

Compass is a free digital product that features the **Compass evaluation**. Complete a Compass evaluation every term to quickly and easily evaluate your careers provision against the eight Gatsby Benchmarks.

Further guidance on completing Compass evaluations can be found in the [Compass Help Centre](#).

Compass evaluation questions – Compass for Post 16 (Colleges)

Introduction

Institution name:

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 state your job title:

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

Age group	Enter the number of learners:
Pre-16	
16-18	
19-24 (With EHCP)	

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.

Question 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

Question 1.2

Does your college publish its careers programme on its website?	Yes / No / Don't know
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If you answered No or Don't know : skip to Question 1.4

Question 1.3

Is there information on your website about the careers programme specifically aimed 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 and stakeholders (e.g. local authorities, other post-secondary providers)?	Yes / No / Don't know
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Question 1.4

Does your college evaluate the effectiveness of its careers programme at least every three years?	Yes / No / Don't know
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If you answered No or Don't know : skip to Question 1.6

Question 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

Question 1.6

Does your college have a Careers Leader?	Yes / No / Don't know
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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.

Question 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

Question 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
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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.

Question 3.1

<p>How strongly do you agree or disagree that your college's careers programme addresses the following issues?</p> <p><i>Rate on scale of 1 (strongly disagree) – 5 (strongly agree)</i></p>	
It actively seeks to raise the aspirations of all learners	
It challenges stereotypical thinking (in terms of gender, etc)	

Question 3.2

<p>Does your college:</p>	
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 or prior education setting after secondary school) where these are made available?	Yes / 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 and relevant stakeholders on learner transitions and destinations?	

<p>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?</p>	<p>Yes / No / Don't know</p>
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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.

Question 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

Question 4.2

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

Question 4.3

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.

Question 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:	
Age groups	Enter the number of learners:
Pre-16	
16-18	
19-24 (with EHCP)	
None of the above	

Question 5.2

What proportion of your learners have at least one encounter with an employer through the curriculum every year they are in learning?						
None	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All	Don't know

Question 5.3

What proportion of your learners have at least two encounters with an employer every year they are in learning?						
None	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All	Don't know

Question 5.4

On average, how many encounters with an employer will your learners have had by the time they leave your college?	
Choose an average number from 0 to 10 or more	

Question 5.5

How many businesses will you involve in careers activity in the current academic year?	
Choose an average number from 0 to 10 or more	

Question 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
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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.

Question 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.

While the Provider Access Legislation only applies to schools and schools that have sixth forms, colleges are encouraged to follow the guidance and complete these activities as good practice.

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

Question 7.1

By the end of their programme of study, approximately what proportion of learners have had the following experiences:						
Meaningful encounters 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 Higher Education providers?						
None	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All	Don't know

Please note: Questions 7.2 to 7.5 do not count towards your Benchmark 7 score.

Question 7.2

<p>What proportion of learners in Year 12/13 have been <u>offered</u> at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of PAL?</p>					
None	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-90%)	All or nearly all (91-100%)

Question 7.3

<p>What proportion of learners in Year 12/13 have <u>attended</u> at least two meaningful encounters with providers of apprenticeships and technical education during Post 16 study that meet the requirements of PAL?</p>					
None	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-90%)	All or nearly all (91-100%)

Question 7.4

<p>What proportion of learners of the year group who most recently completed the 'third key phase' as defined in the updated Provider Access Legislation (period covering 1st September in Year 12 to 28th February in Year 13) were offered at least two encounters that met the requirements of PAL within that key phase?</p>					
None	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-90%)	All or nearly all (91-100%)

Question 7.5

Please list the providers who conducted these encounters:

Further support and guidance on meeting the Provider Access Legislation can be found in the [Help Centre](#).

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.

Question 8.1

<p>Are interviews with a qualified careers adviser made available to all learners whenever significant study or career choices are being made?</p>	<p>Yes / No / Don't know</p>
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Question 8.2

<p>What proportion of learners have had at least one interview with a qualified careers adviser by the end of their programme of study?</p>						
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.