parents and carers within the careers section of the school website? | <p>Parental Engagement: Good parental engagement recommendations CEC Resource Directory</p> <p>Parent and carer engagement CPD The Careers and Enterprise Company</p> |
| <p>2.5 Does your school actively encourage and support parents and carers to have careers conversations with the young people in their care?</p> | <p>Does the school support parents and carers with strategies to have careers conversations and to use the information provided to them to inform these conversations?</p> | <p>Parental Engagement: Good parental engagement recommendations CEC Resource Directory</p> <p>Parent and carer engagement CPD The Careers and Enterprise Company</p> |

| Question | Questions to consider and additional guidance | Resource |
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| 2.6 Does your school, where appropriate, send tailored information about careers, pathways and the labour market to parents or carers of pupils with SEND? | Is information about careers, pathways and labour market information tailored for and shared specifically with parents and carers of pupils with SEND? | Parental Engagement: Good parental engagement recommendations CEC Resource Directory Resources for SEND specialists CEC Resource Directory |
| 2.7 What proportion of staff (including teachers and other staff who support pupils) have access to up-to-date information about future pathways, study options, and labour market opportunities? | Is pathway and labour market information being provided to staff monitored and quality assured? Is career pathway and labour market information shared with staff updated and refreshed to ensure that it reflects the most current and up-to-date opportunities? | Courses available for teachers and the wider education workforce Online training courses CEC Resource Directory |

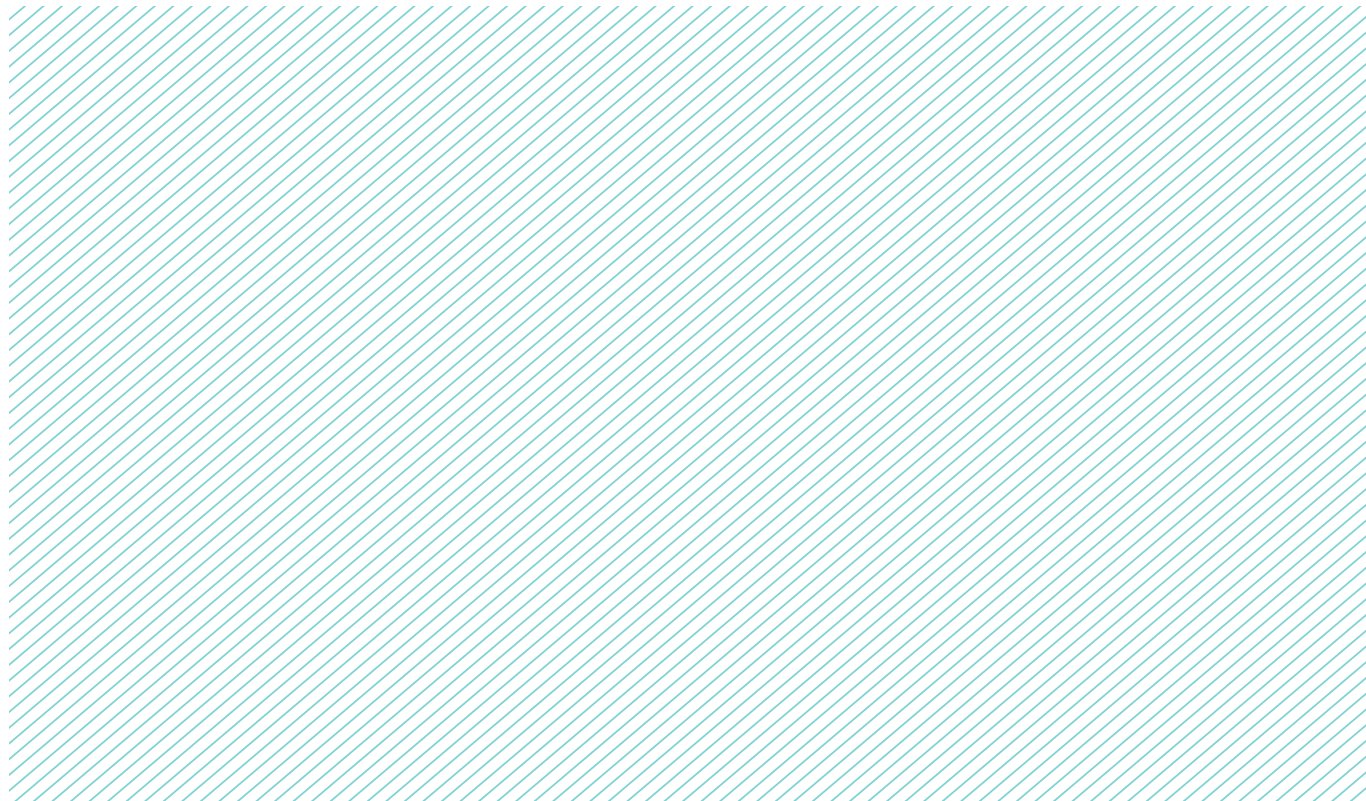


Gatsby Benchmark 3: Addressing the needs of each young person

| Question | Prompt questions and additional guidance | Resource |
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| <p>3.1 How strongly do you agree or disagree with the following statements about your school's careers programme?</p> <ul style="list-style-type: none"> • Our careers programme actively seeks to raise the aspirations of all pupils | <p>Are there specific elements of the careers programme that actively seek to raise the aspirations of learners?</p> <p>Does your careers programme provide learners with access to aspirational careers encounters and experiences with employers that are tailored to pupil needs?</p> | |
| <ul style="list-style-type: none"> • Our careers programme challenges misconceptions and stereotypical thinking (e.g., related to gender, socioeconomic status) | <p>Are there specific elements of the careers programme that actively seek to challenge misconceptions and stereotypical thinking?</p> <p>Are opportunities planned within the careers programme to achieve this?</p> | |
| <ul style="list-style-type: none"> • Our careers programme showcases a diverse range of role models | <p>Are there specific elements of the careers programme that showcase a diverse range of role models?</p> | |
| <p>3.2 Does your school use alumni to support your careers programme?</p> | <p>Are former pupils engaged to support the careers programme?</p> <p>Do you have an engagement approach to allow former pupils to support the careers programme?</p> | <p>Working with Alumni course The Careers & Enterprise Academy</p> |
| <p>3.3 Does your school systematically keep accurate records of each pupil's participation in all aspects of your careers programme?</p> | <p>Are there records of each pupil's participation in careers learning across the curriculum and within the wider careers provision (e.g. Compass+)?</p> <p>Is this happening every year for every pupil?</p> <p>Clarification: 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 pupil, and any subsequent agreed decisions. It should allow pupils to access and use these records to support their next steps and career development.</p> | <p>Compass+ CEC Resource Directory</p> |
| <p>3.4 Does your school systematically track the individual advice given to each pupil, including agreed actions?</p> | <p>Is the individual advice given to each pupil, including agreed actions recorded?</p> | |
| <p>3.4.1 Does your school share pupil records with new education providers if pupils change providers during their time at your school?</p> | <p>Point to consider: Compass+ learner profiles can be a useful way to capture learner level data on participation in careers activities. You might use careers platforms to capture participation in careers activity and the associated learning.</p> | <p>Learner Profile - Activities tab - The Careers & Enterprise Company</p> |
| <p>3.4.2 Does your school provide pupils with access to records of their participation in careers activities?</p> | <p>Point to consider: Sharing of records should be aligned to where it would add value (e.g. in CV preparation, when making option choices, reflecting on achievements, etc.).</p> | <p>Learner Profile - Activities tab - The Careers & Enterprise Company</p> |

| Question | Prompt questions and additional guidance | Resource |
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| <p>3.4.3 Are pupils supported in using these records to make education and career choices, for example at key transition points?</p> | <p>Are there specific elements of the careers programme that support pupils to make well-timed effective use of records of participation in careers activities?</p> <p>For example, does the careers programme include support for pupils to use records of participation in careers activities to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions? • prepare for effective and sustained transitions? • articulate their career readiness? | |
| <p>3.5 Does your school collect and maintain accurate data for each pupil on each of the following categories?</p> <ul style="list-style-type: none"> • Aspirations • Intended destinations upon leaving school • Immediate destinations upon leaving school | <p>Are pupil aspirations tracked over time?</p> <p>Are pupil intended destinations tracked over time?</p> <p>Are pupil immediate destinations tracked?</p> | <p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p> <p>Interests and Destinations: Learner Form and Leaver questionnaire CEC Resource Directory</p> |
| <p>3.6 Do you use the following destination data to evaluate your careers programme?</p> | <p>Are there milestones set for sustained destinations data of pupils (six months after leaving) to be captured and analysed to inform evaluation of the careers programme?</p> <p>Schools should collect and analyse education, training and employment destinations data for all pupils.</p> | <p>The DfE publishes Key Stage 4 and 16-18 (Key Stage 5) education destinations in performance tables on gov.uk.</p> |
| <ul style="list-style-type: none"> • Sustained destinations of pupils | <p>Clarification: The DfE defines a sustained destination as 'six months of continuous activity' in a further or higher education institution, in employment or in an apprenticeship.</p> | <p>16-18 study leavers institution level destinations. Data set from 16-18 destination measures - Explore education statistics - GOV.UK</p> |
| <ul style="list-style-type: none"> • Longer-term destinations of pupils | <p>Are there milestones set for the published longer term destinations data of pupils to be analysed to inform evaluation of the careers programme?</p> <p>Clarification: Longer-term destinations data can be accessed through data published by DfE.</p> <p>Schools should consider whether they also need to collect this data themselves to support evaluation processes.</p> | <p>Aggregated sustained and longer-term destinations data, from DfE, can be found in the following places: Longer term destinations and 16-18 destination measures.</p> |

| Question | Prompt questions and additional guidance | Resource |
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| <p>3.6.1 Do you use the data you collect on pupils' aspirations or intended destinations to personalise the support given to each pupil?</p> | <p>Does the Careers Leader have access to relevant pupil aspirations or pupil intended destinations data to inform how the support given to each pupil can be personalised?</p> <p>Are there milestones set for pupil aspirations or pupil intended destinations data to be captured and analysed to personalise support given to each pupil?</p> <p>Is personalisation of support given to each pupil tracked and recorded?</p> | |
| <p>3.7 Do you provide personalised support to all pupils, including disadvantaged pupils and those with SEND?</p> | <p>Does the Careers Leader have access to relevant data on disadvantaged pupils and those with SEND to inform how support given to each pupil can be personalised?</p> <p>Are there milestones set for data on disadvantage and SEND to be captured and analysed to personalise support given to each pupil?</p> <p>Is personalisation of support given to each pupil tracked and recorded?</p> | <p>Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys) CEC Resource Directory</p> |



Gatsby Benchmark 4: Linking curriculum learning to careers

| Question | Prompt questions and additional guidance | Resource |
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| <p>4.1 Approximately what proportion of subjects taught in your school include learning on progression routes and how the subject applies to careers and future pathways?</p> | <p>Is learning on progression routes and how subjects apply to future careers and pathways tracked and recorded?</p> <p>Clarification: This question is specifically related to progression routes and future pathways into different careers.</p> <p>Consider a proportionate way to track this, e.g. an audit of curriculum subjects at the start of the year to gain an understanding of which subjects have information on progression routes and future pathways into future careers included in curriculum plans, that may include a termly audit of the lessons in which learning about progression routes and pathways has happened.</p> <p>(NB the same curriculum audit could help you to gain the information you need to answer the questions throughout Benchmark 4.)</p> | <p>My Learning My Future CEC Resource Directory</p> |
| <p>4.2 In which of the following courses at your school is careers information included in the taught curriculum?</p> <ul style="list-style-type: none"> • English • Maths • Science (e.g. physics, chemistry, biology) • Social sciences (e.g. psychology, sociology) • Humanities (e.g. geography, history) • Modern foreign languages • Computer science/IT/Business • Creative arts (e.g. art, music, drama) | <p>Is the inclusion of careers information tracked and recorded across all curriculum subject areas?</p> <p>Clarification: Careers information encompasses learning and any encounters and experiences within the curriculum that supports learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions • make effective and sustained transitions • develop career readiness <p>Consider a proportionate way to track this e.g. an audit of curriculum subjects at the start of the year to gain an understanding of which subjects have career-related learning included in curriculum plans, that may include a termly audit of the lessons in which career-related learning has happened.</p> | <p>Understanding how to embed careers in the curriculum CEC Resource Directory</p> |
| <p>4.3 In which of the following sector subject areas is careers information included within the programme of study?</p> | <p>When reviewing each sector subject area, consider: Is there explicit reference to careers, skills, or pathways within the curriculum content or learning outcomes?</p> | |
| <p>4.4 Approximately what proportion of pupils have engaged in career-related learning in all curriculum subjects?</p> | <p>Is career-related learning tracked and recorded across all curriculum subject areas in each year group?</p> <p>Clarification: Give an approximate answer to this question rather than tracking the exact number of pupils who have engaged in career-related learning in each year group. Career-related learning encompasses learning and any encounters and experiences within the curriculum that supports learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions • make effective and sustained transitions • develop career readiness <p>Consider a proportionate way to track this e.g. an audit of curriculum subjects at the start of the year to gain an understanding of which subjects have career-related learning included in curriculum plans, that may include a termly audit of the lessons in which career-related learning has happened.</p> | <p>Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys) CEC Resource Directory</p> |

| Question | Prompt questions and additional guidance | Resource |
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| 4.5 What proportion of staff who support pupils have careers embedded into their continuous professional development programmes? | <p>Is relevant careers content embedded in staff continuous professional development offer?</p> <p>Are staff supported to access up-to-date and accurate progression route information?</p> <p>Are staff supported to highlight the relevance of their subject to future careers, including the skills developed and the career-related learning happening within their subject area?</p> <p>Is staff engagement in careers-related continuous professional development tracked and recorded?</p> | <p>The Careers & Enterprise Academy The Careers and Enterprise Company</p> |

Gatsby Benchmark 5: Encounters with employers and employees

| Question | Prompt questions and additional guidance | Resource |
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| <p>5.1 What proportion of your pupils experience at least one meaningful encounter with an employer each year they are at school?</p> | <p>Is pupil engagement in meaningful employer encounters tracked and recorded?</p> <p>Clarification: Meaningful employer encounters should be broad, inclusive and well-sequenced throughout the careers programme. Gatsby refers to examples of successful approaches including:</p> <ul style="list-style-type: none"> • employers giving talks or co-leading activities as part of curriculum lessons • assemblies or form time • careers fairs • employers leading careers events such as careers speed networking and mock interviews • employer workshops covering topics such as CV writing, recruitment processes or work simulations • employer participation in enterprise competitions, events or projects • employees mentoring young people. | <p>A guide to Gatsby Benchmark 5 Gatsby Benchmarks</p> |
| <p>5.2 Which of the following statements are true of the employer encounters organised by your school?</p> <ul style="list-style-type: none"> • 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 | <p>Are all recorded encounters quality assured internally as meaningful?</p> <p>Clarification: A meaningful encounter will:</p> <ul style="list-style-type: none"> • 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 • have 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. | <p>Understanding how to embed progressive employer encounters and work experiences CEC Resource Directory</p> <p>Benchmark 1: Suggested universal career-related learning outcomes CEC Resource Directory</p> <p>Activities – The Careers & Enterprise Company</p> |
| <p>5.3 On average, how many encounters with an employer will your pupils have experienced in each year group?</p> | <p>Is pupil engagement in employer encounters tracked (e.g. via Compass+ Activities section)?</p> | <p>How to create an activity (GBM2-8) – The Careers & Enterprise Company</p> |

Gatsby Benchmark 6: Experiences of workplaces

| Question | Prompt questions and additional guidance | Resource |
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| <p>6.1 Approximately what proportion of your pupils have at least one meaningful experience of a workplace during Key Stage 3?</p> | <p>Is pupil engagement in experiences of workplaces tracked?</p> <p>Are all recorded experiences quality assured internally as meaningful? This could be achieved through visits to workplaces, work shadowing or work experience block placements. Throughout the careers programme these meaningful experiences could be in person or a combination of in person and virtual, where appropriate.</p> <p>Clarification: A meaningful experience will:</p> <ul style="list-style-type: none"> • 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. <p>Point to consider: If an experience does not meet all of the Benchmark 6 meaningful criteria you might want to reclassify the experience as an encounter if it meets all of the Benchmark 5 meaningful criteria. (E.g. if two-way interactions are present but not 'extensive' or if there is not the opportunity for young people to perform a task set by the employer and receive feedback then this would be an encounter rather than an experience.)</p> | <p>A guide to Gatsby Benchmark 6 Gatsby Benchmarks</p> |

| Question | Prompt questions and additional guidance | Resource |
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| <p>6.2 Approximately what proportion of your pupils have at least one meaningful experience of a workplace during Key Stage 4?</p> | <p>Is pupil engagement in experiences of workplaces tracked? Are all recorded experiences quality assured internally as meaningful?</p> <p>Clarification: A meaningful experience will:</p> <ul style="list-style-type: none"> • 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. <p>Clarification: All workplace experiences must meet the meaningful definition as outlined in Benchmark 6.</p> <p>Benchmarks 5 & 6 remain separate, have separate purposes and have their own definitions of meaningful.</p> <p>A progressive programme of work experience is underpinned by good quality learning outcomes and will involve more than stand-alone experiences.</p> <p>High quality virtual experiences may have a valuable place in the 'whole programme' for example in planning phases or building further awareness/understanding before and after experiences take place.</p> <p>Clarification: The Gatsby definition of meaningful clarifies that meaningful part-time work can be considered as part of a young person's careers programme.</p> | |
| <p>6.3 During Years 12 and 13, approximately what proportion of pupils have at least one meaningful experience of a workplace?</p> | <p>Is pupil engagement in experiences of workplaces tracked? Are all recorded experiences quality assured internally as meaningful?</p> <p>Clarification: The Gatsby definition of meaningful clarifies that meaningful part-time work can be considered as part of a young person's careers programme.</p> | |



| Question | Prompt questions and additional guidance | Resource |
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| <p>6.3.1 Which of the following statements are true of the workplace experiences organised by your school?</p> <ul style="list-style-type: none"> • 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 | <p>Are all recorded experiences quality assured internally as meaningful?</p> <p>Clarification: Gatsby note that a meaningful experience ‘gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).’</p> <p>Gatsby Good Career Guidance: The Next 10 Years</p> <p>Gatsby have expanded the measurable element of Benchmark 6 from ‘at least one experience’ to ‘experiences’: by the age of 16, every young person should have had meaningful experiences of workplaces and by the age of 18, every young person should have had at least one further meaningful experience. There is no further expectation included within the measurable element of Gatsby Benchmark 6.</p> | <p>For Gatsby Benchmark 6 Understanding how to embed progressive employer encounters and work experiences CEC Resource Directory</p> <p>For more information on the government’s future commitment to introducing 10 days’ worth of work experience, visit here Modern Work Experience The Careers and Enterprise Company</p> |



The following questions are unscored and are intended to provide the Department for Education with insight into how work experience in England is currently being delivered. These questions will not count towards your BM scoring. 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.

6.4 In alignment with the government's vision for all pupils to complete two week' worth of work experience by the end of Key Stage 4, approximately what proportion of pupils have accessed a variety of meaningful work experience activities (totalling the number of days) by the end of Key Stage 3

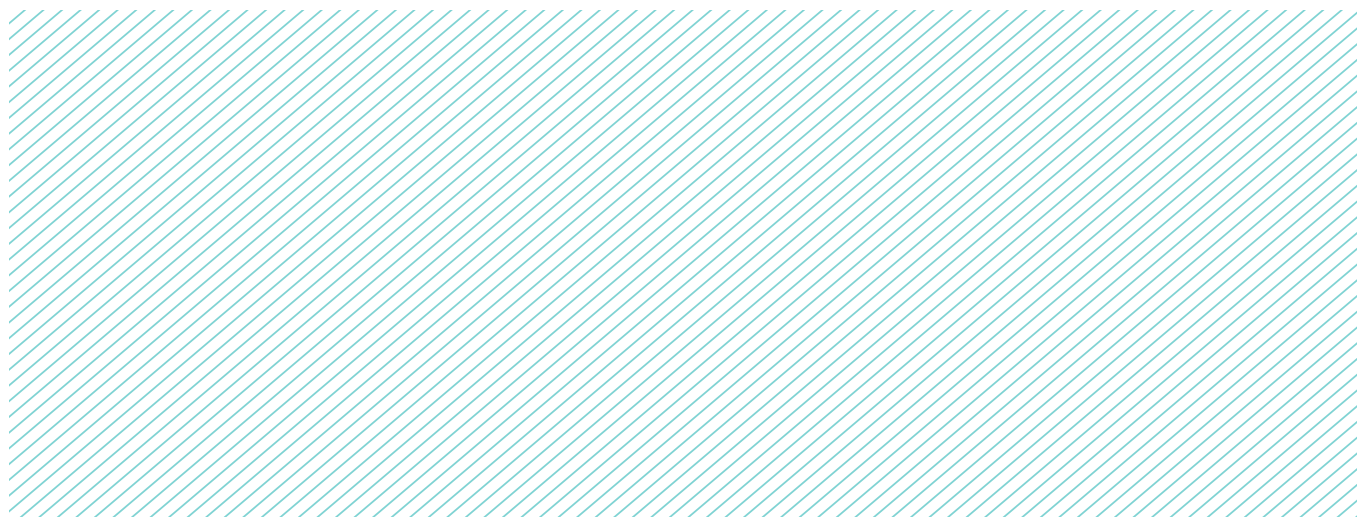
6.5 In alignment with the government's vision for all pupils to complete two weeks' worth of work experience by the end of Key Stage, approximately what proportion of pupils eligible for free school meals have accessed a variety of work experience activities (totalling the following number of days) by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

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

Gatsby Benchmark 7: Encounters with further and higher education

| Question | Prompt questions and additional guidance | Resource |
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| <p>7.1 By the time they finish Key Stage 4, approximately what proportion of pupils have had meaningful encounters with the following education providers?</p> <ul style="list-style-type: none"> • Sixth Form Colleges • Further Education Colleges (including land-based colleges where appropriate) • Independent Training Providers (ITPs) • 14-19 School based vocational providers (including studio schools and university technical colleges) • Universities • Other Higher Technical Education Providers (including further education institutions, Institutes of Technology or employers offering degree apprenticeships) | <p>Is pupil engagement in meaningful encounters with education providers tracked and recorded?</p> <p>Are all recorded encounters quality assured internally as meaningful?</p> <p>Clarification: A meaningful encounter with further and higher education will:</p> <ul style="list-style-type: none"> • 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. <p>Clarification: Encounters with FE/HE providers in the form of a visit to the provider, a visit from the provider or virtual encounters all contribute to achieving this Benchmark as long as they meet the definition of meaningful.</p> | <p>A guide to Gatsby Benchmark 7 Gatsby Benchmarks</p> |
| <p>7.2 Approximately what proportion of pupils who are considering applying to higher education have had at least two visits to a higher education provider by the age of 18?</p> | <p>Is engagement of pupils who have participated in visits to a higher education provider tracked?</p> <p>Clarification: This question refers specifically to visits to HE providers.</p> | |

| Question | Prompt questions and additional guidance | Resource |
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| <p>7.3: Which of the following statements are true of the encounters with further and higher education provided by your school?</p> <ul style="list-style-type: none"> • 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 | <p>Are all recorded encounters quality assured internally as meaningful?</p> <p>Clarification: Gatsby note that a meaningful encounter ‘gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).’ Gatsby Good Career Guidance: The Next 10 Years</p> | <p>Understanding how to embed progressive encounters with further and higher education CEC Resource Directory</p> <p>Benchmark 1: Suggested universal career-related learning outcomes CEC Resource Directory</p> |



Gatsby Benchmark 8: Personal guidance

| Question | Prompt questions and additional guidance | Resource |
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| <p>8.1 What proportion of pupils have had at least one meeting with a qualified careers adviser by the end of Year 11 (between Year 7 and Year 11)?</p> | <p>N.B ‘meeting’ in questions 8.1 and 8.2 refer to ‘personal guidance meetings’.</p> <p>Are pupils’ meetings with a qualified careers adviser tracked?</p> <p>Clarification: What is a ‘personal guidance meeting’?</p> <p>Personal guidance meetings are one-to-one meetings delivered by an appropriately qualified careers adviser. These are an essential part of a careers guidance programme.</p> <p>“My careers meeting helped to reduce my confusion and helped me make sense of everything. My careers adviser helped me think about practicalities for me and I really think they helped me to make an educated decision not only about my next step but my next, next step and even the step after that.” Year 12 student, Gatsby Good Career Guidance: The Next 10 Years</p> <p>Clarification: What does it mean for a careers adviser to be trained to an appropriate level?</p> <p>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:</p> <p>“... 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.”</p> <p>Further, the CDI advises that:</p> <p>“Considered to be ‘fully qualified’, only those holding a careers development qualification of level 6 or level 7 are recognised as being qualified to offer career guidance and coaching.”</p> | <p>Careers Guidance in Schools and Colleges: A Guide to Best Practice and Commissioning Independent Career Guidance Services</p> |
| <p>8.2 What proportion of pupils have had at least one meeting with a qualified careers adviser between Year 12 and Year 13?</p> | <p>N.B ‘meeting’ in questions 8.1 and 8.2 refer to ‘personal guidance meetings’.</p> <p>Are pupils’ meetings with a qualified careers adviser tracked?</p> | |
| <p>8.3 Does your Careers Leader work closely with a range of staff, including careers advisers, SENDCO, pastoral staff, teachers and other support staff, to ensure personal guidance is effective and embedded in the careers programme?</p> | <p>Do relevant staff (including the Careers Leader, careers advisers, SENDCO, pastoral staff, teachers and other support staff) meet or work together to consider the effectiveness of personal guidance and how it is embedded into the careers programme?</p> <p>Are milestones set for relevant data to be captured and analysed to consider the effectiveness of personal guidance?</p> | |
| <p>8.4 Is information about personal guidance support, and how to access it, communicated effectively to pupils?</p> | <p>Are pupils aware of the personal guidance available to them?</p> <p>Are pupils given advance notice of when personal guidance meetings are available so they have time to prepare for the personal guidance meetings they access?</p> | |
| <p>8.5 Is information about personal guidance support, and how to access it, communicated effectively with parents and carers, including through your website?</p> | <p>Are parents and carers made aware of the personal guidance available to pupils?</p> <p>Are parents and carers given advance notice of when personal guidance meetings are available so they have time to support the young person in their care to prepare for the personal guidance meetings they access?</p> | |

| Question | Prompt questions and additional guidance | Resource |
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| 8.6: Are personal guidance meetings timed to meet the needs of pupils? | Are personal guidance meetings responsive to pupil needs? Are they well-timed to support pupils to prepare for key transitions and are they embedded within a structured approach to careers provision? | |
| 8.7: Are personal guidance meetings made available to pupils whenever significant career or study option decisions are being made? | Are personal guidance meetings available to pupils within a timescale that supports informed decision making at key milestones? E.g. options processes, application deadlines for FE, HE, apprenticeships. Are pupils aware they can access this support when they need it? | |

Further support

Complete an Careers Impact internal leadership review to reflect on the maturity of careers leadership across your school and create an action plan to support meaningful achievement of the Gatsby Benchmarks:

[Careers Impact system internal leadership review | CEC Resource Directory](#)

Access resources and support including our 'At a glance' guides to the updated Statutory Guidance:

[Meaningful achievement of the Gatsby Benchmarks | CEC Resource Directory](#)

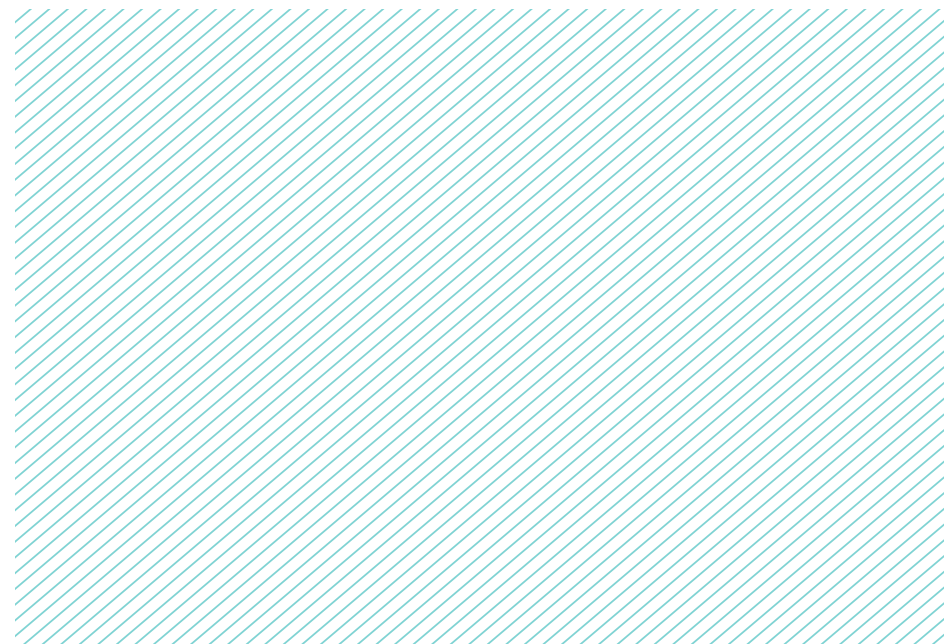
Access new and updated Gatsby Benchmark Toolkits:

[Updated Gatsby Benchmark Toolkits | CEC Resource Directory](#)

Access How To Guides to support you to:

- establish a sustainable and strategic approach to careers leadership
- develop a progressive and responsive careers provision that meets the needs of all learners
- evaluate your careers provision and plan for impact

[How to Guides | CEC Resource Directory](#)





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