

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.

Education setting information

Setting name / Site / Department:

Which year groups attend your setting?	
Year Group	Where applicable, please enter the number of pupils in each year group:
Year 6 and below	
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	
Year 12	
Year 13	
Above Year 13	

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 school have a trained Careers Leader?

An appropriately trained Careers Leader is someone who has received specific training to effectively plan, manage and deliver a school's 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 school 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 pupils, 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
Has the explicit backing of the board of governors?	Yes / No / Don't know
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
Is linked to the whole school development plan?	Yes / No / Don't know
Sets out how parents and carers will be engaged with careers education?	Yes / No / Don't know
Has the explicit backing of the headteacher?	Yes / No / Don't know
<i>If you answered Yes to 'Has the explicit backing of the headteacher' please skip this sub question:</i> Has backing from the Senior Leadership Team?	Yes / No / Don't know

Communicating the programme

Question 1.3

Does your school publish the careers programme on the school 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 the school website communicated in ways that enable different groups to engage with it?

This should include pupils, 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 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
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Evaluating the programme

Question 1.5

Does your school 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 school's careers programme take into account feedback from the following groups?

Please select the option that best applies for each group.

Pupils	Yes / No / Don't know
Parents/Carers	Yes / No / Don't know
Teachers	Yes / No / Don't know
Other staff who support pupils	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.

Pupil information

Question 2.1

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?

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

Where applicable, please select the option that best applies for each Key Stage.

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 staff confident that pupils 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 at your school?

Please select all that apply.

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 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 school

Parent information

Question 2.4

Does your school 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 school 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 school, where appropriate, send tailored information about careers, pathways and the labour market to parents or carers of pupils 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 pupils) have access to up-to-date information about 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 school's careers programme?

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

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

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

1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
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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
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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
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Question 3.2

Does your school use alumni to support the careers programme?

Please select the option that best applies.

Yes	No	Don't know
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Recording and sharing participation

Question 3.3

Does your school systematically keep accurate records of each pupil's participation in all aspects of the 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 pupil, and any subsequent agreed decisions. It should allow pupils 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
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Question 3.4

Does your school systematically track the individual advice given to each pupil, 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 Question 3.4, please skip to Question 3.5.

Question 3.4.1

Does your school share pupil records with new education providers if pupils change providers during their time at your school?

Please select the option that best applies.

Yes	No	Don't know
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Question 3.4.2

Does your school provide pupils 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 pupils supported in using these records to make education and career choices, 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 school collect and maintain accurate data for each pupil on 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 school	Yes / No / Don't know
Immediate destinations upon leaving school	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 pupils	Yes / No / Don't know
Longer-term destinations of pupils	Yes / No / Don't know

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

Personalised support

Question 3.6.1

Does your setting use the data collected on pupils' aspirations or intended destinations to personalise the support given to each pupil?
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 pupils, including disadvantaged pupils 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 subjects taught in your school include learning on progression routes and how the subject applies to careers and future 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

QUESTIONS 4.2 AND 4.3 DO NOT COUNT TOWARDS YOUR SCHOOL'S SCORE FOR GATSBY BENCHMARK 4

Question 4.2

During Key Stage 3 and Key Stage 4, in which of the following courses at your school is careers information included in the taught curriculum?

The answer to this question does not count towards your school's score for Gatsby Benchmark 4.

If applicable, please select the option that best applies.

English	Yes / No / Don't know / Course not taught here
Maths	Yes / No / Don't know / Course not taught here
Science (e.g., physics, chemistry, biology)	Yes / No / Don't know / Course not taught here
Social sciences (e.g., psychology, sociology)	Yes / No / Don't know / Course not taught here

Options for Question 4.2 continue on the next page.

Humanities (e.g., geography, history)	Yes / No / Don't know / Course not taught here
Modern foreign language	Yes / No / Don't know / Course not taught here
Computer science/IT/Business	Yes / No / Don't know / Course not taught here
Creative arts (e.g., art, music, drama)	Yes / No / Don't know / Course not taught here

Question 4.3

During Key Stage 5, in which of the following sector subject areas is careers information included within the programme of study?

The answer to this question does not count towards your school's score for Benchmark 4.

If applicable, please select the option that best applies.

Agriculture, Horticulture and Animal Care	Yes / No / Don't know / Course not taught here
Arts, Media and Publishing	Yes / No / Don't know / Course not taught here
Business, Administration and Law	Yes / No / Don't know / Course not taught here
Construction, Planning and the Built Environment	Yes / No / Don't know / Course not taught here
Education and Training	Yes / No / Don't know / Course not taught here
Engineering and Manufacturing Technologies	Yes / No / Don't know / Course not taught here
Health, Public Services and Care	Yes / No / Don't know / Course not taught here
History, Philosophy and Theology	Yes / No / Don't know / Course not taught here
Information and Communication Technology	Yes / No / Don't know / Course not taught here
Languages, Literature and Culture	Yes / No / Don't know / Course not taught here

Options for Question 4.3 continue on the next page.

Leisure Travel and Tourism	Yes / No / Don't know / Course not taught here
Preparation for Work and Life	Yes / No / Don't know / Course not taught here
Retail and Commercial Enterprises	Yes / No / Don't know / Course not taught here
Science and Mathematics	Yes / No / Don't know / Course not taught here
Social Sciences	Yes / No / Don't know / Course not taught here

Question 4.4

What proportion of pupils have engaged in career-related learning in all curriculum subjects?

Where applicable, please select the option that best applies for each year group.

Year 6 and below	Year 7	Year 8	Year 9
None (0%)	None (0%)	None (0%)	None (0%)
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%)
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%)
Almost all (91-99%)	Almost all (91-99%)	Almost all (91-99%)	Almost all (91-99%)
All (100%)	All (100%)	All (100%)	All (100%)
Don't know	Don't know	Don't know	Don't know

Options for Question 4.4 continue on the next page.

Year 10	Year 11	Year 12	Year 13	Above Year 13
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 4.5

What proportion of staff who support pupils 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 pupils experience at least one meaningful encounter with an employer each year they are at school?

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

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

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 school

QUESTION 5.3 DOES NOT COUNT TOWARDS YOUR SCHOOL'S SCORE FOR GATSBY BENCHMARK 5

Question 5.3

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

The answer to this question does not count towards your school's score for Benchmark 5.

Where applicable, please select the option that best applies for each year group.

Year 6 and below	Year 7	Year 8	Year 9
None	None	None	None
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10+	10+	10+	10+

Options for Question 5.3 continue on the next page.

Year 10	Year 11	Year 12	Year 13	Above Year 13
None	None	None	None	None
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	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 setting.

Question 6.1

What proportion of your pupils have at least one meaningful experience of a workplace during 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.

If applicable, 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 6.2

What proportion of your pupils have at least one meaningful experience of a workplace during 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.

If applicable, 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 6.3

During Years 12 and 13, what proportion of pupils 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.

If applicable, 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 to Question 6.1, Question 6.2 and Question 6.3, please skip to Question 7.1.

Question 6.3.1

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

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 special educational needs and disabilities (SEND)
None of these statements are true for experiences arranged by my school

Question 6.4

By the end of Key Stage 3, what proportion of pupils have completed each of the following total number of days of meaningful work experience activities?

Thinking about pupils at the end of Key Stage 3, please consider only meaningful work experience completed during Key Stage 3 (in years 7 to 9).

Please enter the proportion of pupils in each category. Your responses must total 100%.

Days of meaningful work experience	Proportion of pupils (%)
No work experience completed	
1 day	
2 days	
3 days	
4 days	
5+ days	

Question 6.5

By the end of Key Stage 3, what proportion of pupils eligible for free school meals have completed each of the following total number of days of meaningful work experience activities?

Thinking about pupils eligible for free school meals at the end of Key Stage 3, please consider only meaningful work experience completed during Key Stage 3 (in years 7 to 9).

Please enter the proportion of pupils eligible for free school meals in each category. Your responses must total 100%.

Days of meaningful work experience	Proportion of pupils (%)
No work experience completed	
1 day	
2 days	
3 days	
4 days	
5+ days	

Question 6.6

By the end of Key Stage 4, what proportion of pupils have completed each of the following total number of days of meaningful work experience placements?

Thinking about pupils at the end of Key Stage 4, please consider meaningful work experience placements completed during Key Stage 4 (in years 10 to 11).

Please enter the proportion of pupils in each category. Your responses must total 100%.

Days of meaningful work experience	Proportion of pupils (%)
No work experience completed	
1 day	
2 days	
3 days	
4 days	
5+ days	

Question 6.7

By the end of Key Stage 4, what proportion of pupils eligible for free school meals have completed each of the following total number of days of meaningful work experience placements?

Thinking about pupils eligible for free school meals at the end of Key Stage 4, please consider meaningful work experience placements completed during Key Stage 4 (in years 10 to 11).

Please enter the proportion of pupils eligible for free school meals in each category. Your responses must total 100%.

Days of meaningful work experience	Proportion of pupils (%)
No work experience completed	
1 day	
2 days	
3 days	
4 days	
5+ days	

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 time they finish Key Stage 4, what proportion of pupils have had meaningful encounters with the following 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.*

If applicable, 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

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

Options for Question 7.1 continue on the next page.

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
14-19 School based vocational providers (including 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
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
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

Question 7.2			
What proportion of pupils who are considering applying to higher education have had <u>at least two</u> visits to a higher education provider by the age of 18? <i>If applicable, 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

Question 7.3

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

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 school

Provider Access Legislation

QUESTIONS 7.4 TO 7.7 DO NOT COUNT TOWARDS YOUR SCHOOL'S SCORE FOR GATSBY BENCHMARK 7

Question 7.4

What proportion of pupils 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.

If applicable, please select the option that best applies.

The answer to this question does not count towards your school's 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%)

Question 7.5

What proportion of pupils 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.

If applicable, please select the option that best applies.

The answer to this question does not count towards your school's 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%)

Question 7.6

What proportion of pupils 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.

If applicable, please select the option that best applies.

The answer to this question does not count towards your school's 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%)

Question 7.7

What proportion of pupils 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.

If applicable, please select the option that best applies.

The answer to this question does not count towards your school's 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%)

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 pupils have had at least one personal guidance meeting with a qualified careers adviser by the end of Year 11 (between Year 7 and Year 11)?

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."

If applicable, 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	Not applicable

Question 8.2

What proportion of pupils have had at least one personal guidance meeting with a qualified careers adviser between Year 12 and Year 13?

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."

If applicable, 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 8.3

Does your school's 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?

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 to pupils?

Please select the option that best applies.

Yes	No	Don't know
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Question 8.5

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

Please select the option that best applies.

Yes	No	Don't know
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Question 8.6

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

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 8.7

Are personal guidance meetings made available to pupils 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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**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

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