

Compass+ functionality mapped to [DfE Statutory guidance for Careers](#)

Quote from statutory guidance	Alignment with Compass+ functionality	Guidance and Resources
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Value of careers guidance

<p><i>“The government’s vision for careers guidance is to improve careers advice in schools and colleges and to guarantee 2 weeks’ worth of work experience for every young person.”</i></p>	<p>To improve careers advice > Creating a meaningful Learner Profile that includes:</p> <ul style="list-style-type: none"> • FSQ responses • Overview of Activities learners have been involved in • Interests and Destinations (if this has been entered into product) <p>To guarantee 2 weeks’ worth of work experience:</p> <ul style="list-style-type: none"> • Careers Partners > filter your database to see Partners who can deliver work experience • Activities > record work experience in Compass+ • Activities Reporting > filter activities by GB6 to identify learners who haven’t had any work experience yet then provide targeted outreach. 	<p>Future Skills Questionnaire - The Careers & Enterprise Company</p> <p>Learner Data - The Careers & Enterprise Company</p> <p>Careers Partners - The Careers & Enterprise Company</p> <p>Activities - The Careers & Enterprise Company</p>
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What you need to know

<p><i>“...schools must meet their statutory duty to provide at least 6 opportunities for providers of technical education and apprenticeships to talk to all pupils, during school years 8 to 13, about their education or training offer.”</i></p>	<p>Careers Partners > Use Advanced Search functionality to filter by PAL providers and reach out directly to organise events and engagement with learners.</p> <p>Activities > When entering activities that comply with PAL into Compass+, consider pre-fixing with ‘PAL’. Then you can PAL compliant activities at-a-glance, in Your Activities.</p> <p>FSQ > FSQ includes questions that ask how much learners already know about technical pathways, use responses as a starting point to deliver PAL activities.</p>	<p>Careers Partners - The Careers & Enterprise Company</p> <p>Activities - The Careers & Enterprise Company</p> <p>Future Skills Questionnaire - The Careers & Enterprise Company</p>
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The Gatsby Benchmarks

<p>Changes include : <i>“Careers at the heart of education and leadership so that careers guidance is both a whole-staff and a whole-institution endeavour.”</i></p> <p>Updates emphasise: <i>“linking careers and the institution’s vision and strategic plans.”</i></p>	<p>User Management > Giving the right people the right access to Compass+ helps to encourage a whole institution approach to careers. Where appropriate, users can enter activities into product themselves.</p> <p>FSQ > Use FSQ to review if learner voice aligns with your institution’s vision and strategy for careers.</p>	<p>User Management, Notifications and Settings – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p>Inclusion and impact for every young person. Updates emphasise <i>“tailoring to the needs of each young person.”</i></p> <p><i>“...paying particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND.”</i></p>	<p>FSQ > Needs can be identified using FSQ responses and selecting relevant filters in FSQ Reporting.</p> <p>Learner Reporting, Activities Reporting and FSQ Reporting > Filter by characteristics including SEN, FSM and PP.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Learner Data – The Careers & Enterprise Company</p> <p>Activities – The Careers & Enterprise Company</p>
<p>Focusing on the use of information and data. Updates emphasise <i>“refocusing data collection to include aspirations and intended destinations, to help tailor support.”</i></p> <p><i>“...keeping longer-term and sustained destinations data as part of the evaluation process.”</i></p>	<p>Interests and Destinations > Input aspirations and intended destinations manually into Compass+.</p> <p>FSQ > FSQ asks questions about learner aspirations and intended destinations.</p> <p>Interests and Destinations > You can flag learners who have consented to long term tracking and also enter sustained destinations for 3 years into Compass.</p>	<p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p>Engagement of parents and career. Updates emphasise <i>“...sharing information with parents and carers and supporting them in using it with their children.”</i></p>	<p>Learner Report > Customise the learner report to view FSQ responses then share directly with a learner via email from Compass+, the learner can then share with their parent/carer.</p> <p>Use information in the Learner Report to inform discussions with parent/carers i.e. evidence a learners engagement with careers through the Activities they have/have not participated in, use FSQ responses to discuss next steps.</p>	<p>Learner Data – The Careers & Enterprise Company</p>

<p><i>“A national network of cornerstone employers, of all sizes and from all sectors, are supported by careers hubs to target intervention in disadvantaged areas.”</i></p>	<p>Careers Partners > If you are in a Careers Hub, check with your Hub Lead to see who your Cornerstone Employers are, if appropriate add them to Your Careers Partners.</p>	<p>Careers Partners – The Careers & Enterprise Company</p>
<p><i>“Business volunteers, called ‘enterprise advisers’, work with secondary schools or colleges, through the careers hub model, to provide strategic support in developing a careers plan and building employer networks.”</i></p>	<p>Compass evaluation and Internal leadership review > Where appropriate, share results and responses with your EA, foster their support as a critical friend to review and reflect on the careers programme.</p> <p>Careers Partners > EAs can help build and maintain business contacts, add these to Your Careers Partners.</p> <p>User Management > Where appropriate, consider giving your EA viewer permission for Compass+.</p>	<p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p> <p>Careers Impact System – The Careers & Enterprise Company</p> <p>Careers Partners – The Careers & Enterprise Company</p> <p>User Management, Notifications and Settings – The Careers & Enterprise Company</p>
<p><i>“The Future Skills Questionnaire (FSQ) is a learner self-completion questionnaire. It measures career readiness at points of transition across institutions. Insights help careers leaders make targeted interventions, evaluate the careers programme and identify the impact of careers guidance in their institution.”</i></p>	<ul style="list-style-type: none"> • Generate and distribute FSQ links to learners directly from Compass+. • Use FSQ Reporting to drill down into learner responses. • Include FSQ responses as part of personal guidance meetings and 121 discussions with learners. • Use FSQ responses to inform the continuous development of your careers provision. 	<p>FSQ Learner engagement animation</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“The Careers Impact internal leadership review is based on the Careers Impact maturity model, which provides a shared language of how careers can be positioned as a driver for school, special school and college improvement.</i></p>	<p>Internal leadership review > Once a review has been completed, record the responses into Compass+ then view a visual snapshot of areas of strength and priority action areas.</p> <p>Compass evaluation > Use results to inform an Internal leadership review and measure performance against the eight Gatsby Benchmarks.</p>	<p>Careers Impact System – The Careers & Enterprise Company</p> <p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p>

<p>(Continued from quote above)</p>	<p>FSQ > Aligns with Theme 2 of the Careers Impact Maturity Model, use FSQ Reporting to inform a review and analyse your responses afterwards.</p>	<p>Future Skills Questionnaire - The Careers & Enterprise Company</p>
<p><i>“As part of continued efforts to track the progress of their careers programmes, all schools, colleges and ITPs should self-report progress against the Gatsby Benchmarks termly. DfE recommends the use of Compass or Compass+ for this purpose. Institutions may choose to share the data with governors, parents, colleagues and Ofsted.”</i></p>	<p>Compass evaluation > Measure progress against the eight Gatsby Benchmarks:</p> <ul style="list-style-type: none"> • Complete termly for institutions and quarterly (or when best aligns with business delivery) for ITPs • Share completed Compass evaluations via ‘Copy results link’ in Compass+. <p>Print results and ‘save as PDF’, to upload onto your institution’s careers page on the website, attach to an email to parents or a newsletter, provide as evidence to Ofsted.</p>	<p>Compass evaluations on Compass+ - The Careers & Enterprise Company</p>
<p><i>“DfE strongly recommends that schools use the FSQ as an evaluation tool for their careers programmes. [...] The results highlight activity that is working well and where more support is needed to improve career outcomes. These insights can inform the targeting of support to specific groups or individuals.”</i></p>	<p>FSQ Reporting > Use a range of reporting to analyse learner responses, including functionality that allows you to select responses for specific questions.</p> <p>Groups > Create a custom group directly from FSQ reports based on learner responses to specific questions. Learners can also be added to custom groups across year groups (particularly useful in SEND settings).</p>	<p>Future Skills Questionnaire - The Careers & Enterprise Company</p> <p>Managing Groups - The Careers & Enterprise Company</p>

Accountability and quality

<p><i>“Tracking destinations of learners.”</i></p>	<p>Interests and Destinations > Record and track this information in Compass+, you can also track sustained destinations in this section of the Learner Profile too.</p>	<p>Learner Profile - Interests and Destinations tab - The Careers & Enterprise Company</p>
<p><i>“Institutions should ensure the quality assurance and continuous improvement of their careers programmes. This should [...] include regular evaluation from stakeholders, including learners, parents and employers, alongside reviewing progression data.”</i></p>	<p>Compass evaluation and Internal leadership review > Both allow you to evaluate your careers provision to identify strengths and development areas.</p> <p>FSQ > Responses provide learner evaluation of your careers programme and can evidence improvement when FSQ is delivered annually and responses are viewed over time.</p>	<p>Compass evaluations on Compass+ - The Careers & Enterprise Company</p> <p>Careers Impact System - The Careers & Enterprise Company</p> <p>Future Skills Questionnaire - The Careers & Enterprise Company</p>

What the governing body is expected to do

<p><i>“Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.”</i></p>	<p>Compass evaluation and Internal leadership review > Share with your Link Governor to effectively communicate current performance and demonstrate progress</p> <p>FSQ > Share FSQ responses with your Link Governor to evidence learner voice</p> <p>Careers Partners > If your Link Governor can deliver careers activities themselves or connect you with new Partners, add them to Your Careers Partners.</p>	<p>Webinar : Introduction to Compass+ and FSQ for Governors</p> <p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p> <p>Careers Impact System – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Careers Partners – The Careers & Enterprise Company</p>
<p><i>“The governing body must make sure that independent careers guidance is provided to:</i></p> <ul style="list-style-type: none"> <i>learners aged up to 25 with an EHCP.”</i> 	<p>Activities Reporting > Use SEN filter in reporting to identify learners with an EHCP then check if a personal guidance meeting has been added to Activities.</p>	<p>Activities – The Careers & Enterprise Company</p>

Benchmark 1: A stable careers programme

<p>An effective careers leader should: <i>“be responsible and accountable for the planning and delivery of a progressive careers programme, underpinned by learning outcomes and working towards meeting the Gatsby Benchmarks in a meaningful way.”</i></p>	<p>Use the Compass evaluation and Internal leadership review to help evaluate your careers programme and identify areas for progression and development.</p> <p>Activities > Record GBM1 activities in Compass+ then update as required throughout the academic year . Evidence full coverage of all eight Gatsby Benchmarks that you assign to careers activities.</p> <p>FSQ > Can help to identify areas of development, if learner responses improve over time this can also evidence progression. Ensure FSQ delivery is planned into your careers calendar at an appropriate time, ideally to support learners through key transition points.</p>	<p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p> <p>Careers Impact System – The Careers & Enterprise Company</p> <p>Activities – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
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<p>An effective careers leader should: “make sure that parents and carers are engaged throughout.”</p>	<p>Activities > When entering activities into Compass+, consider pre-fixing with ‘PE’ so that you can see at-a-glance activities that have involved parents.</p> <p>Learner Profile > Filter by activities that parents have attended/not attended.</p> <p>FSQ > Suggested copy is available to add into comms for parents when delivering FSQ to learners.</p>	<p>Activities – The Careers & Enterprise Company</p> <p>Learner Data – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p>An effective careers leader should: “engage colleagues across the institution, including senior leaders, governors, teaching staff, careers advisers, the special educational needs and disabilities coordinator (SENCO), young people and their parents and carers.”</p>	<p>Activities > Develop relationships internally with teaching and support staff by encouraging them to identify where they are already doing careers in their lessons, then if appropriate, utilise User Management and give them access to product to record activities themselves or share our Activities Upload Template with them if this is more suitable for how you work in your institution.</p> <p>Compass evaluation > Share results with wider staff at CPD Days to support meaningful engagement and buy-in for careers.</p> <p>FSQ > Responses can be used to engage staff i.e. to deliver targeted interventions and personalised support to learners, or to help with decision making. For example, you can only take 20 learners on an external trip and need help deciding who the trip will benefit most, use learners FSQ responses to inform this decision.</p>	<p>Activities – The Careers & Enterprise Company</p> <p>User Management, Notifications and Settings – The Careers & Enterprise Company</p> <p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p>An effective careers leader should: “build links externally with employers, external agencies, learning providers and careers organisations.”</p>	<p>Careers Partners > As you are building relationships with external stakeholders, add all your contacts into Your Careers Partners and store them safely in one place.</p>	<p>Careers Partners – The Careers & Enterprise Company</p>

<p>An effective careers leader should: “<i>evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of learners.</i>”</p>	<p>Compass evaluation and Internal leadership review > These both provide rigorous and in-depth impact evaluation of your careers provision to inform continuous improvement.</p> <p>FSQ > Captures learner voice, responses can be interpreted as learner feedback as they indicate a level of knowledge and understanding about careers delivery in your institution. FSQ also includes questions about intended destinations.</p> <p>Interests and destinations > Review destination information if this has been recorded in product</p>	<p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p> <p>Careers Impact System – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p>
<p>Careers Impact internal leadership review “<i>We recommend annual completion of the review in line with the institution’s strategic planning cycle.</i>”</p>	<p>Internal leadership review > Following completion, record responses on Compass+ then use visualisations to see areas of strength and priority action areas.</p> <p>Easily share responses with relevant stakeholders i.e. SLT and Governors. Consider sharing your progress with wider staff during Staff Development days, CPD, staff training etc. where appropriate.</p>	<p>Careers Impact System – The Careers & Enterprise Company</p>
<p>“<i>Maintained schools must and academies and colleges should publish information about their careers programme online, including:</i></p> <ul style="list-style-type: none"> • <i>how the institution measures and assesses the programme’s impact on learners.</i>” 	<p>FSQ > Learner responses can be used to measure impact i.e. if learner responses improve over time, it indicates that their understanding of careers is increasing and they are developing essential knowledge and skills as a result of how the careers programme is delivered across the institution.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p>

Benchmark 2: Learning from career and labour market information

<p><i>“Reliable, high-quality, up-to-date career and labour information is critical for promoting well-informed decision making.”</i></p>	<p>Careers Partners > Partners can deliver the most current information about their industry/sector/role via a range of careers activities and experiences of the workplace. Use Advanced Search functionality in Your Careers Partners to filter by activities Partners are available for.</p> <p>FSQ > Adopt a targeted approach to employer engagement based on learner interests. Use learner responses to highlight industries and sectors that learners are interested in, does this align with your local offer/need? Reach out to employers learners would be most interested to engage with.</p>	<p>Careers Partners – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
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Benchmark 3: Addressing the needs of each young person

<p><i>“Careers programmes should help learners navigate their concerns about any barriers to career progression.”</i></p>	<p>FSQ > Reviewing learner responses effectively can help to identify learners who may feel they have barriers to career progression i.e. learners who answer mostly negatively throughout the questionnaire.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“Schools and colleges should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.”</i></p>	<p>Activities > Record learner participation in careers activities by entering these directly into Compass+, using our Activities Upload Template or importing from a Partner Platform if applicable.</p> <p>Consider pre-fixing activities with agreed terms to highlight personal guidance meetings and other instances where individual advice may be given to learners.</p>	<p>Activities – The Careers & Enterprise Company</p>

<p><i>“For school pupils who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a pupil’s records, where this information is available.”</i></p> <p><i>“For colleges and ITPs, records of participation and advice given should be integrated with those given at the previous stage of the learner’s education (including their secondary school), where these are made available.”</i></p> <p><i>“All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development.”</i></p>	<p>Learner Report > You can customise the information you want to include in a learner report and share this directly with a learner via email from Compass+. The learner report includes:</p> <ul style="list-style-type: none"> • Activities • Interests and Destinations • Future Skills Questionnaire responses. <p>Learner reports can also be downloaded as a PDF and shared via email/hard copy with a designated point of contact at the next school, with a learner or parent/carer.</p>	<p>Learner Data – The Careers & Enterprise Company</p> <p>Sharing the Learner Report via the Learner Report section in Compass+</p> <p>Sharing the Learner Report via the individual Learner Profile</p>
<p><i>“Schools and colleges should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.”</i></p> <p><i>“Schools and colleges should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.”</i></p> <p><i>“Benchmark criteria include clear expectations that school, college and ITP careers programmes should showcase a diverse range of role models and make use of alumni. [...] Alumni can also be a great source of support across the careers programme, for example offering to host learners in the workplace.”</i></p>	<p>FSQ > Use FSQ Reporting to review learner responses to questions that ask about aspirations and intended destinations.</p> <p>Interests and Destinations > Review this section of the Learner Profile:</p> <ul style="list-style-type: none"> • Enter Post 16 and Post 18 intended destinations • Scroll down to the Actual Destination section and enter/monitor sustained destinations in the Sustained Destination sub-section. <p>Interests and Destinations > Review this section of the Learner Profile:</p> <ul style="list-style-type: none"> • Manage learners consent for long term tracking using the tick box feature • Build Alumni contacts and record their details. <p>Learner Reporting > View/amend learners consent to contact using the ‘consent to long term tracking’ filter in your Current Learner List.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p> <p>Learner Data – The Careers & Enterprise Company</p>

<p>(Continued from quote above)</p>	<p>Left Learner Reporting > View Alumni contact details using the 'Has consented to contact' filter.</p> <p>Careers Partners > Where appropriate add Left Learners as Alumni to Your Careers Partners and use Advanced Search functionality to filter by Contact Criteria.</p>	<p>Careers Partners – The Careers & Enterprise Company</p>
<p><i>“Schools and colleges should work together to aid the transition between those institutions at age 16, including by sharing careers education records.”</i></p>	<p>Learner Report > Learner reports can be customised and shared via email directly from Compass+. Learner reports can also be downloaded as a PDF and shared via email/hard copy with a designated point of contact at the next school/college, with a learner or parent/carer.</p>	<p>Sharing the Learner Report via the Learner Report section in Compass+</p> <p>Sharing the Learner Report via the individual Learner Profile</p>
<p><i>“Young people may sometimes struggle to recall the encounters, experiences and support that they have received through their careers programme. Institutions should use records of a learner’s careers activities to support learners’ next steps and career development. When learners are making transitions, they can reflect on these records of their careers experiences and the knowledge and skills they have developed, using them to develop a compelling story for applications and interviews.”</i></p>	<p>Learner Profile > Review the Activities tab to see a comprehensive record of all careers activities a learner has been assigned to mapped to each GB – this includes planned, completed and cancelled activities.</p> <p>FSQ responses > Can be used to kickstart conversations around next steps. Responses for all questionnaires a learner has completed can be shared directly with a learner via the Learner Report.</p> <p>Learner Profile > Share with a learner to help jog their memory and recall the range of careers activities and experiences they have encountered during their careers learning journey.</p>	<p>Learner Data – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“For schools, Compass+ makes it easier to target and personalise support by allowing schools to record and track individual learner careers interventions. It offers learner-level data and integrates with school’s management information system data for effective and targeted careers programme planning and delivery.”</i></p>	<p>Activities > Record careers activities in Compass+, keep everything in one place, create an institutional memory on a safe and scalable platform.</p> <p>Data Status > Compass+ integrates with your MIS, pulling across key characteristics at learner-level (i.e. PP, FSM, EAL, SEN, Gender) allowing you to plan and personalise support.</p>	<p>Please note : Compass+ is available for eligible Specials Schools and Alternate Provisions too!</p> <p>Activities – The Careers & Enterprise Company</p> <p>Data Management – The Careers & Enterprise Company</p>

<p>(Continued from quote above)</p>	<p>Groups > Create custom groups with learners across all academic years, add them to activities that provide targeted support.</p>	<p>Managing Groups – The Careers & Enterprise Company</p>
<p><i>“Schools and colleges should collect and analyse education, training and employment destinations data for all learners. This data may help schools and colleges to identify pathways, subjects or courses with low take-up that could be addressed by changes to the careers programme.”</i></p>	<p>Interests and Destinations section of the Learner Profile > Manually input Post 16 and Post 18 intended and actual destinations.</p> <p>FSQ > Review learner responses to questions that ask about careers of interest and aspirations, this will highlight possible destinations learners are keen to pursue.</p>	<p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“Institutions may also wish to collect individual level data by contacting former learners.”</i></p>	<p>Interests and Destinations section of the Learner Profile > Manage learners consent for long term tracking using the tick box feature.</p> <p>Left Learner Reporting > View Alumni contact details using the ‘Has consented to contact’ filter.</p>	<p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p> <p>Learner Data – The Careers & Enterprise Company</p>
<p><i>“By using risk factors to identify young people at risk of disengaging, these young people can be supported to transition into post-16 options.”</i></p>	<p>FSQ > Responses can be used to identify learners that may be at risk of disengaging. If a learner answers all questions mostly negatively for example or selects ‘I don’t know’ for all questions relating to transitions and next steps.</p> <p>Activities Reporting > attendance data can be used to help identify learners at risk of disengaging too. Cross-reference learner attendance to specific careers events/activities that are focused on transitions and next steps i.e. personal guidance interviews, progression events etc.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Activities – The Careers & Enterprise Company</p>

<p><i>“Vulnerable and disadvantaged learners, including looked after children and previously looked after children, care leavers and learners from Gypsy, Roma and Traveller backgrounds, may need particularly targeted support to ensure high levels of ambition and successful transition to post-16 education or training.”</i></p>	<p>Groups > Create a custom group for LAC or Care Leavers.</p> <p>GRT is included as an EAL category from the learner characteristics pulled from your MIS (if an institutions MIS identifies a young person as GRT, this will show on the EAL filter in Activities Reporting and Learner Reporting)</p> <p>FSQ > Ensure LAC have an opportunity to complete FSQ, use responses to initiate and support conversations about skills and progression, share learner responses with appropriate services via customising the Learner Report.</p>	<p>Managing Groups – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“Providers of alternative provision should consider the particular needs of the learner and what different or additional support they may need to succeed on leaving school.”</i></p>	<p>FSQ > Responses can help to identify particular needs/skills and knowledge gaps.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“Careers leaders can use vocational profiling as an effective way to identify a young person’s aspirations from an early age.”</i></p>	<p>FSQ > If appropriate, consider asking learners with SEND to complete FSQ and include their responses as a section in their vocational profile.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“The careers leader should work closely with the relevant teachers and professionals in their school or college, including the SENCO and inclusion teams, and the careers adviser, to identify the guidance needs of all learners with SEND and put in place personalised support and a transition plan.”</i></p>	<p>Learner Profile > Sharing information collated in the individual learner profile with members of staff who are involved in supporting learners with SEND can help to identify needs, gaps in understanding, and initiate meaningful discussions about transition plans.</p> <p>User Management > If appropriate, give relevant staff access to Compass+ to record activities themselves, or alternatively distribute the Activities Upload Template for them to populate instead.</p>	<p>Learner Data – The Careers & Enterprise Company</p> <p>User Management, Notifications and Settings – The Careers & Enterprise Company</p>

<p><i>“Where learners have an EHCP, their annual reviews must include a focus on preparing for adulthood, including employment.”</i></p>	<p>Activities Reporting, Learner Reporting and FSQ Reporting > Apply the SEN filter to identify learners with ECHPs.</p> <p>FSQ > Use FSQ responses as part of EHCP discussions to support successful transitions, understand learner aspirations and intended destinations.</p>	<p>Activities – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>
<p><i>“...schools and colleges have a statutory duty to provide information to local authority services so that they can carry out their relevant duties, and track and maintain contact with these young people. This information might include:</i></p> <ul style="list-style-type: none"> • <i>students’ post-16 and post-18 plans</i> • <i>offers of places students receive in post-16 or higher education.”</i> 	<p>Interests and Destinations section of the Learner Profile > If you enter interests and destinations information into product, Learner reporting filters can be used to review this data.</p> <p>You can also customise the Learner Report to share this information with appropriate adults.</p>	<p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p> <p>Learner Data – The Careers & Enterprise Company</p>

Benchmark 4: Linking curriculum learning to careers

<p><i>“Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.”</i></p>	<p>Support teaching staff to identify where they are already doing careers within their curriculum, trips, workshops, assemblies, guest speakers etc, then record relevant activities in Compass+.</p> <p>User Management > If appropriate, give staff access to Compass+ to record activities themselves, or alternatively distribute the Activities Upload Template for them to populate instead.</p>	<p>User Management, Notifications and Settings – The Careers & Enterprise Company</p> <p>Activities – The Careers & Enterprise Company</p>
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<p><i>“Careers should form part of the institution’s ongoing staff development programme for teachers, subject staff and all staff who support learners.”</i></p>	<p>Use staff development opportunities to share information about your careers programme:</p> <ul style="list-style-type: none"> • Compass evaluation results • Internal leadership review responses • Overview of FSQ responses • Interests and Destinations data. 	<p>Compass evaluations on Compass+ – The Careers & Enterprise Company</p> <p>Careers Impact System – The Careers & Enterprise Company</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Learner Profile - Interests and Destinations tab – The Careers & Enterprise Company</p>
<p><i>“Career learning can also be provided as a subject in its own right, alongside embedding careers into subject disciplines.”</i></p>	<p>FSQ > Consider incorporating FSQ delivery into careers learning lessons, play the FSQ Learner animation at the start of the lesson to set the scene.</p>	<p>FSQ Learner engagement animation</p> <p>Future Skills Questionnaire – The Careers & Enterprise Company</p>

Benchmark 5: Encounters with employers and employees

<p><i>“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 a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners’ own part-time employment where it exists.”</i></p>	<p>Activities > Add all these enrichment opportunities into Compass+ as activities, either enter directly into product or use the Activities Upload Template. Also if you use a Partner Platform that integrates with Compass+ i.e. Unifrog, Morrisby, upload interactions into Compass+ regularly, at least once a term.</p> <p>Careers Partners > Don’t forget to add the providers who deliver careers activities into Your Careers Partners to ensure their contact details are kept safe, and that you can reach out to them again in the future.</p>	<p>Activities – The Careers & Enterprise Company</p> <p>Careers Partners – The Careers & Enterprise Company</p>
<p><i>“Schools and colleges should help learners develop the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.”</i></p>	<p>FSQ > Use FSQ Reporting to drill down into questions from the Essential Skills for Life and Work section, ascertain confidence levels of learners by reviewing their responses.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p>

Benchmark 6: Experiences of workplaces

<p><i>“Work experience is a key part of any high-quality careers programme, helping to ensure that young people develop relevant skills for work and supporting transitions from education and training into skilled employment.”</i></p> <p><i>“Schools, colleges and ITPs can take into account any part-time work a young person may have, if it genuinely offers them a meaningful experience.”</i></p>	<p>FSQ > Review FSQ responses to see what industries learners are interested in, where possible, match the workplace experience to the industry. If a learner is completing work experience in an industry they are genuinely interested in, they are more likely to engage and participate fully in the experience. This leads to a much more positive experience for both the learner and the employer.</p> <p>Activities > Consider pre-fixing experiences of the workplace with an agreed term to quickly identify activities that meet the WEX guarantee.</p> <ul style="list-style-type: none"> • You can add an activity that spans over time • You can add evaluation notes after an activity. If learners complete placement diaries and these are stored on an internal drive/Sharepoint location, add a link to the URL here. <p>Part-time work can be added as an activity on Compass+, just select start and end dates that span over time. This will help to create a realistic Learner Profile, collating the range of careers experiences a young person has had.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Activities – The Careers & Enterprise Company</p>
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Benchmark 7: Encounters with further and higher education

<p><i>“All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes.”</i></p>	<p>FSQ > Analyse FSQ responses to gauge learners understanding of ATE pathways at key transition points.</p> <p>Activities > Remember to enter any encounters with FE/HE into Compass+, this includes talks from providers or trips to colleges and universities.</p> <p>Careers Partners > Add providers into Your Careers Partners, when organising activities for GB7, use Advanced Search functionality to filter Your Careers Partners by Organisation Type.</p>	<p>Future Skills Questionnaire – The Careers & Enterprise Company</p> <p>Activities – The Careers & Enterprise Company</p> <p>Careers Partners – The Careers & Enterprise Company</p>
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<p><i>“Schools must comply with the provider access legislation and ensure that every pupil, whatever their ambitions, has at least 6 opportunities to meet providers of technical education or apprenticeships during years 8 to 13.”</i></p>	<p>Activities > Consider pre-fixing activities with PAL to easily flag PAL compliant activities. Also when you select GB 5, 6 or 7 as the main category for an activity, make sure you check the PAL compliant tick box.</p> <p>Activities Reporting > Use the relevant filter to view activities that meet PAL requirements.</p> <p>Careers Partners > When you enter or edit a provider record, there is a tick box to check that flags if the provider delivers activities that comply with PAL.</p>	<p>Activities - The Careers & Enterprise Company</p> <p>Careers Partners - The Careers & Enterprise Company</p>
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Benchmark 8: Personal guidance

<p><i>“Personal guidance meetings are purposeful and supportive conversations between a careers adviser and a young person.”</i></p>	<p>FSQ > Use responses to support decision-making and meaningful discussions at key transition points.</p> <p>Learner Report > Access an overview of activities, FSQ responses and Interests and Destinations information to generate conversations about strengths and development areas and next steps.</p> <p>Interests and Destinations > For Post 16 and Post 18 Destinations there is a field to record personal guidance meetings held in relation to transition choices. Use Learner Reporting filters to review who has/hasn't attended and plan targeted outreach where applicable.</p>	<p>Future Skills Questionnaire - The Careers & Enterprise Company</p> <p>Learner Data - The Careers & Enterprise Company</p> <p>Learner Profile - Interests and Destinations tab - The Careers & Enterprise Company</p>
<p><i>“Careers leaders should support careers advisers to integrate their work with other individuals, teams and departments, including the SENCO, subject teachers and pastoral teams.”</i></p>	<p>User Management > If appropriate, give your Careers Adviser access to Compass+ with Editor permissions to enter personal guidance meetings into product themselves.</p> <p>Alternatively, share a copy of the Activities Upload Template then ask them to record personal guidance meetings on there ready for you to upload into Compass+. This approach also works well for EHCP reviews and PEP meetings.</p>	<p>User Management, Notifications and Settings - The Careers & Enterprise Company</p> <p>Activities - The Careers & Enterprise Company</p>