



# Compass Evaluation Question-by-Question Guidance

Specialist Settings

# Compass Evaluation Question-by-Question Guidance – Specialist Settings

This question-by-question guidance is designed to support your Compass evaluation process, enabling every school to feel confident in their self-evaluation of the updated Gatsby Benchmarks. Please note that this guidance is designed as a reference guide if you need additional support or clarification on any specific question within the Compass evaluation. Resources and support are also signposted where relevant to encourage further good practice and to fulfil the requirements of each Benchmark.

We understand that some young people in specialist settings will have different post-education needs from those at mainstream schools. Please think about all learners in your setting when answering the questions, as they have been designed to reflect a wide range of careers information needs.

The term 'progression pathways' is included for specialist settings, meaning you can evaluate your careers information provision for learners who are expected to move into adult social care settings or supported living. If this applies to your setting, please use your professional judgement to interpret how each question relates to this cohort and their individual needs, while ensuring that your careers programme activity supports raising aspirations linked to progression pathways. (Please note that 'careers' can be defined according to individual progression pathways that may not necessarily involve paid employment or training.)

## Scoring

To fully achieve Benchmarks where percentages are the measure, the overwhelming majority (76–90%) of learners should be accessing opportunities. In addition to 'All' (100%), an additional bracket has been added – 'Almost all' (91–99%) – to allow for stretch and challenge even when all 8 Gatsby Benchmarks have been fully achieved – this allows Careers Leaders to strive for inclusion and impact for each and every young person even if all 8 Gatsby Benchmarks have been fully achieved.

You will notice that some questions are unscored and will not affect your specialist setting's overall Benchmark score. Please answer these questions as accurately as possible – this information is crucial to gain important insight into current approaches in key areas.

## Getting started

We encourage you to make evidence-based decisions. This will make your self-evaluation robust. Before you get started, it is a good idea to access relevant data to support you to answer the questions within the evaluation fully.

Information that will support with self-evaluation includes:

- records of learner participation in careers activities
- cohort-level data, e.g. FSM
- access to the school's development plan

Finally, please don't worry if some of the questions in this guidance do not appear in your evaluation. The questions you will see within your evaluation depend on your cohort and your answers to previous questions. Please ignore any questions in this guidance that don't appear in your evaluation, as they are not relevant to your specialist setting.

## Completion dates

To support your planning and ability to monitor your progress against the Gatsby Benchmarks, we recommend completing a Compass evaluation during each academic term. Please note, given variations in term dates, the cut-off points for data analysis are:

- 31st December
- 31st March
- 31st July

When completing a Compass evaluation, we recommend that you focus on the position as it is according to your institution's programme. Where activities are planned to occur later in the academic year, we recommend that they are included in the evaluation in the following circumstances:

- the activity is booked into curriculum plans
- the activity has a specific delivery date
- the activity has resource and budget allocated to it

Compass evaluation completions early in the academic year will therefore be likely to include a mix of actual and planned activity. The final Compass evaluation completion of the academic year will significantly reflect actual activity and exclude any planned activity that didn't, or now clearly won't take place. If you use Compass+, the Activities feature can help you track and manage planned and completed activities.



## Gatsby Benchmark 1: A stable careers programme

Question	Questions to consider and additional guidance	Resource
<b>1.1 Does your specialist setting have a trained Careers Leader?</b>	Is there a Careers Leader who is currently employed at the specialist setting who has completed (or is in the process of completing) The Careers & Enterprise Company funded Careers Leader training?	<a href="#">Careers Leader training   The Careers and Enterprise Company</a>
<b>1.2 Does your specialist setting have a careers programme that aligns with the following guidelines?</b> <ul style="list-style-type: none"> <li>Is tailored to the needs of all young people, including disadvantaged learners?</li> </ul>	Does the Careers Leader have access to relevant data that may inform how careers provision can be tailored to the needs of different learners (e.g. attendance, behaviour, special educational needs and disabilities (SEND), attainment, Pupil Premium, etc.)? Are there milestones set for relevant data to be captured and analysed to consider the needs of different learners? Are any changes to the careers programme in response to analysis of relevant data recorded? <b>Clarification:</b> Examples of disadvantaged learners could include any vulnerable groups, those who face additional barriers, young people with SEND, and those who are persistently absent.	<a href="#">Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys)   CEC Resource Directory</a>  <a href="#">Driving equity and tackling disadvantage through your careers provision: Educator Guide   CEC Resource Directory</a>
<ul style="list-style-type: none"> <li>Has the explicit backing of your organisation's governance structures (where applicable)?</li> </ul>	Is the explicit backing of the governance structure demonstrated through actions such as strategic careers plan approval and visible and regular support, etc.? Does a Careers Link Governor help secure the board's backing for the careers programme?	<a href="#">Careers Education: A Guide for secondary and special school governors   CEC Resource Directory</a>
<ul style="list-style-type: none"> <li>Is underpinned by learning outcomes and sequenced appropriately for your cohort of young people?</li> </ul>	Is there clarity on learning that is happening within, or as a result of, the careers programme? Is the careers programme sequenced to build on prior learning? Is there a process for agreeing, documenting and sharing the learning outcomes that underpin the organisation's careers programme? <b>Clarification:</b> 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 (e.g. by the end of the programme). These outcomes are typically measurable and observable, providing a way to assess whether the intended goals of the careers programme have been achieved.	<a href="#">Benchmark 1: Suggested universal career-related learning outcomes   CEC Resource Directory</a>  <a href="#">Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys)   CEC Resource Directory</a>
<ul style="list-style-type: none"> <li>Is linked to the whole institution's development plan?</li> </ul>	Is the Careers Leader aware of the whole organisation's development or quality improvement plan? Is the careers programme aligned with priorities, aims and objectives from the organisation's development or quality improvement plan? <b>Clarification:</b> 'A School Development Plan (SDP) is a formal, strategic document that outlines a school's vision, objectives, and the actions required to achieve them. It provides clear guidance on how a school will improve over a specific period, usually spanning one to five years. The SDP reflects the aspirations of the school community, sets measurable goals, and aligns resources to reach these goals.'	<a href="#">Understanding how to create a strategic careers plan   CEC Resource Directory</a>
<ul style="list-style-type: none"> <li>Sets out how parents and carers will be engaged with careers education?</li> </ul>	Is there clarity on how parents and carers are engaged with, or as a result of, the careers programme? Are key engagement opportunities with parents and carers mapped and tracked? Point to consider: This may be linked to education, health and care plan (EHCP) processes.	<a href="#">Parental Engagement: Parental Journey/roadmap   CEC Resource Directory</a>

Question	Questions to consider and additional guidance	Resource
<ul style="list-style-type: none"> <li>• <b>Has the explicit backing of the Headteacher?</b></li> </ul>	<p>Is the explicit backing of the headteacher demonstrated through actions such as strategic careers plan approval, visible and regular support, and timetabled careers activities, etc.?</p>	<p><a href="#">Careers Impact system internal leadership review   CEC Resource Directory</a></p> <p><a href="#">Careers Statutory Guidance: At a glance guides for school, college and ITP leaders   CEC Resource Directory</a></p>
<ul style="list-style-type: none"> <li>• <b>Has the backing from the Senior Leadership Team?</b></li> </ul>	<p>Is the explicit backing of the SLT demonstrated through actions such as strategic careers plan approval, visible and regular support, and timetabled careers activities, etc.?</p>	<p><a href="#">Resources for Education Leaders   CEC Resource Directory</a></p>
<p><b>1.3 Does your specialist setting publish your careers programme on your website?</b></p>	<p>Is there a process in the specialist setting to ensure that the up-to-date careers programme is published on the website?</p> <p><b>Clarification:</b> Organisations should publish information about their careers programme online, including:</p> <ul style="list-style-type: none"> <li>• the name and contact details of the Careers Leader</li> <li>• a summary of the careers programme</li> <li>• details of how learners, parents, teachers and employers can access information about the careers programme</li> <li>• how the institution measures and assesses the programme's impact on learners</li> <li>• the date by which the institution will review information</li> </ul>	<p><a href="#">Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys)   CEC Resource Directory</a></p>
<p><b>1.3.1 Is the information about your careers programme on your website communicated in ways that enable different groups to engage with it?</b></p>	<p>Is information about the careers programme on the website:</p> <ul style="list-style-type: none"> <li>• easy to find and interpret for different stakeholder groups?</li> <li>• easy to navigate to?</li> <li>• included within relevant areas on the website (e.g. staff, learners, employers, parents, carers and other agencies)?</li> </ul> <p>Is the information relevant for each stakeholder group included, e.g. does it say how they can get involved and the support they can expect?</p>	
<p><b>1.4 Is your careers programme communicated in different formats (beyond text on the website) so that it's accessible to users with different needs?</b></p>	<p>Is the careers programme presented in any other way to support learners and their families to understand the provision, and what they can expect, and how they can fully engage to maximise the impact of the provision?</p> <p>Examples could include giving presentations, sending letters, or publishing in accessible web formats such as audio or video.</p>	<p><a href="#">Journey/roadmap (Learner Journey)   CEC Resource Directory</a></p>

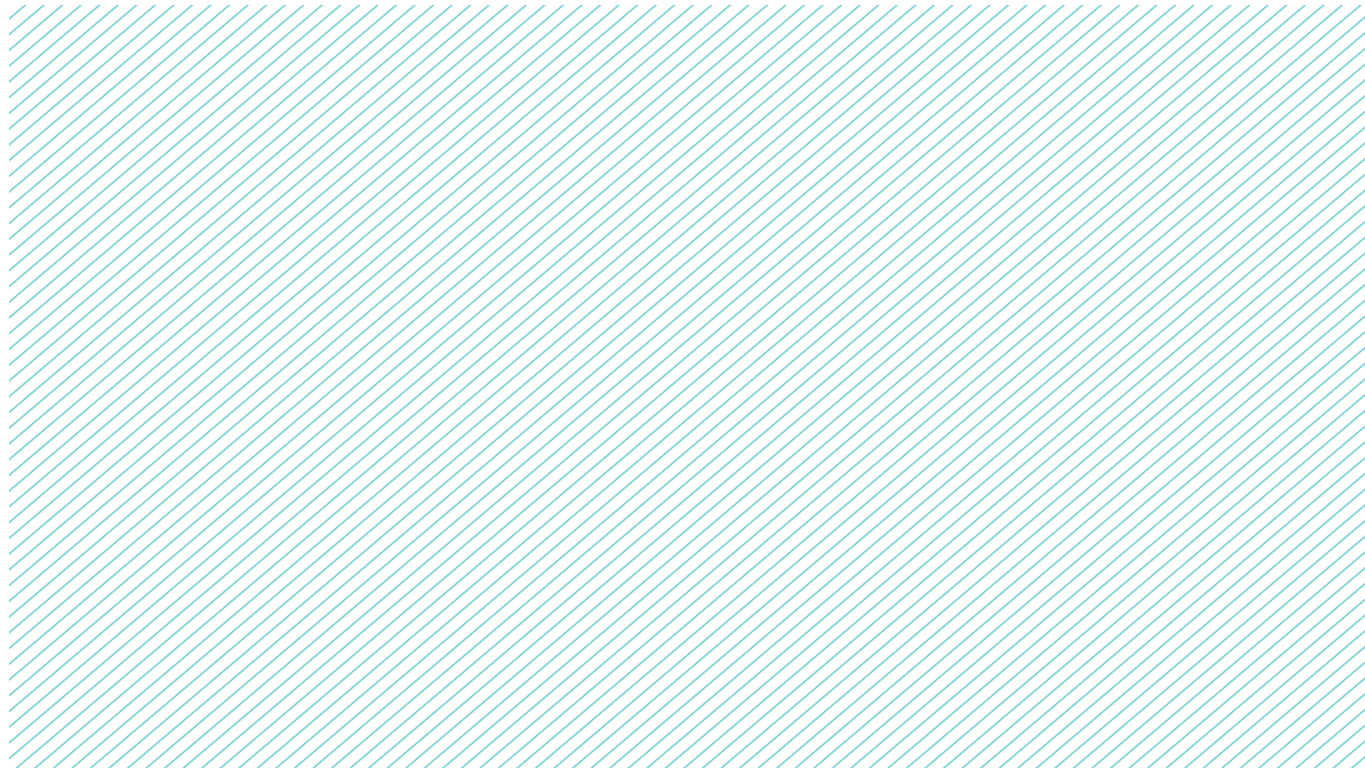


Question	Questions to consider and additional guidance	Resource
<p><b>1.5 Does your specialist setting regularly evaluate your careers programme?</b></p>	<p>Are there milestones set for relevant information and data to be captured and analysed to regularly evaluate the careers programme?</p> <p><b>Clarification:</b> Careers Leaders and school leaders should decide on the frequency of implementing systems and processes and collecting data to inform effective impact evaluation.</p> <p><b>Clarification:</b> Data that can be captured and analysed to evaluate the careers programme:</p> <ul style="list-style-type: none"> <li>• learner perception of their career readiness (where relevant)</li> <li>• sustained and longer-term destination data</li> <li>• aspirations, intended and immediate education, training or employment destinations (where relevant)</li> <li>• stakeholder voice</li> <li>• feedback on specific elements of the careers programme</li> <li>• quality assurance insights.</li> </ul> <p><b>Clarification:</b> 'Regularly' could mean annually or more frequently, Careers Leaders and college/ITP leaders should decide on the frequency of implementing systems and processes and collecting data to inform effective impact evaluation.</p>	<p><a href="#">Understanding how to effectively evaluate your careers provision   CEC Resource Directory</a></p> <p><a href="#">Future Skills Questionnaire   CEC Resource Directory</a></p>
<p><b>1.5.1 In the last 12 months, have you made any changes to your careers programme as a result of past evaluations?</b></p>	<p>Do the Careers Leader and other key colleagues have access to relevant data to support evaluation of the careers programme?</p> <p>Are there milestones set for relevant information and data to be captured and analysed to regularly evaluate the careers programme?</p> <p>Are any changes to the careers programme in response to evaluation recorded and shared?</p> <p><b>Clarification:</b> If no changes were found to be required when the evaluation process was carried out, please feel assured in selecting this option, as it accurately reflects your current practice.</p>	
<p><b>1.6 Does evaluation of your careers programme take into account feedback from the following groups?</b></p> <ul style="list-style-type: none"> <li>• Learners</li> <li>• Parents/Carers</li> <li>• Teachers</li> <li>• Other staff who support pupils</li> <li>• Careers Advisers</li> <li>• Employers</li> </ul>	<p>Is feedback related to specific events collected and recorded (if learners are able to provide feedback)?</p> <p>Is feedback on the effectiveness of the whole careers programme collected in relevant formats?</p> <p>Are there mechanisms in place to regularly collect feedback from these stakeholder groups?</p> <p>Are there milestones set for feedback to be captured and analysed to evaluate the careers programme?</p> <p><b>Clarification:</b> Other staff who support learners may be non-teaching staff in support roles (e.g. pastoral teams, mentors, coaches, programme delivery leads).</p> <p><b>Clarification:</b> Feedback does not need to be collected for every event, but when it is gathered, it should be proportionate to the scale and purpose of the activity.</p>	<p><a href="#">Understanding how to effectively evaluate your careers provision   CEC Resource Directory</a></p> <p><a href="#">Impact Evaluation Resource and Support: Survey Questions   CEC Resource Directory</a></p>

## Gatsby Benchmark 2: Learning from career and labour market information

Question	Questions to consider and additional guidance	Resource
<p><b>2.1 Approximately what proportion of learners have access to careers information, or information on progression pathways, during the Key Stages offered by your specialist setting?</b></p>	<p>Are there specific and documented elements of the careers programme that inform learners about the wide range of careers, pathways and the labour market?</p> <p>Are learners signposted to quality-assured sources of labour market information (LMI) such as the National Careers Service? Are strategies in place to track the proportion of learners who access up-to-date labour market information?</p>	<p><a href="#">Gatsby Benchmark Toolkit: Schools, Special Schools &amp; AP   CEC Resource Directory</a></p>
<p><b>2.2 To what extent are you confident that your learners and their parents and carers are supported to use this information to inform decisions on their career or progression pathway?</b></p>	<p>Are there milestones set to evaluate how and when learners are using information to inform their decisions on their study options and/or next steps?</p> <p><b>Clarification:</b> Collection of learner voice, learner perception of their skills, career aspirations (e.g. Future Skills Questionnaire) and intended destinations data can support with building a picture of how confident and aspirational learners are feeling when making decisions.</p> <p><b>Clarification:</b> Study options refer to choices within school as well as preparing to make decisions about choices/transitions after school.</p>	<p><a href="#">Future Skills Questionnaire   CEC Resource Directory</a></p>
<p><b>2.3 Which of the following statements are true of the careers, progression pathways and labour market information available in your specialist setting?</b></p> <ul style="list-style-type: none"> <li>• <b>The information learners receive is good quality, relevant and up to date</b></li> <li>• <b>Learners are informed of different opportunities, including technical and vocational pathways</b></li> <li>• <b>The information is tailored, where appropriate, to meet the needs of learners with SEND</b></li> <li>• <b>An informed adviser is used to support all learners to make best use of the information available</b></li> </ul>	<p>Is pathway and labour market information being provided via the website monitored and quality assured?</p> <p>Is career pathway and labour market information that is shared with learners, staff, parents and carers updated and refreshed to ensure that it reflects the most current and up-to-date opportunities?</p> <p>Are there systems in place to assess whether learners require tailored information to meet their individual needs?</p> <p>Is careers, pathway and labour market information then tailored to meet the needs of learners?</p> <p><b>Clarification:</b> An informed adviser, as defined by Gatsby, is someone who supports learners, parents and carers by providing high-quality, current information about future pathways, study options and labour market opportunities. This role can be filled by a Careers Adviser or any professional capable of offering such information. Their support is essential for helping individuals make well-informed decisions about their educational and career choices.</p>	
<p><b>2.4 Does your specialist setting support parents and carers to access information about study options, career and progression pathways and the labour market, where appropriate?</b></p>	<p>Does the specialist setting use different ways of sharing information about careers, pathways and the labour market with parents and carers?</p> <p>For example: Are there regular communications to parents and carers via presentations, letters, newsletters, emails, messaging apps?</p> <p>Is there information for parents and carers within the careers section of the specialist setting's website?</p> <p><b>Point to consider:</b> This may be linked to EHCP or multi-agency processes for those young people not moving into training or employment.</p>	<p><a href="#">Parent and carer engagement CPD   The Careers and Enterprise Company</a></p> <p><a href="#">Parental Engagement: Good parental engagement recommendations   CEC Resource Directory</a></p>
<p><b>2.5 Does your specialist setting actively encourage and support parents and carers to have meaningful careers conversations with the young people in their care?</b></p>	<p>Does the specialist setting support parents and carers with strategies to have careers conversations, and to use the information provided to them to inform these conversations?</p> <p><b>Point to consider:</b> This may be linked to EHCP or multi-agency processes for those young people not moving into training or employment.</p>	<p><a href="#">Parent and carer engagement CPD   The Careers and Enterprise Company</a></p> <p><a href="#">Parental Engagement: Good parental engagement recommendations   CEC Resource Directory</a></p>

Question	Questions to consider and additional guidance	Resource
<b>2.6 What proportion of staff (including teachers and other staff who support learners) have access to up-to-date information about transition pathways, study options, and labour market opportunities?</b>	Is pathway and labour market information being provided to staff monitored and quality assured?  Is career pathway and labour market information shared with staff updated and refreshed to ensure that it reflects the most current and up-to-date opportunities?	Courses available for teachers and the wider education workforce  <a href="#">Online training courses   CEC Resource Directory</a>

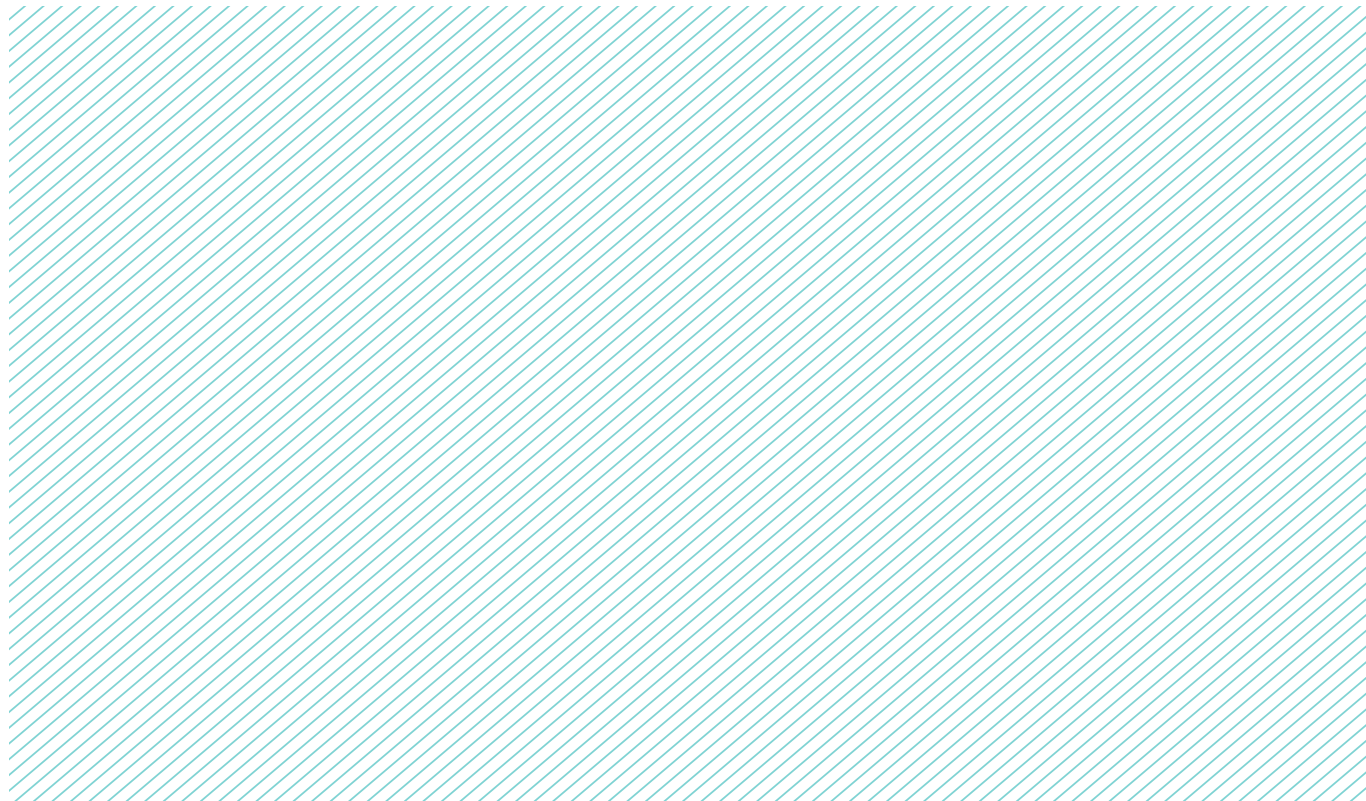


### Gatsby Benchmark 3: Addressing the needs of each young person

Question	Prompt questions and additional guidance	Resource
<p><b>3.1 How strongly do you agree or disagree with the following statements about your careers programme?</b></p> <ul style="list-style-type: none"> <li>• Our careers programme actively seeks to raise the aspirations of all learners</li> <li>• Our careers programme challenges misconceptions and stereotypical thinking (e.g. related to gender socioeconomic status)</li> <li>• Our careers programme showcases a diverse range of role models</li> </ul>	<p>Are there specific elements of the careers programme that actively seek to raise the aspirations of learners?</p> <p>Does your careers programme provide learners with access to aspirational careers encounters and experiences with employers that are tailored to learner needs?</p> <p>Are there specific elements of the careers programme that actively seek to challenge misconceptions and stereotypical thinking?</p> <p>Are opportunities planned within the careers programme to achieve this?</p> <p>Are there specific elements of the careers programme that showcase a diverse range of role models?</p>	
<p><b>3.2 Does your specialist setting use alumni to support your careers programme?</b></p>	<p>Are former learners engaged to support the careers programme?</p> <p>Do you have an engagement approach to allow former learners to support the careers programme?</p>	<p><a href="#">Working with Alumni course   The Careers &amp; Enterprise Academy</a></p>
<p><b>3.3 Does your specialist setting systematically keep accurate records of each learner's participation in all aspects of your careers programme?</b></p>	<p>Are there records of each learner's participation in career learning in the curriculum and within the wider careers provision (e.g. Compass+)?</p> <p>Is this happening every year for every learner?</p> <p><b>Clarification:</b> 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 learner, and any subsequent agreed decisions. It should allow learners to access and use these records to support their next steps and career development.</p>	<p><a href="#">Compass+   CEC Resource Directory</a></p>
<p><b>3.4 Does your specialist setting systematically track the individual advice given to each learner, including agreed actions?</b></p>	<p>Is the individual advice given to each learner, including agreed actions, recorded?</p>	
<p><b>3.4.1 Does your specialist setting share learners' records with new education providers if learners change providers during their time at your specialist setting?</b></p>	<p><b>Point to consider:</b> Compass+ learner profiles can be a useful way to capture learner-level data on participation in careers activities. You might use careers platforms to capture participation in careers activity and the associated learning.</p> <p>Vocational profiles also provide useful information to support this requirement.</p>	<p><a href="#">Learner Profile - Activities tab   CEThe Careers &amp; Enterprise Company</a></p>
<p><b>3.4.2 Does your specialist setting provide learners with access to records of their participation in careers activities?</b></p>	<p><b>Point to consider:</b> Sharing of records should be aligned to where would add value (e.g. in CV, preparation, when making option choices, reflecting on achievements, etc.).</p> <p>Records should also be in a relevant format for the young person to be able to understand and use.</p>	<p><a href="#">Learner Profile - Activities tab - The Careers &amp; Enterprise Company</a></p>

Question	Prompt questions and additional guidance	Resource
<p><b>3.4.3 Are learners supported in using these records to inform their next steps, for example at key transition points?</b></p>	<p>Are there specific elements of the careers programme that support learners to make well-timed, effective use of records of participation in careers activities?</p> <p>For example, does the careers programme include support for learners to use records of participation in careers activities to:</p> <ul style="list-style-type: none"> <li>• make aspirational and informed decisions?</li> <li>• prepare for effective and sustained transitions?</li> <li>• articulate their career readiness?</li> </ul>	
<p><b>3.5 Does your specialist setting collect and maintain accurate data for each learner for each of the following categories?</b></p> <ul style="list-style-type: none"> <li>• Aspirations</li> <li>• Intended destinations upon leaving your specialist setting</li> <li>• Immediate destinations upon leaving your specialist setting</li> </ul>	<p>Are learners' aspirations tracked over time?</p> <p>Are learners' intended destinations tracked over time?</p> <p>Are learners' immediate destinations tracked?</p> <p><b>Point to consider:</b> Progression pathways will be different for each young person, and the tracking of the data should reflect this.</p>	<p><a href="#">Learner Profile - Interests and Destinations tab – The Careers &amp; Enterprise Company</a></p> <p><a href="#">Interests and Destinations: Learner Form and Leaver questionnaire   CEC Resource Directory</a></p>
<p><b>3.6 Do you use the following destinations data to evaluate your careers programme?</b></p> <ul style="list-style-type: none"> <li>• Sustained destinations of learners</li> </ul>	<p>Are there milestones set for sustained destinations data of learners (six months after leaving) to be captured and analysed, to inform evaluation of the careers programme?</p> <p>Specialist settings should collect and analyse education, training and employment destinations data for all learners.</p> <p><b>Clarification:</b> The DfE defines a sustained destination as 'six months of continuous activity' in a further or higher education institution, in employment or in an apprenticeship.</p> <p><b>Point to consider:</b> Progression pathways will be different for each young person, and the evaluation of the data should reflect this.</p>	<p><a href="#">The DfE publishes Key Stage 4 and 16–18 (Key Stage 5) education destinations in performance tables on GOV.UK</a></p> <p><a href="#">16–18 study leavers institution-level destinations. Data set from 16-18 destination measures - Explore education statistics - GOV.UK</a></p>
<ul style="list-style-type: none"> <li>• Longer-term destinations of learners</li> </ul>	<p>Are there milestones set for the published longer-term destinations data of learners to be analysed to inform evaluation of the careers programme?</p> <p><b>Clarification:</b> Longer-term destinations data can be accessed through data published by DfE.</p> <p>Specialist settings should consider whether they also need to collect this data themselves to support evaluation processes.</p>	<p>Aggregated sustained and longer-term destinations data, from DfE, can be found in the following places: <a href="#">Longer term destinations</a> and <a href="#">16–18 destination measures</a></p>

Question	Prompt questions and additional guidance	Resource
<p><b>3.6.1 Do you use the data you collect on learners' aspirations or intended destinations to personalise the support given to each learner?</b></p>	<p>Does the Careers Leader have access to relevant learner aspirations or learner intended destinations data to inform how the support given to each learner can be personalised?</p> <p>Are there milestones set for learner aspirations or learner intended destinations data to be captured and analysed, to personalise the support given to each learner?</p> <p>Is personalisation of support given to each learner tracked and recorded?</p> <p><b>Point to consider:</b> This will be happening as part of the EHCP process for most learners, and the emphasis should be on the use of data to personalise support, e.g. working with the special educational needs co-ordinator (SENCO).</p>	
<p><b>3.7 Do you provide personalised support to all learners?</b></p>	<p>Does the Careers Leader have access to relevant data on all learners to inform how support given to each learner can be personalised?</p> <p>Are there milestones set for data on disadvantage and SEND to be captured and analysed, to personalise support given to each learner?</p> <p>Is personalisation of support given to each learner tracked and recorded?</p> <p><b>Point to consider:</b> Multi-agency collaboration and support are key factors within this requirement.</p>	<p><a href="#">Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys)   CEC Resource Directory</a></p>



## Gatsby Benchmark 4: Linking curriculum learning to careers

Question	Prompt questions and additional guidance	Resource
<p><b>4.1 Approximately what proportion of the curriculum taught in your specialist setting includes learning about careers or progression pathways?</b></p>	<p>Is learning on progression routes and how subjects apply to future careers and pathways tracked and recorded?</p> <p><b>Clarification:</b> This question is specifically related to progression routes and future pathways into different careers.</p> <p>Consider a proportionate way to track this, e.g. an audit of curriculum subjects at the start of the year to gain an understanding of which subjects have information on progression routes and future pathways into future careers included in curriculum plans, that may include a termly audit of the lessons in which learning about progression routes and pathways has happened.</p> <p>(NB the same curriculum audit could help you to gain the information you need to answer the questions throughout Benchmark 4.)</p>	<p><a href="#">My Learning My Future   CEC Resource Directory</a></p>
<p><b>4.2 Approximately what proportion of learners have engaged in learning, as part of the curriculum, that highlights information relevant to careers or progression pathways, in the following years?</b></p>	<p>Is careers-related learning tracked and recorded across all curriculum subject areas in each year group?</p> <p><b>Clarification:</b> Give an approximate answer to this question rather than tracking the exact number of learners who have engaged in career-related learning in each year group. Career-related learning encompasses learning and any encounters and experiences within the curriculum that support learners to:</p> <ul style="list-style-type: none"> <li>• make aspirational and informed decisions</li> <li>• make effective and sustained transitions</li> <li>• develop career readiness</li> </ul>	<p><a href="#">Understanding how to develop progressive and responsive careers provision (Careers Learning Journeys)   CEC Resource Directory</a></p>
<p><b>4.3 What proportion of staff who support learners have careers and progression pathways information embedded into their continuous professional development programmes?</b></p>	<p>Is relevant careers content embedded in staff continuous professional development offer?</p> <p>Are staff supported to access up-to-date and accurate progression route information?</p> <p>Are staff supported to highlight the relevance of their subject to future careers, including the skills developed and the career-related learning happening within their subject area?</p> <p>Is staff engagement in career-related continuous professional development tracked and recorded?</p>	<p><a href="#">The Careers &amp; Enterprise Academy   The Careers and Enterprise Company</a></p>

## Gatsby Benchmark 5: Encounters with employers and employees

Question	Prompt questions and additional guidance	Resource
<p><b>5.1 What proportion of your learners experience at least one meaningful encounter with an employer each year they are at your specialist setting?</b></p>	<p>Is learner engagement in meaningful employer encounters tracked and recorded?</p> <p><b>Clarification:</b> Meaningful employer encounters should be broad, inclusive and well-sequenced throughout the careers programme. Gatsby refers to examples of successful approaches including:</p> <ul style="list-style-type: none"> <li>• employers giving talks or co-leading activities as part of curriculum lessons</li> <li>• careers fairs</li> <li>• employers leading careers events such as careers speed networking and mock interviews</li> <li>• employer workshops covering topics such as CV writing, recruitment processes or work simulations</li> <li>• employer participation in enterprise competitions, events or projects</li> <li>• employees mentoring young people</li> </ul>	<p><a href="#">A guide to Gatsby Benchmark 5   Gatsby Benchmarks</a></p>
<p><b>5.2 Which of the following statements are true of the employer encounters organised by your specialist setting?</b></p> <ul style="list-style-type: none"> <li>• Encounters have a clear purpose, which is shared with both the employers and young people</li> <li>• Encounters are underpinned by learning outcomes that are appropriate to the needs of the young people</li> <li>• Encounters involve opportunities for two-way interactions between young people and the employer</li> <li>• Encounters are followed by time for the young person to reflect on what insights, knowledge or skills they have gained through the encounter</li> </ul>	<p>Are all recorded encounters quality assured internally as meaningful?</p> <p><b>Clarification:</b> A meaningful encounter will:</p> <ul style="list-style-type: none"> <li>• have a clear purpose, which is shared with the employer and the young person</li> <li>• be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>• include opportunities for two-way interactions between the young person and the employer</li> <li>• be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter</li> </ul>	<p><a href="#">Understanding how to embed progressive employer encounters and work experiences   CEC Resource Directory</a></p> <p><a href="#">Benchmark 1: Suggested universal career-related learning outcomes   CEC Resource Directory</a></p>
<p><b>5.3 On average, how many encounters with an employer will your learners have experienced in each of the following years?</b></p>	<p>Is learner engagement in employer encounters tracked (e.g. Compass+ Activities section)?</p>	<p><a href="#">Compass+ Activities section</a></p>

## Gatsby Benchmark 6: Experiences of workplaces

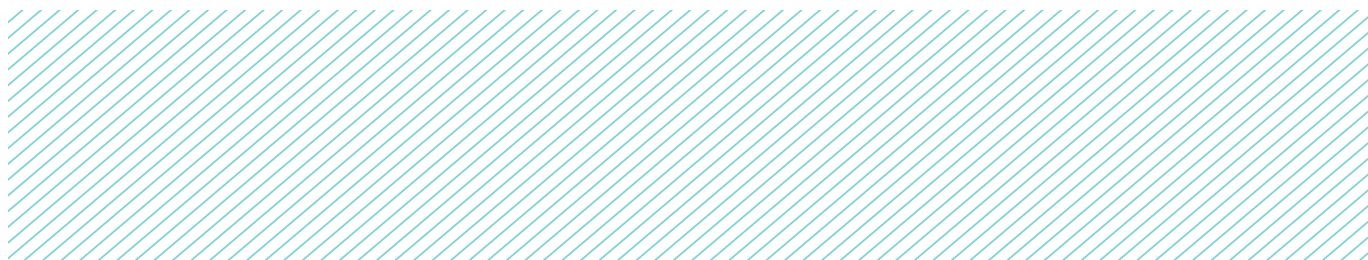
Question	Prompt questions and additional guidance	Resource
<p><b>6.1 Approximately what proportion of your learners have at least two meaningful experiences of workplaces by age of 16?</b></p>	<p>Is learner engagement in experiences of workplaces tracked?</p> <p>Are all recorded experiences quality assured internally as meaningful? This could be achieved through visits to workplaces, work shadowing or work experience block placements. Throughout the careers programme, these meaningful experiences could be in person or a combination of in person and virtual, where appropriate.</p> <p><b>Clarification:</b> A meaningful workplace experience will:</p> <ul style="list-style-type: none"> <li>• have a clear purpose, which is shared with the employer and the young person</li> <li>• be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>• involve extensive two-way interactions between the young person and employees</li> <li>• include opportunities for young people to meet a range of different people from the workplace</li> <li>• include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace</li> <li>• include the employer providing feedback to the young person about their work</li> <li>• be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience.</li> </ul> <p><b>Point to consider:</b> If an experience does not meet all of the Benchmark 6 meaningful criteria, you might want to reclassify the experience as an encounter if it meets all of the Benchmark 5 meaningful criteria. (E.g. if two-way interactions are present but not 'extensive', or if there is not the opportunity for young people to perform a task set by the employer and receive feedback, then this would be an encounter rather than an experience.)</p>	<p><a href="#">A guide to Gatsby Benchmark 6   Gatsby Benchmarks</a></p>
<p><b>6.2 Approximately what proportion of learners between 16 and 25 years old have at least one meaningful experience of a workplace?</b></p>	<p><b>Clarification:</b> This refers to a learners having at least one meaningful experience of a workplace from the age of 16, in addition to any experiences they have had before the age of 16.</p>	<p><a href="#">Understanding how to embed progressive employer encounters and work experiences   CEC Resource Directory</a></p>

Question	Prompt questions and additional guidance	Resource
<p><b>6.2.1 Which of the following statements are true of the workplace experiences organised by your specialist setting?</b></p> <ul style="list-style-type: none"> <li>• Experiences have a clear purpose, which is shared with both employers and young people</li> <li>• Experiences are underpinned by learning outcomes appropriate to the needs of young people</li> <li>• Experiences involve extensive two-way interactions between young people and employees</li> <li>• Experiences include opportunities for young people to meet a range of different people from the workplace</li> <li>• Experiences involve young people having opportunities to perform tasks set by the employer/produce a piece of work relevant to that workplace</li> <li>• Experiences include the employer providing feedback to young people about their work</li> <li>• Experiences are followed by opportunities for the young person to reflect on the insights, skills or knowledge they have gained through their experience</li> <li>• Experiences are available in a range of industries, including technical, creative and vocational sectors</li> <li>• Experiences include additional or personalised support provided where it is needed for vulnerable and disadvantaged learners</li> </ul>	<p>Are all recorded experiences quality assured internally as meaningful?</p> <p><b>Clarification:</b> Gatsby notes that a meaningful experience “gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate.</p> <p>Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).” <a href="#">Gatsby Good Career Guidance: The Next 10 Years</a></p> <p>For young people with the most severe learning difficulties, experiences should be carefully tailored to meet their individual needs. Internal work experience can be planned meaningfully, helping learners develop essential work-related skills, confidence, and self-esteem. For those on alternative progression pathways, such as adult day care or supported living, work experience might involve visiting those settings, spending time with staff and peers, and engaging in meaningful activities that help them prepare for and feel comfortable in their future environment.</p>	<p>For more information on the government’s future commitment to introducing 10 days’ worth of work experience, visit here <a href="#">Modern Work Experience   The Careers and Enterprise Company</a></p>

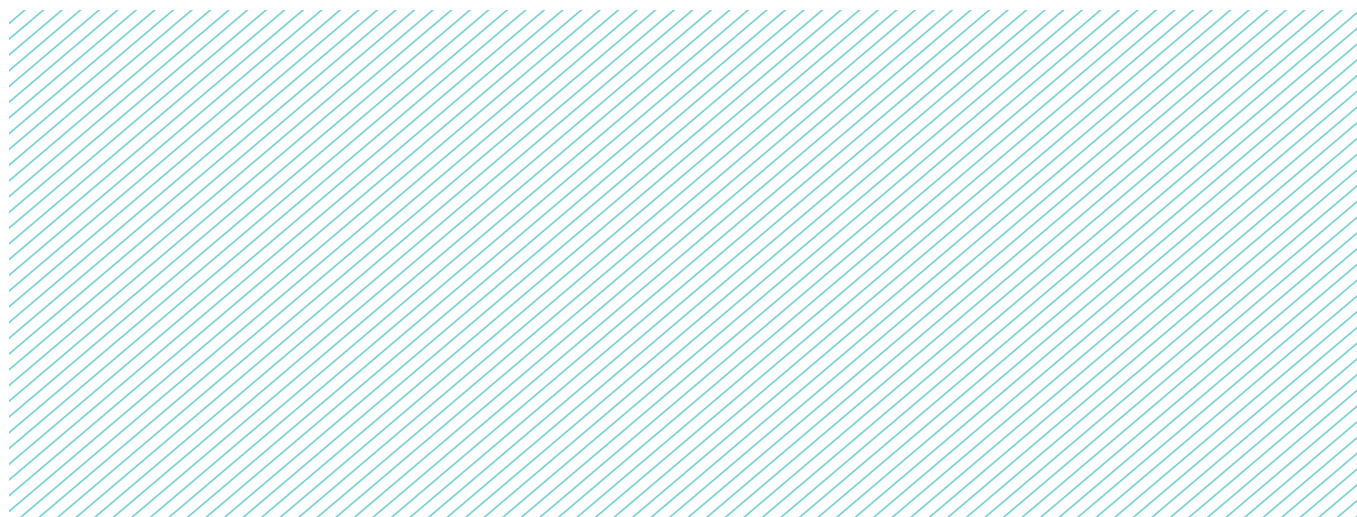


## Gatsby Benchmark 7: Encounters with further and higher education

Question	Prompt questions and additional guidance	Resource
<p><b>7.1 By the time they leave your specialist setting, approximately what proportion of learners have had meaningful encounters with the following education and transition providers?</b></p> <ul style="list-style-type: none"> <li>• Inclusive apprenticeships</li> <li>• Supported internships</li> <li>• Sixth Form Colleges</li> <li>• Further Education Colleges (including land-based colleges where appropriate)</li> <li>• Independent Training Providers (ITPs)</li> <li>• 14-19 School-based vocational providers such as studio schools and university technical colleges</li> <li>• Higher Education Providers (including universities, Institutes of Technology or employers offering degree apprenticeships).</li> <li>• Adult day care provision</li> </ul>	<p>Is learner engagement in meaningful encounters with education/transition providers tracked and recorded?</p> <p>Are all recorded encounters quality assured internally as meaningful?</p> <p><b>Clarification:</b> A meaningful encounter with an education/transition provider will:</p> <ul style="list-style-type: none"> <li>• have a clear purpose, which is shared with the provider and the young person</li> <li>• be underpinned by learning outcomes that are appropriate to the needs of the young person</li> <li>• involve a two-way interaction between the young person and the provider</li> <li>• include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to</li> <li>• describe what learning or training with the provider is like</li> <li>• be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter</li> </ul> <p><b>Point to consider:</b> This requirement may be linked to meaningful encounters with adult day care for some young people. In these cases, the guidance above should be applied where relevant.</p>	<p><a href="#">A guide to Gatsby Benchmark 7   Gatsby Benchmarks</a></p> <p><a href="#">Creating an inclusive apprenticeship offer - GOV.UK</a></p> <p><a href="#">Supported internships - GOV.UK</a></p> <p><a href="#">Open academies, free schools, studio schools and UTCs - GOV.UK</a></p> <p><a href="#">Support for apprentices with a learning difficulty or disability</a></p>
<p><b>7.2 By the time they leave your specialist setting, approximately what proportion of learners will have had meaningful encounters with an appropriate range of further and higher education providers?</b></p>	<p>Is engagement of learners who have participated in visits to a further or higher education provider tracked?</p> <p><b>Clarification:</b> This question refers specifically to visits to FE and HE providers, where relevant and appropriate.</p>	
<p><b>7.3 Approximately what proportion of learners considering applying to higher education have had at least two visits to a higher education provider by the age of 18?</b></p>	<p><b>Clarification:</b> This question only applies to learners who are considering applying to HE. Please select the percentage of these learners who will have had at least 2 visits to a higher education provider. E.g. if 1 learner is considering applying and they have had at least 2 visits, then select all' (100%), if 5 learners are considering applying and 3 have had at least 2 visits, then select most' (5175%).</p>	



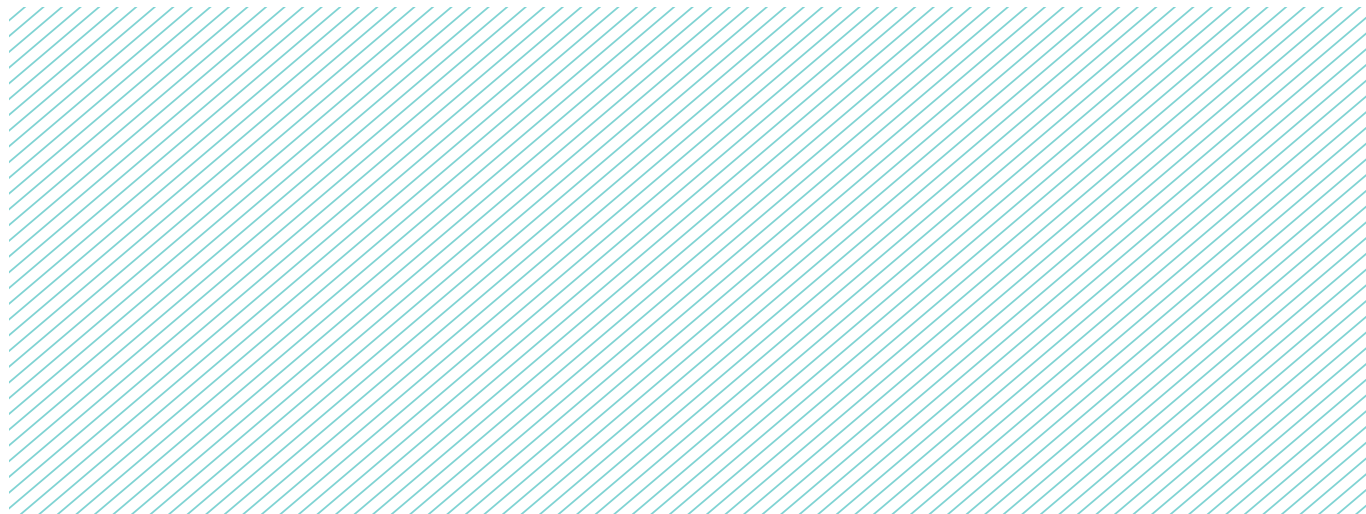
Question	Prompt questions and additional guidance	Resource
<p><b>7.3.1 Which of the following statements are true of the encounters with career or progression pathway providers provided by your specialist setting?</b></p> <ul style="list-style-type: none"> <li>• Encounters have a clear purpose, shared with the provider and the young person</li> <li>• Encounters are underpinned by learning outcomes appropriate to the needs of the young person</li> <li>• Encounters involve two-way interactions between young people and providers</li> <li>• Encounters involve providers describing what learning or training with them is like</li> <li>• Encounters involve providers giving information on their recruitment and selection processes</li> <li>• Encounters involve providers referencing the qualifications they offer and the careers these could lead to</li> <li>• Encounters involve young people being given the opportunity to reflect on the insights, skills or knowledge gained</li> </ul>	<p>Are all recorded encounters quality assured internally as meaningful?</p> <p><b>Clarification:</b> Gatsby notes that a meaningful encounter “gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).” <a href="#">Gatsby Good Career Guidance: The Next 10 Years</a></p>	<p><a href="#">Understanding how to embed progressive encounters with further and higher education   CEC Resource Directory</a></p> <p><a href="#">Benchmark 1: Suggested universal career-related learning outcomes   CEC Resource Directory</a></p>



## Gatsby Benchmark 8: Personal guidance

Question	Prompt questions and additional guidance	Resource
<p><b>8.1 What proportion of learners have had at least one meeting with a qualified careers adviser by the time they leave your specialist setting?</b></p>	<p>Are learners' meetings with a qualified careers adviser tracked?</p> <p><b>Clarification:</b> What is a 'personal guidance meeting'?</p> <p>Personal guidance meetings are one-to-one meetings delivered by an appropriately qualified careers adviser. These are an essential part of a careers guidance programme.</p> <p>For learners with SEND, personal guidance meetings should be managed in line with their needs and personalised progression pathway.</p> <p>"My careers meeting helped to reduce my confusion and helped me make sense of everything. My careers adviser helped me think about practicalities for me and I really think they helped me to make an educated decision not only about my next step but my next, next step and even the step after that." Year 12 student, Gatsby Good Career Guidance: The Next 10 Years</p> <p><b>Clarification:</b> What does it mean for a careers adviser to be trained to an appropriate level?</p> <p>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:</p> <p>"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".</p> <p>Further, the CDI advises that:</p> <p>"Considered to be 'fully qualified', only those holding a careers development qualification of level 6 or level 7 are recognised as being qualified to offer career guidance and coaching."</p>	<p><a href="#">Careers Guidance in Schools and Colleges: A Guide to Best Practice and Commissioning Independent Career Guidance Services</a></p>
<p><b>8.2 Does your specialist setting provide personalised careers guidance meetings for all learners?</b></p>	<p>Are learners' meetings with a qualified careers adviser tracked?</p> <p>Are learners' meetings with a qualified careers adviser personalised to meet their individual needs?</p> <p>How are learners with SEND supported to access personal guidance meetings? Who provides this support?</p>	
<p><b>8.3 Does your 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?</b></p>	<p>Do relevant staff (including the Careers Leader, careers advisers, SENDCO, pastoral staff, teachers and other support staff, including multi-agency support staff) meet or work together to consider the effectiveness of personal guidance and how it is embedded in the careers programme?</p> <p>Does this team meet to discuss the effectiveness of personal guidance related to the needs of the young person and linked to their EHCP (where relevant)?</p> <p>Are milestones set for relevant data to be captured and analysed to consider the effectiveness of personal guidance?</p>	
<p><b>8.4 Is information about personal guidance support, and how to access it, communicated effectively to learners?</b></p>	<p>Are learners aware of the personal guidance available to them?</p> <p>Are learners given advance notice of when personal guidance meetings are available, so that they have time to prepare for the personal guidance meetings they access?</p>	

Question	Prompt questions and additional guidance	Resource
<p><b>8.5 Is information about personal guidance support, and how to access it, communicated effectively with parents and carers, including through your website?</b></p>	<p>Are parents and carers made aware of the personal guidance available to learners?</p> <p>Are parents and carers given advance notice of when personal guidance meetings are available, so that they have time to support the young person in their care to prepare for the personal guidance meetings they access?</p> <p><b>Point to consider:</b> Personalised support for parents and carers may be provided by key trusted staff who have built relationships with families, based on the needs of the young person.</p>	
<p><b>8.6 Are personal guidance meetings timed to meet the needs of learners?</b></p>	<p>Are personal guidance meetings responsive to learner needs? Are they well-timed to support learners to prepare for key transitions, and are they embedded within a structured approach to careers provision?</p>	
<p><b>8.7 Are personal guidance meetings made available to learners at key transition points?</b></p>	<p>Are personal guidance meetings available to learners within a timescale that supports informed decision making at key milestones? E.g. options processes, application deadlines for FE, HE or apprenticeships?</p> <p>Are learners aware that they can access this support when they need it?</p>	



## Further support

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Complete an Careers Impact internal leadership review to reflect on the maturity of careers leadership across your school and create an action plan to support meaningful achievement of the Gatsby Benchmarks:

[Careers Impact system internal leadership review | CEC Resource Directory](#)

Access new and updated Gatsby Benchmark Toolkits:

[Updated Gatsby Benchmark Toolkits | CEC Resource Directory](#)

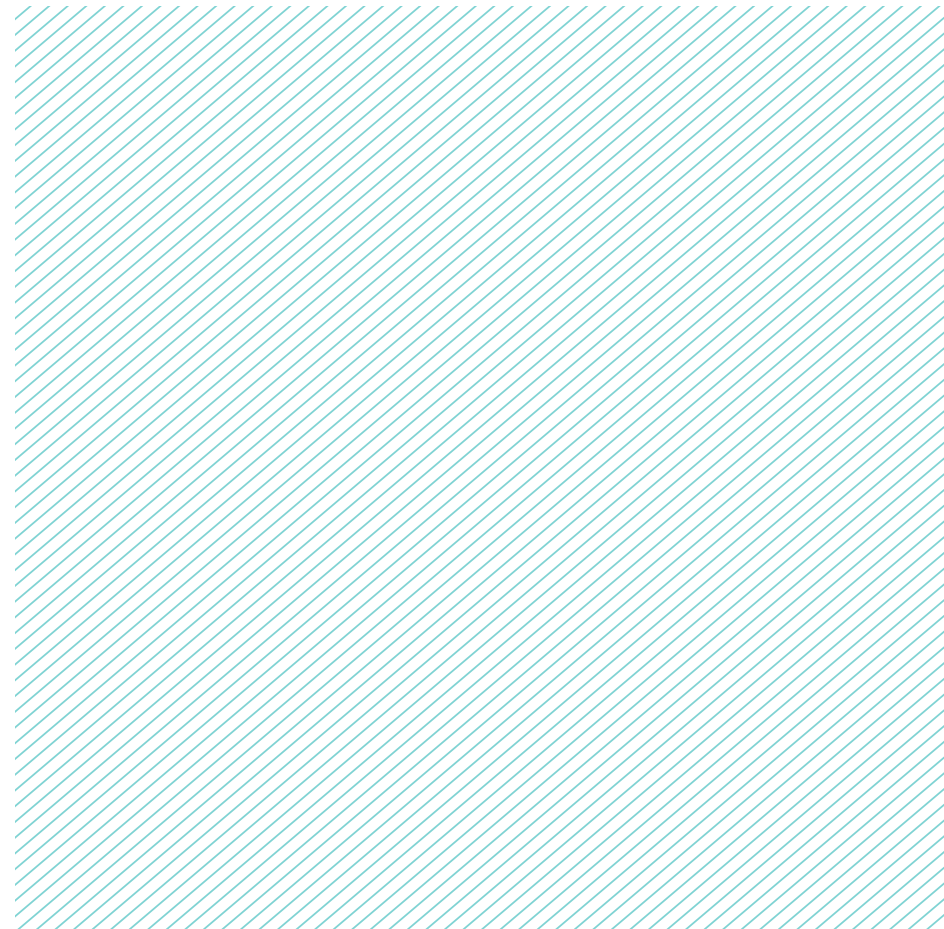
Access How To Guides to support you to:

- establish a sustainable and strategic approach to careers leadership
- develop a progressive and responsive careers provision that meets the needs of all learners
- evaluate your careers provision and plan for impact

[How to Guides | CEC Resource Directory](#)

Access resources and support including our 'At a glance' guides to the updated Statutory Guidance:

[Welcome to the CEC Resource Directory | CEC Resource Directory](#)





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