



### **Compass questions**

Compass helps you understand how your college's career education and guidance compares to best practice. You can identify strengths and discover areas for improvement.

To get the best results, you will need to know details of learner numbers in your year groups, and it is a good idea to talk to colleagues involved in careers.

This offline version of the tool can help you to gather the information you need - the online tool also allows you to save an evaluation and return to it later.

The tool is free to use and 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 Colleges](#).

## **Introduction – Your college**

*The evaluation questions will take around 30 minutes to complete.*

*You'll get results to help you understand how your institution compares to the best practice set out in the Gatsby Good Career Benchmark Guidance.*

*To get the best results, you will need to know details of student/learner numbers in your year groups, and it is a good idea to talk to colleagues involved in careers. You can also save your progress at key points and return later.*

### **Is this the college you're evaluating now?**

Choose and confirm your college from the list.

### **Please select which part of the college you are evaluating:**

- a) Whole college
- b) A site
- c) A faculty
- d) A department

**If b), c) or d) above.**

**Name the part of the college that you are evaluating**

### **Please write your job title**

Enter manually.

### **How many learners do you have on roll in each of the following age groups?**

- Pre-16                                      Enter the number of learners
- 16-18                                        Enter the number of learners
- 19-24 (with EHCP)                      Enter the number of learners

## **Understanding the impact of COVID-19**

*Please complete the following 4 questions to show the impact of COVID-19 on careers education at your school or college.*

*You can use this information to support internal conversations about your careers plan. The Careers & Enterprise Company will use it to assess and respond to the impact on careers education across the country.*

### **Does your latest Compass evaluation include planned activity that may not be delivered?**

- Yes
- No

### **Which of the benchmarks would have been higher in your Summer term Compass evaluation without COVID-19? Tick all that apply.**

- Benchmark 1
- Benchmark 2
- Benchmark 3
- Benchmark 4
- Benchmark 5
- Benchmark 6
- Benchmark 7
- Benchmark 8
- None of the above

### **How has COVID-19 impacted on this year's careers activity plan?**

*Free text box*

### **How do you anticipate COVID-19 impacting on next year's careers activity plan?**

*Free text box*

## **Benchmark 1 – Stable careers programme**

These questions are about the Gatsby benchmark for a 'stable careers programme'.

*Colleges should have an established programme of careers education and guidance that is known and understood by learners, parents, college staff, governors, employers and other agencies.*

### **1.1 Does your college 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 college publish its careers programme on its website?**

Yes  
No  
Don't know

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

**IF 1.2 YES: skip to 1.3**

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

Learners?	Yes   No   Don't know
College staff?	Yes   No   Don't know
Employers?	Yes   No   Don't know
Parents/carers?	Yes   No   Don't know
Other agencies (e.g. local authorities, other post-secondary providers)?	Yes   No   Don't know

### **1.4 Does your college 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**

**IF 1.4 YES: skip to 1.5**

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

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

**1.6 Does your college have a Careers Leader?**

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 during their programme of study:**

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

### **2.2 Does your college 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 college's careers programme should embed equality and diversity considerations throughout.*

### **3.1 How strongly do you agree or disagree that your college's career 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 college?**

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

Integrate records of a learner's participation in careers programmes at previous stages of the learner's education (including their secondary school) where these are made available? Yes | Not available | No | Don't know

Collect and maintain accurate data for each learner on their destinations after they leave your college? 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 proactively 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 end of their programme of study, approximately what proportion of learners have experienced curriculum learning that highlights the relevance of their subject to future career paths?**

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

### **What proportion of learners are aware of the importance of maths for their career?**

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

### **What proportion of learners are aware of the importance of English for their career?**

- 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, and should include learners' own part-time employment where it exists.*

### **5.1 In which of the following groups of learners do the overwhelming majority (76-100%) have at least two encounters with an employer or employee?**

Pre-16  
16-18  
19-24 (with EHCP)

### **5.2 What proportion of your learners have at least one encounter with an employer through the curriculum every year they are at college?**

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

### **5.3 What proportion of your learners have at least two encounters with an employer every year they are at college?**

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

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

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

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

Choose a number from 0 to '10 or more'

**5.6 Does your college record and take account of learners' part-time employment and the influence this has had on their development?**

Yes | No | Don't know

## **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 learners have had an experience of a workplace (excluding part-time jobs they have) by the time they finish their programme of study?**

- 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.*

### **7.1 By the end of their programme of study, approximately what proportion of learners have had the following experiences?**

Meaningful encounters with a range of apprenticeship providers?

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

Meaningful encounters with a range of Further Education providers?

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

Meaningful encounters with a range of universities?

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

## **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 college 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.*

**Are interviews with a qualified careers adviser made available to all learners whenever significant study or career choices are being made?**

Yes | No | Don't know

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

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