

## Compass Evaluation Results

Compass evaluation results allow you to identify what's working well and where there's room to grow - helping you meaningfully achieve the eight Gatsby Benchmarks, celebrate success and plan for future improvement.

Gatsby Benchmark	% achieved in latest evaluation
GB1 - A stable careers programme	100%
GB2 - Learning from careers and labour market information	100%
GB3 - Addressing the needs of each young person	100%
GB4 - Linking curriculum learning to careers	100%
GB5 - Encounters with employers and employees	100%
GB6 - Experiences of workplaces	100%
GB7 - Encounters with further education and higher education	34%
GB8 - Personal guidance	56%

# Breakdown of results

Here is a breakdown of your results by Gatsby Benchmark.

 ACHIEVED  IN PROGRESS  NOT ACHIEVED  UNSCORED

## Gatsby Benchmark 1









A stable careers programme



Your institution or organisation has met **100%** of the **8 assessment areas** in Gatsby Benchmark 1.

These questions are about Gatsby Benchmark 1: A stable careers programme.

Institutions and organisations should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, governors, employers and other agencies.

Question:	Achieved?
1.1 Does your organisation have a trained Careers Leader?	
1.2 Does your organisation have a careers programme that aligns with the following guidelines?	
Is tailored to the needs of all learners, including <b>disadvantaged</b> young people?	
Has the explicit backing of your organisation's governance structures (where applicable)?	
Is underpinned by <b>learning outcomes</b> and sequenced appropriately for your cohort of young people?	
Is linked to the whole organisation development or quality improvement plan?	
Sets out how parents and carers will be engaged with careers education?	
Has the explicit backing of the Principal or Chief Executive?	
1.3 Does your organisation publish your careers programme on your website?	

1.3.1 Is the information about your careers programme on your website communicated in ways that enable different groups to engage with it?	✓
1.4 Is your careers programme communicated in different formats (beyond text on the website) so that it's accessible to stakeholders with different needs?	✓
1.5 Does your organisation regularly evaluate your careers programme?	✓
1.5.1 In the last 12 months, have you made any changes to your careers programme as a result of past evaluations?	✓
1.6 Does evaluation of your careers programme take into account feedback from the following groups?	✓

## Gatsby Benchmark 2

Learning from careers and labour market information

100%

Your institution or organisation has met **100%** of the **7 assessment areas** in Gatsby Benchmark 2.

These questions are about Gatsby Benchmark 2: Learning from career and labour market information.

All learners, parents and carers, teachers and staff who support learners should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

### Question:

### Achieved?

2.1 Approximately what proportion of learners have access to information about careers, pathways and the labour market to inform decisions on study options and/or next steps during their programme of study?	✓
2.2 To what extent are you confident that your learners use this information to inform decisions on their study options and/or next steps?	✓

2.3 Which of the following statements are true of the career, pathways and labour market information available in your organisation?



2.4 Does your organisation provide parents and carers with access to information about careers, pathways, and the labour market?



2.5 Does your organisation actively encourage and support parents and carers to have meaningful careers conversations with the young people in their care?



2.6 Does your organisation, where appropriate, send tailored information about careers, pathways and the labour market to parents or carers of learners with SEND?



2.7 What proportion of staff (including teachers and other staff who support learners) have access to up-to-date information about transitions, future pathways, study options, and labour market opportunities?



## Gatsby Benchmark 3

Addressing the needs of each young person



Your institution or organisation has met **100%** of the **11 assessment areas** in Gatsby Benchmark 3.

These questions are about Gatsby Benchmark 3: Addressing the needs of each young person.


Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression or progression pathways. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are persistently absent.


**Question:**

**Achieved?**


3.1 How strongly do you agree or disagree with the following statements about your careers programme?


Our careers programme actively seeks to raise the aspirations of all learners 


Our careers programme challenges misconceptions and stereotypical thinking (e.g., related to gender, socioeconomic status) 


Our careers programme showcases a diverse range of role models 


3.2 Does your organisation use alumni to support your careers programme? 

3.3 Does your organisation systematically keep accurate records of each learner's participation in all aspects of your careers programme? 

3.4 Does your organisation systematically track the individual advice given to each learner, including agreed actions? 

3.4.1 Does your organisation share learner records with new education providers if learners change providers during their time at your institution? 

3.4.2 Does your organisation provide learners with access to records of their participation in careers activities? 

3.4.3 Are learners supported in using these records to inform their next steps, for example at key transition points? 


3.5 Does your organisation collect and maintain accurate data for each learner for each of the following categories?


Aspirations 


Intended destinations upon leaving your organisation 

Immediate destinations upon leaving your organisation 

3.6 Do you use the following destination data to evaluate your careers programme?

~~Sustained destinations~~ of learners 

Longer-term destinations of learners 

3.6.1 Do you use the data you collect on learners' aspirations or intended destinations to personalise the support given to each learner? 

3.7 Do you provide personalised support to all learners, including disadvantaged learners and those with SEND?



## Gatsby Benchmark 4

Linking curriculum learning to careers



Your institution or organisation has met **100%** of the **4 assessment areas** in Gatsby Benchmark 4.

These questions are about Gatsby Benchmark 4: Linking curriculum learning to careers.

As part of the providers programme of careers education, all subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject staff should highlight the progression routes for their subject and the relevance of knowledge and skills developed in their subjects for a wide range of future career paths.

### Question:

### Achieved?

4.1 Approximately what proportion of programmes of study delivered in your organisation include learning on progression routes and how the subject applies to careers and future pathways?



4.1.1 In which of the following sector subject areas is careers information included within the programme of study?

Agriculture, Horticulture and Animal Care	⊖
Arts, Media and Publishing	⊖
Business, Administration and Law	⊖
Construction, Planning and the Built Environment	⊖
Education and Training	⊖
Engineering and Manufacturing Technologies	⊖
Health, Public Services and Care	⊖
History, Philosophy and Theology	⊖
Information and Communication Technology	⊖
Languages, Literature and Culture	⊖
Leisure Travel and Tourism	⊖
Preparation for Work and Life	⊖
Retail and Commercial Enterprises	⊖
Science and Mathematics	⊖
Social Sciences	⊖

4.2 By the end of their programme of study, approximately what proportion of learners have experienced curriculum learning that highlights the relevance of their chosen programme to future career pathways?



4.3 What proportion of staff who support learners have careers embedded into their continuous professional development programmes?



## Gatsby Benchmark 5

Encounters with employers and employees



Your institution or organisation has met **100%** of the **3 assessment areas** in Gatsby Benchmark 5.

These questions are about Gatsby Benchmark 5: Encounters with employers and employees.

Every learner should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.

**Question:**

**Achieved?**

5.1 What proportion of your learners experience **at least two** meaningful encounters with an employer during their programme of study?



5.2 What proportion of your learners experience **at least one** meaningful encounter with an employer during their programme of study delivered through their curriculum area?



5.3 Which of the following statements are true of the employer encounters organised by your organisation?



## Gatsby Benchmark 6

Experiences of workplaces



Your institution or organisation has met **100%** of the **2 assessment areas** in Gatsby Benchmark 6.

These questions are about Gatsby Benchmark 6: Experiences of workplaces.

Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

**Question:**

**Achieved?**

6.1 During their programme of study, approximately what proportion of your learners have **at least one** meaningful experience of a workplace?



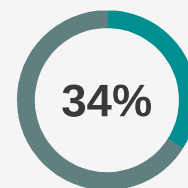


6.1.1 Which of the following statements are true of the workplace experiences organised by your organisation?



## Gatsby Benchmark 7

Encounters with further education and higher education



Your institution or organisation has met **34%** of the **3 assessment areas** in Gatsby Benchmark 7.

These questions are about Gatsby Benchmark 7: Encounters with further and higher education.

All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.

### Question:

### Achieved?

7.1 By the end of their programme of study, approximately what proportion of learners will have had meaningful encounters with the following further and higher education providers?

Sixth Form Colleges



Further Education Colleges (including land-based colleges where appropriate)



Independent Training Providers (ITPs)



Specialist provision (e.g. specialist further education colleges, supported day centres)



Universities



Other Higher Technical Education Providers (including Further Education institutions, Institutes of Technology or employers offering degree apprenticeships)



7.2 By the end of their programme of study, approximately what proportion of learners will have had meaningful encounters with an appropriate range of further and higher education providers?

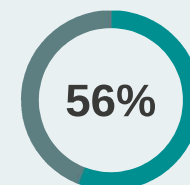


7.2.1 Which of the following statements are true of the encounters with further and higher education provided by your organisation?



## Gatsby Benchmark 8

Personal guidance



Your institution or organisation has met **56%** of the **6 assessment areas** in Gatsby Benchmark 8.

These questions are about Gatsby Benchmark 8: Personal guidance.

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made and should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND co-ordinator (SEND CO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

### Question:

### Achieved?

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



8.2 Does your Careers Leader work closely with a range of staff, including teachers, lecturers, mentors and other staff who support learners, to ensure personal guidance is effective and embedded in the careers programme?



8.3 Is information about personal guidance support, and how to access it, communicated effectively to learners?



8.4 Is information about personal guidance support, and how to access it, communicated effectively with parents and carers, including through your website?



8.5 Are personal guidance meetings timed to meet the needs of learners?



8.6 Are personal guidance meetings made available to learners at key transition points?

