

Compass evaluation for FE and ITPs

A Compass evaluation enables education settings to quickly and easily evaluate their careers activity against the eight [Gatsby Benchmarks](#).

We recommend completing a Compass evaluation every term to effectively track and monitor your setting's progress against achieving the eight Gatsby Benchmarks. A Compass evaluation takes approximately 30 minutes to complete.

Further guidance on how to complete a Compass evaluation can be found on the [Resource Directory](#).

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

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

The term 'programme of study' is referenced throughout the Compass evaluation questions, enabling you to evaluate your careers provision for learners on a wide range of courses including different levels and types of provision e.g. T Levels, A levels, vocational, technical, or apprenticeships.

Education setting information

Setting name / Site / Department:

Which age groups attend your setting?

We understand that colleges and independent training providers have a broad range of learners. For the purpose of the Compass evaluation, please respond based on all learners in your setting aged pre-16, 16-19, 16-18 with an EHCP, and 19-24 with an EHCP.

Year Group	Where applicable, please enter the number of learners in each age group:
Pre-16	
16-19	
16-18 with EHCP	
19-24 with EHCP	

Gatsby Benchmark 1 : A stable careers programme

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

Education settings 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 setting.

Programme basics

Question 1.1

Does your setting have a trained Careers Leader?

An appropriately trained Careers Leader is someone who has received specific training to effectively plan, manage and deliver a careers programme. [Find out more.](#)

Please select the option that best applies.

Yes	No	Don't know
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Question 1.2

Does your setting have a careers programme that aligns with the following guidelines?

Answer each of the following statements with the option that best applies.

Is tailored to the needs of all learners, including disadvantaged young people? <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>	Yes / No / Don't know / Not applicable
Has the explicit backing of your setting's governance structures (where applicable)?	Yes / No / Don't know / Not applicable
Is underpinned by learning outcomes and sequenced appropriately for your cohort of young people? <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>	Yes / No / Don't know / Not applicable
Is linked to the whole setting development or quality improvement plan?	Yes / No / Don't know / Not applicable
Sets out how parents and carers will be engaged with careers education?	Yes / No / Don't know / Not applicable
Has the explicit backing of the Principal or Chief Executive?	Yes / No / Don't know / Not applicable
<i>If you answered Yes to 'Has the explicit backing of the Principal or Chief Executive' please skip this sub question:</i> Has backing from the Senior Leadership Team?	Yes / No / Don't know / Not applicable

Communicating the programme

Question 1.3

Does your setting publish the careers programme on its website?

Please select the option that best applies.

Yes	No	Don't know
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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 the careers programme on your setting's 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 the careers programme communicated in different formats (beyond text on the website) so that it's accessible to stakeholders 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
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Evaluating the programme

Question 1.5

Does your setting regularly evaluate the careers programme?

Please select the option that best applies.

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

Question 1.5.1

In the last 12 months, have you made any changes to the 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 the 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
Delivery Staff	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, and also 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 setting.

Learner information

Question 2.1

What proportion of learners have access to information about careers, pathways and the labour market to help inform their decisions on study options and/or next steps during their programme of study?

This could include information on the labour market, the SEND 'local offer' or any other information to inform decisions on next steps.

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

Question 2.2

To what extent are staff confident that learners use this information to inform decisions on their study options and/or next steps?

Please select the option that best applies.

Not confident at all	Not that confident
Fairly confident	Very confident

Question 2.3

Which of the following statements are true of the careers, pathways and labour market information available in your 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. <i>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.</i>
None of these are true of information available in my setting

Parent information

Question 2.4

Does your setting provide parents and carers with access to information about careers, pathways, and the labour market?

Please select the option that best applies.

Yes	No	Don't know
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Question 2.5

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

Please select the option that best applies.

Yes	No	Don't know
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Question 2.6

Does your setting, where appropriate, send tailored information about careers, pathways and the labour market to parents or carers of learners with SEND?

Please select the option that best applies.

Yes	No	Don't know
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Teacher and wider workforce information

Question 2.7

What proportion of staff (including teachers and other staff who support learners) have access to up-to-date information about transitions, future 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 Special Educational Needs and Disabilities (SEND) and those who are persistently absent.

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

Raising aspirations

Question 3.1				
How strongly do you agree or disagree with the following statements about your careers programme?				
<i>Answer each of the following statements with the option that best applies.</i>				
Our careers programme actively seeks to raise the aspirations of all learners				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
Our careers programme challenges misconceptions and stereotypical thinking (e.g., related to gender, socioeconomic status)				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
Our careers programme showcases a diverse range of role models				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

Question 3.2		
Does your setting use alumni to support the careers programme?		
<i>Please select the option that best applies.</i>		
Yes	No	Don't know

Recording and sharing participation

Question 3.3		
Does your setting systematically keep accurate records of each learner's participation in all aspects of the careers programme?		
<i>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.</i>		
<i>Please select the option that best applies.</i>		
Yes	No	Don't know

Question 3.4

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

Question 3.4.1

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

Please select the option that best applies.

Yes	No	Don't know
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Question 3.4.2

Does your 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
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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
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Tracking destinations

Question 3.5

Does your setting collect and maintain accurate data for each learner for each of the following categories?

Please select the option that best applies for each of the following:

Aspirations	Yes / No / Don't know
Intended destinations upon leaving your setting	Yes / No / Don't know
Immediate destinations upon leaving your setting	Yes / No / Don't know

Question 3.6

Does your setting use the following destination data to evaluate the careers programme?

A sustained destination is defined as 'six months of continuous activity' in a further or higher education institution, in employment or in an apprenticeship.

Please select the option that best applies.

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 setting' in Question 3.5, please skip to Question 3.7.

Personalised support

Question 3.6.1

Does your setting use the data you collect on learners' aspirations or intended destinations to personalise the support given to each learner?

Please select the option that best applies.

Yes	No	Don't know
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Question 3.7

Does your setting provide personalised support to all learners, including disadvantaged learners and those with SEND?

Examples of disadvantaged learners could include any vulnerable groups, those who face additional barriers, young people with SEND and those who are persistently absent.

Please select the option that best applies.

Yes	No	Don't know
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Gatsby Benchmark 4 : Linking curriculum learning to careers

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

As part of the setting's 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 subject 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 setting.

Question 4.1			
What proportion of programmes of study delivered in your setting include learning on progression routes and how the subject applies to careers and future 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

If you answered All (100%) to Question 4.1, please skip to Question 4.2.

QUESTION 4.1.1 DOES NOT COUNT TOWARDS YOUR SETTING'S SCORE FOR GATSBY BENCHMARK 4

Question 4.1.1	
In which of the following sector subject areas is careers information included within the programme of study? <i>Please select the option that best applies.</i>	
The answer to this question does not count towards your setting's score for Benchmark 4.	
Agriculture, Horticulture and Animal Care	Yes / No / Don't know / Subject area not taught here
Arts, Media and Publishing	Yes / No / Don't know / Subject area not taught here
Business, Administration and Law	Yes / No / Don't know / Subject area not taught here
Construction, Planning and the Built Environment	Yes / No / Don't know / Subject area not taught here

Options for Question 4.1.1 continue on the next page.

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Education and Training	Yes / No / Don't know / Subject area not taught here
Engineering and Manufacturing Technologies	Yes / No / Don't know / Subject area not taught here
Health, Public Services and Care	Yes / No / Don't know / Subject area not taught here
History, Philosophy and Theology	Yes / No / Don't know / Subject area not taught here
Information and Communication Technology	Yes / No / Don't know / Subject area not taught here
Languages, Literature and Culture	Yes / No / Don't know / Subject area not taught here
Leisure Travel and Tourism	Yes / No / Don't know / Subject area not taught here
Preparation for Work and Life	Yes / No / Don't know / Subject area not taught here
Retail and Commercial Enterprises	Yes / No / Don't know / Subject area not taught here
Science and Mathematics	Yes / No / Don't know / Subject area not taught here
Social Sciences	Yes / No / Don't know / Subject area not taught here

Question 4.2

By the end of their programme of study, what proportion of learners have experienced curriculum learning that highlights the relevance of their chosen programme to future career pathways?

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

Question 4.3

What proportion of staff who support learners have careers 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

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 setting.

Question 5.1

What proportion of your learners experience at least two meaningful encounters with an employer during their programme of study?

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 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

What proportion of your learners experience at least one meaningful encounter with an employer during their programme of study delivered through their curriculum area?

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 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 5.3

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

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 setting.

Question 6.1

During their programme of study, what proportion of your learners have at least one meaningful experience of a workplace?

A meaningful 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

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If you have answered None (0%) or Don't know to Question 6.1, please skip to Question 7.1.

Question 6.1.1

Which of the following statements are true of the workplace experiences organised by your 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 young people and for young people with SEND

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

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 schools, 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 setting.

Question 7.1

By the end of their programme of study, what proportion of learners will have had meaningful encounters with the following 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.

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

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

Options for Question 7.1 continue on the next page.

Specialist provision (e.g. specialist further education colleges, supported day centres)				
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
Universities				
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
Other Higher Technical Education Providers (including Further Education institutions, 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

Question 7.2

By the end of their programme of study, 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

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If you have answered None (0%) or Don't know for all the education and transition providers listed in Question 7.1, please skip to Question 8.1.

Question 7.2.1

Which of the following statements are true of the encounters with further and higher education provided by your 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 setting

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, Special Educational Needs and Disabilities Co-ordinator (SENDCO) 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 setting.

Question 8.1

What proportion of learners have had at least one personal guidance meeting with a qualified careers adviser by the end of their programme of study?

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 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 the Careers Leader work closely with a range of staff, including teachers, lecturers, mentors and other staff who support learners, to ensure personal guidance is effective and embedded in the careers programme?

Please select the option that best applies.

Yes	No	Don't know
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Question 8.3

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
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Question 8.4

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

Please select the option that best applies.

Yes	No	Don't know
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Question 8.5

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

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

Please select the option that best applies.

Yes	No	Don't know
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Question 8.6

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

Please select the option that best applies.

Yes	No	Don't know
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**Thank you for completing your Compass evaluation.
Well done on evaluating your setting's careers provision.**

Scoring Summary for the Compass Evaluation

The Compass evaluation uses a scoring system to measure progress and confidence across different areas of your setting's 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 learners = 4, Some learners = 2 etc)
- Your setting's scores against each question are added together to give you a total score for each Gatsby Benchmark
- To fully achieve each benchmark, the total score for that benchmark must be 100%

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

- In such cases, the question is marked "Not applicable"
- This means the question is removed from your setting's total possible score
- Your score is calculated only from the questions that are relevant to your setting

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

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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 Careers & Enterprise Company Research Team - research@careersandenterprise.co.uk