



Compass is a free online tool that helps Schools understand how their careers education and guidance compares to best practice. Completing a **Compass evaluation** can help Schools identify strengths and discover areas for improvement within their careers provision.

Compass enables Schools to quickly and easily evaluate careers activity against the eight benchmarks of best practice – known as the **Gatsby Benchmarks**.

The Gatsby Benchmarks were developed by Sir John Holman and the [Gatsby Foundation](#), they aim to highlight what good career guidance looks like for young people. In this context, careers guidance is defined as the full range of activity delivered under the eight Gatsby Benchmarks.

The Gatsby Benchmark framework is at the heart of statutory guidance for careers education in England. More support and information about the framework, including how the Gatsby Benchmarks can be applied in your setting, can be found in [Careers guidance and access for education and training providers](#).

Compass evaluations

To evaluate your careers provision against the Gatsby Benchmarks, a School can complete a **Compass evaluation**. A Compass evaluation takes around 30 minutes to complete.

If you're using Compass, you will need to know details of learner numbers in your year groups. If you're using Compass+, this information is populated by your MIS (Management Information System).

Further guidance on creating a Compass account and completing a Compass evaluation can be found in the Help Centre articles listed below:

[Creating a Compass account for Schools](#)

[Completing a Compass evaluation for Schools](#)

The Compass tool is jointly funded by [The Careers & Enterprise Company](#) and the [Gatsby Charitable Foundation](#). The questions and results are based on the [Gatsby Good Career Guidance Benchmarks for Schools](#), which are used to support best practice in a range of education settings.

Compass evaluation questions for Schools

Introduction - Your School

Institution name:

Please state your job title:

Which year groups attend your school?

Below year 6

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Enter the number of learners:

Benchmark 1 – Stable careers programme

These questions are about the Gatsby Benchmark for a 'Stable careers programme'.

Schools should have an established programme of careers education and guidance that is known and understood by learners, parents, teachers, Governors, employers and other agencies.

1.1 Does your School have a careers programme that:

Is written down?	Yes No Don't know
Is approved by the board of Governors?	Yes No Don't know
Has the explicit backing of Senior Leadership?	Yes No Don't know
Has resources/funding allocated to it?	Yes No Don't know
Is regularly monitored?	Yes No Don't know
Has both strategic and operational elements?	Yes No Don't know

1.2 Does your School publish its careers programme on its website?

Yes
No
Don't know

IF 1.2 No/ Don't know : skip to 1.4

1.3 Is there information on your website about the careers programme specifically aimed at:

Learners?	Yes No Don't know
Teachers?	Yes No Don't know
Employers?	Yes No Don't know
Parents/carers?	Yes No Don't know

1.4 Does your School evaluate the effectiveness of its careers programme at least every three years?

Yes
No
Don't know

IF 1.4 No/ Don't know: skip to 1.6

1.5 Does the evaluation of your careers programme take into account feedback from:

Learners?	Yes No Don't know
Teachers?	Yes No Don't know
Employers?	Yes No Don't know
Parents/carers?	Yes No Don't know

1.6 Does your School have a lead person with strategic responsibility for overseeing your School's careers programme?

Yes
No
Don't know

Benchmark 2 – Learning from career and labour market information

These questions are about the Gatsby Benchmark around the importance of 'Learning from career and labour market information'.

Every learner, and their parents (where appropriate), should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

2.1 Approximately what proportion of learners access and use up-to-date information about career paths and the labour market by:

The age of 14

Enter proportion from the options below:

The age of 16

Enter proportion from the options below:

The age of 18

Enter proportion from the options below:

None

A few (1-25%)

Some (26-50%)

Most (51-75%)

Overwhelming majority (76-99%)

All

Don't know

2.2. Does your School encourage parents and carers (where appropriate) to access and use up-to-date information about the labour market, future study options and career paths to inform the support they give to their children?

Yes

No

Don't know

Benchmark 3 – Learner needs

These questions are about the Gatsby Benchmark around 'Addressing the needs of each learner'.

Opportunities for advice and support need to be tailored to the needs of each learner. A School's careers programme should embed equality and diversity considerations throughout.

3.1 How strongly do you agree or disagree that your School's careers programme addresses the following issues?

It actively seeks to raise the aspirations of all learners

Rate on scale of 1 (strongly disagree) – 5 (strongly agree):

It challenges stereotypical thinking (in terms of gender, etc)

Rate on scale of 1 (strongly disagree) – 5 (strongly agree):

3.2 Does your School?

Keep systematic records on each learner's experiences of career and enterprise activity?

Yes | No | Don't know

Enable learners to have access to accurate records about their own careers and enterprise experiences?

Yes | No | Don't know

Collect and maintain accurate data for each learner on their destinations after they leave your School?

Yes | No | Don't know

Share accurate and timely data with the local authority on learner transitions and destinations?

Yes | No | Don't know

Work pro-actively with the local authority and careers advisers around the careers guidance and progression of vulnerable and special educational needs and disability (SEND) learners?

Yes | No | Don't know

Benchmark 4 – Curriculum

These questions are about the Gatsby Benchmark recommending 'Linking curriculum learning to careers'.

All subject staff should link curriculum learning with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Programmes of study should also reflect the importance of Maths and English as a key expectation from employers.

4.1 By the time they leave school, approximately what proportion of learners have experienced curriculum learning that highlights the relevance of their subject to future career paths?

English:

None
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-99%)
All
Don't know

Maths:

None
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-99%)
All
Don't know

Science:

None
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-99%)
All
Don't know

PSHE:

None

A few (1-25%)

Some (26-50%)

Most (51-75%)

Overwhelming majority (76-99%)

All

Don't know

Benchmark 5 – Employer encounters

These questions are about the Gatsby Benchmark recommending 'Encounters with employers and employees'.

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes.

5.1 Please select the years during which 76-100% of learners have at least one encounter with an employer or employee:

Below year 6
Year 6
Year 7
Year 8
Year 9
Year 10
Year 11
Year 12
Year 13
Above Year 13
Don't know
None of the above

5.2 What proportion of your learners have at least one encounter with an employer every year they are at school?

None
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-99%)
All
Don't know

5.3 On average, how many encounters with an employer will your learners have had by the time they leave school?

Choose an average number from 0 to '10 or more':

5.4 How many businesses will you involve in careers activity in the current academic year?

Choose an average number from 0 to '10 or more':

Benchmark 6 – Workplace experiences

These questions are about the Gatsby Benchmark recommending 'Experiences of workplaces'.

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

6.1 Approximately what proportion of students have had an experience of a workplace by the end of Year 11?

None
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-99%)
All
Don't know

IF 0 entered for Year 12-13 pupil numbers: skip to 7.1

6.2 During Years 12 and 13 specifically, what proportion of learners have had an experience of a workplace?

None
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-99%)
All
Don't know

Benchmark 7 – Educational encounters

These questions are about the Gatsby Benchmark recommending 'Encounters with further and higher education'.

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.

Further support and guidance on meeting Provider Access Legislation (PAL) is available in the Help Centre: [Provider Access Legislation \(PAL\) guidance](#).

7.1 By the time they leave school, approximately what proportion of learners have had the following experiences?

Meaningful encounters with Sixth Form Colleges?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

Information about the full range of apprenticeships, including higher level apprenticeships?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

Meaningful encounters with Further Education Providers (including land based colleges where appropriate)?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

Meaningful encounters with Independent Training Providers (ITPs)?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

Meaningful encounters with Higher Education providers?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

IF pupil numbers entered for Year 12 or 13:

At least two visits to a Higher Education provider?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

7.2 What proportion of learners in Year 8/9 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS3 study that meet the requirements of PAL?

The answer to this question does not count towards your score for Gatsby Benchmark 7.

None (0%)
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-90%)
All or nearly all (91 - 100%)

7.3 What proportion of learners in Year 10/11 have had at least two meaningful encounters with providers of apprenticeships and technical education during KS4 study that meet the requirements of PAL?

The answer to this question does not count towards your score for Gatsby Benchmark 7.

None (0%)
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-90%)
All or nearly all (91 - 100%)

7.4 What proportion of students in Year 12/13 have been offered at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of PAL?

The answer to this question does not count towards your score for Gatsby Benchmark 7.

None (0%)
A few (1-25%)
Some (26-50%)
Most (51-75%)
Overwhelming majority (76-90%)
All or nearly all (91 - 100%)

7.5 What proportion of learners in Year 12/13 have attended at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of PAL?

The answer to this question does not count towards your score for Gatsby Benchmark 7.

None (0%)

A few (1-25%)

Some (26-50%)

Most (51-75%)

Overwhelming majority (76-90%)

All or nearly all (91 - 100%)

7.6 Please list the providers who conducted these encounters:

The answer to this question does not count towards your score for Gatsby Benchmark 7.

Benchmark 8 – Personal guidance

These questions are about the Gatsby Benchmark around the need for 'Personal guidance' for learners.

Every learner should have opportunities for guidance interviews with a career adviser, who could be internal (a member of School staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.

8.1 What proportion of learners have had an interview with a qualified careers adviser by the end of Year 11?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

IF 0 entered for Year 12-13 pupil numbers: skip 8.2

8.2 What proportion of learners have had at least two interviews with a qualified careers adviser by the end of Year 13?

- None
- A few (1-25%)
- Some (26-50%)
- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

Thank you for taking the time to evaluate your careers provision.