



Compass questions

Compass helps you understand how your school'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 student 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](#).

Introduction – Your school

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.

Select your job title

Select your job title from a list, or enter manually.

Which year groups attend your school?

- Below year 6 Enter pupil numbers
- Year 6 Enter pupil numbers
- Year 7 Enter pupil numbers
- Year 8 Enter pupil numbers
- Year 9 Enter pupil numbers
- Year 10 Enter pupil numbers
- Year 11 Enter pupil numbers
- Year 12 Enter pupil numbers
- Year 13 Enter pupil numbers

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'.

Schools and colleges should have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

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

IF 1.2 YES: skip to 1.3

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

Students?	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

IF 1.4 YES: skip to 1.5

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

Students?	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 student, and their parents, 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 students have accessed and used up-to-date information about career paths and the labour market by:

Benchmark guidance is from 14+ so this should be the default option shown. If no pupil numbers entered in Years 7-9, show 'age of 16' instead. If no pupil numbers entered in Years 7-11, show 'age of 18' instead.

The age of 14	Enter proportion
The age of 16	Enter proportion
The age of 18	Enter proportion

Lowest relevant age is the question which is scored

- 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 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 – Pupil needs

These questions are about the Gatsby Benchmark around 'addressing the needs of each student'.

Opportunities for advice and support need to be tailored to the needs of each student. 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 career programme addresses the following issues?

It actively seeks to raise the aspirations of all students

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 pupil's experiences of career and enterprise activity? Yes | No | Don't know

Enable pupils 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 pupil on their destinations for 3 years after they leave your school? Yes | No | Don't know

Share accurate and timely data with the local authority on pupil 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) students? Yes | No | Don't know

Benchmark 4 – Curriculum

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

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

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

English Enter an approximate percentage

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

Maths Enter an approximate percentage

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

Science Enter an approximate percentage

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

PSHE Enter an approximate percentage

- 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 student 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 students 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

5.2 What proportion of your students 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 students 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 a number from 0 to '10 or more'

Benchmark 6 – Workplace experiences

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

Every student 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.

IF 0 entered for Year 7-11 pupil numbers: skip 6.1

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 6.2

6.2 During Years 12 and 13 specifically, what proportion of students have 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 students 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 time they leave school, approximately what proportion of students 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 Colleges?

- 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?

- None
- A few (1-25%)
- Some (26-50%)

- Most (51-75%)
- Overwhelming majority (76-99%)
- All
- Don't know

Meaningful encounters with universities

- 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 university?

- 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 students.

Every student 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 students but should be timed to meet their individual needs.

IF 0 entered for Year 7-11 pupil numbers: skip 8.1

8.1 What proportion of students 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 students 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