# Webinar transcript for Using Compass+ to support compliance with the updated statutory guidance for Careers

0:06
OK, good afternoon everyone.

0:08
We will make a start with our webinar today on using Compass+ to support compliance with the updated statutory guidance for careers, one of our biggest titled webinars, I think this one.

0:20
But thank you for bearing with us there for a moment while we just waited for some of the registered participants to join the session today.

0:28
Just for those that are on the call or for anybody that isn't, there will be a copy of the webinar sent out in the post session comms.

0:37
So today's webinar is being recorded and everyone will still receive a copy of this in the post session comms.

0:44
So just getting started for today.

0:46
Just going to move that out to the side there.

0:48
So to introduce ourselves.

0:49
So we've got a few people on the session today.

0:52
So myself, Peter McKinney, I am a Compass+ trainer and I lead on our virtual delivery programme.

0:59
I also support on our face to face delivery.

1:01
So some of you that are on the webinar today may already have seen, met or heard me in the past.

1:08
Joining me today, I've got Frances and Tahmid.

1:12
Frances, would you like to maybe just come on and say hello first and then Tahmid, if you could as well?

**1:16**
That would be great.

**1:17**
Hi, everyone.

**1:18**
So yeah, I'm Frances.

**1:20**
I'm the customer content manager at the CEC.

**1:22**
So I look after all of our content and training for our suite of digital products, which covers Compass+.

**1:29**
So I will be talking through a few sides today, which is very exciting.

**1:34**
So you'll see me again soon.

**1:36**
Thank you very much.

**1:37**
Thanks, Frances and Tahmid.

**1:39**
Good afternoon.

**1:39**
My name is Tahmid.

**1:40**
I'm a part of CEC, and I'm a customer service advisor.

**1:43**
If you guys have any questions regarding today's session, please do leave it in the Q&A down below and I'll be more than happy to help.

**1:50**
Thank you.

**1:51**
Brilliant.

**1:52**
Thanks, Tahmid, and also thanks Frances.

**1:53**

So yeah, so like Frances said, I'm going to be doing a little bit of core delivery with Frances.

**1:58**

There are a few slides that need her attention and an explanation.

**2:02**

So she's going to be going through a couple of slides.

**2:04**

And also just to reiterate what Tahmid mentioned there that if you do have any questions, I'm just going to put it out there today is quite an information heavy webinar.

**2:14**

And so if there are any questions, if there are any queries, any concerns, anything that you're not sure of, please feel free to drop any questions in the Q&A and the group chat.

**2:23**

And both Frances and Tahmid will work their way through them.

**2:26**

Please also keep an eye out.

**2:28**

I'm sure that both Frances and Tahmed will be dropping links to various parts and articles within Compass+ as well during the webinar.

**2:37**

So just to give you a couple of the learning objectives, these are what we want you to take away from today.

**2:42**

So we want you to get an overview of the updates of the statutory guidance, understand how the functionality within Compass+ can help support with your compliance again to towards the some of the updates in that statutory guidance and then also to know where to access further training.

**2:59**

So we always leave time at the end of our webinars and our face to face delivery to provide you with that support and that information on where if you do need it, you can find it and access it and to help you move forward.

**3:11**

So just a few learning objectives that we want you to take away from today.

**3:16**

OK, so let's get started everybody.

**3:20**

I'm just going to turn off my camera so I can see the full screen.

3:22
So lovely, like it says there a little gentle reminder.

3:26
So today's webinar like it's got on there is going to focus on the functionality in Compass+ and how that aligns with the updated statutory guidance.

3:34
So this is not a revisiting of all the different areas of Compass+.

3:39
It is purely focusing on the areas that within the new statutory guidance where you can then find those areas of functionality within the product and then start to try and match the two up.

3:51
So we've only got an hour to get through everything.

3:54
We have lots of help Centre articles if there are other areas that you want to develop your knowledge, expertise and understanding of.

4:01
So please feel free to explore those within the help centre or some of the previous webinar recordings as well.

4:09
And certainly if you do want to pop any questions in the group chat and the Q&A, Tahmid and Frances will absolutely do their best to work through those today.

4:18
So just that was a little nod in the direction of this.

4:22
Today's webinar is purely going to be focused around aligning the new statutory guidance for careers and where that can be found and utilised within Compass+ as a product.

4:34
OK.

4:34
So that's enough for me.

4:37
So Frances is going to talk us through this first slide around the benchmark.

4:44
So Frances over to you.

4:47
Lovely.

4:47
Thanks, Peter.

4:49
So on the left there, we've got a bit of a timeline.

4:51
So that timeline shows the progress in relation to both the updated Gatsby benchmarks and the impact to the updates to those had on the statutory guidance.

5:02
Essentially the statutory guidance has been updated to reflect the updates to the Gatsby benchmarks, which are both effective from September 2025.

5:11
Reading through the statutory guidance when it was published there on the 8th of May, we identified that there was a lot of Compass+ functionality that aligned to the updates and that functionality could be used effectively to meet the requirements that were set out in the guidance.

5:28
We started to map excerpts of the guidance to specific functionality that could be found in product.

5:34
Then we looked at the CEC at a Glance guide for school leaders and did the same.

5:40
So we mapped the functionality to the different elements of careers leadership that is in that at a Glance guide.

5:48
And then finally, we wanted to deliver a webinar that would walk you through some functionality that had the broadest reach.

5:55
So essentially the functionality that had been mapped across multiple benchmarks within the updated guidance.

6:02
So just to go through some of that support available there under June in the timeline.

6:07
So as Peter mentioned, a recording of the webinar will be available in the post session comms.

6:13
You'll get a link to that after the webinar.

6:15
It will also be on help Centre.

6:20
Also it will be in a help Centre article that I will talk a little bit more about later.

**6:27**

So just to set some context there around the statutory guidance, as with the last publication of the guidance, the DfE have referred to things you must do and things you should do.

**6:40**

So as per the definition in the guidance, the term must, MUST is used when the person in question is legally required to do something and the term SHOULD is used when the advice should be followed unless there is a good reason not to.

**6:57**

So in preparation for today's session, I did a quick search in the guidance and the word must is mentioned 31 times and the word should is mentioned 206 times.

**7:10**

So I feel that this indicates that the guidance is a great place to start to consider the developments and updates you could make to your careers programme to ensure that it's fit for purpose and underpinned by the meaningful achievement of all 8 Gatsby benchmarks.

**7:25**

So in the webinar, we're going to cover a selection of the musts identified throughout the guidance and the Compass+ functionality that can help you to achieve those.

**7:36**

And then we're going to look at the shoulds.

**7:37**

So the shoulds identified in each of the Gatsby benchmarks and again, the Compass+ functionality that can help you to achieve those requirements.

**7:46**

As we go through the webinar, you'll see that there's certain functionality that's mapped across multiple benchmarks.

**7:56**

As Peter did say, it's a pretty hefty session.

**7:59**

So do not forget to pop anything in the Q&A, pop any queries or concerns, questions, etcetera in the Q&A.

**8:07**

Do add questions and queries as we go and myself and Tahmid can pop some links in the chat to relevant guidance at the appropriate time.

**8:17**

So over to you, Peter.

**8:19**

Thank you very much.

8:21
Lovely.

8:21
Thanks, Frances.

8:22
So yeah, I mean, it's just to reiterate, there a lot of must, a lot of shoulds, and we're going to try and cover some of those today to give you a better understanding of where they would fit within the functionality of Compass+.

8:35
So let's make start.

8:38
And again, I'm not going to be reading certainly on the next few slides, not going to be reading these words for word.

8:44
Everyone, we appreciate you can all read and you don't need me to do that for you.

8:48
What I'm going to do is kind of contextualise where we feel these areas of the new statutory guidance where they then fit to the different areas and the different parts of functionality within Compass+.

9:01
And we're going to have them highlight like you can see here, activities, careers partners and future skills questionnaire.

9:06
And they will then map to each of these reference point that Frances has created within the slide deck.

9:12
So just starting with this slide here.

9:14
So we're looking at the activities reporting section, which helps to sort of meet those parts of careers legislation and provider access legislation.

9:22
So using the SEND filter in your reporting to identify your learners with an EHCP.

9:29
Then you can also use that to check if a personal guidance meeting has been added into the activity section.

9:35
The SEND filter itself.

9:36
Everybody is also available in the learner reporting and the future skills reporting too.

9:42

Looking at the provider access legislation, certainly within your activities, you can use your activity section to build out that comprehensive record of planned and completed careers activities by prefixing some of your activities with the acronym of PAL and that helps with the sort of identification of those activities that do meet that part of the legislation.

10:05

So using activities reporting then which is within the activities part of the product using the activities report and function, then you can then filter onto activities that comply with sort of PAL legislation looking at our careers partners now as well.

10:20

So when adding a new careers partner in there is a function or sort of editing or even adding new or existing careers partners in, you can tick a box that flags if the provider delivers activities that comply with PAL.

10:34

So again, when you are then doing an advanced search on your providers, if you're creating an activity and you're wanting to attach a partner to that particular activity, you can apply a filter and a search on those businesses and those employees that deliver PAL compliant activities.

10:52

So again, another nice nod in the direction of that provider access legislation.

10:57

We've got the future skills questionnaire as well.

10:59

So we can look at the responses to measure our learners understanding of ATE pathways.

11:04

We can identify gaps and then we can also tailor activities to meet these as well.

11:10

And so a few different areas just to get us started with how they can then map to the new statutory guidance.

11:20

So again, another word heavy slide, but you can you can obviously peruse this at your leisure in the post session comms.

11:27

So we are looking at sort of the publishing information about your careers programme.

11:33

So you to using few disclosed questionnaire.

11:35

It allows you to monitor progress over time and this can then be used to evidence the impact of the career that your careers programme has had on your learner's careers readiness.

11:46
So you couldn't consider, sorry.

11:48
You could consider including an overview of FSQ responses per cohort and what you intend to do after delivering FSQ as part of the information available on your website.

11:59
So a really useful tool to using the FSQ reporting.

12:03
So we've got the difference, the reporting functions, the summary, the detailed and the customer reporting functions you can support or you can use these to support your careers programme by drilling down into specific responses per cohort, looking at particular key characteristics.

12:21
Maybe you know the sort of free school meals, your pupil premium those type of learners and then you can use those to be able to identify information about your careers programme and how that is being used to support your learners.

12:36
Looking at the careers guidance for learners with SEND now.

12:39
So again, filtering on your SEND characteristics in a range of reporting functions that are available within product.

12:46
Things like future skills questionnaire, learner activities.

12:49
You can apply filters to send specific learners using the future skills questionnaire responses.

12:57
You can use these to support conversations more around the aspirations of your learners and maybe their next steps.

13:05
And then you could certainly look at using that for personal guidance meetings and EHCP reviews as well.

13:09
So depending on the information that's coming out of the questionnaires that is really helpful, really beneficial to support those particular aspects of careers guidance.

13:19
We could also consider adding future skills questionnaire responses to a section into vocational profiles.

13:26
And so as the questionnaire itself, it effectively captures that learner voice.

13:30
So we can then start to analyse, you know, vocational profiles that will be suitable for our learners.

13:37
Learners can complete the SEND version, which is the same across all ages, all key stages and all year groups, all the relevant key stage version if you feel that that is more suitable for them.

13:48
So again, we always say, certainly with the future skills questionnaire, usual professional judgement, you know your learners so much better than what we do.

13:56
And it's, you know, can be down to you sometimes to decide if a different version of the future skills questionnaire will be more appropriate for your learners.

14:05
So using the learners individual learner profile, certainly within this Section 4 queries guidance for learners we send using learners individual learner profile, you can get an overview of careers interventions per academic year.

14:18
So you can also check to see if the learner has had any personal guidance meetings that could be captured and held within the product as well.

14:26
And it's also a good practise to add these in Compass+ as individual learner activities.

14:31
So when you do have those one-to-one guidance conversations and then start to log and track that data, then it's really important that you can then log that.

14:39
And certainly now we are kind of leaning into the direction of the careers guidance at the bottom right.

14:45
We can do that there as well.

14:49
OK.

14:49
So this is one of a few DfE slides that we are using in acknowledgement of what they are saying within the statutory guidance.

14:59
So the first one here is referenced in the statutory guidance is around working towards achieving the Gatsby benchmarks.

15:06
And it is a critical part of developing an inclusive and equitable careers programme that will meet the needs of all of your learners.

15:14

And the quarter from DfE, obviously sorry, that's a poor choice of words, but you can acknowledge that it leans in towards the recommendation for using Compass+ as a great tool to capture that information in order to sort of help monitor and track against that benchmark achievement.

15:34
So that is one of a few that you're going to see in terms of quotes and acknowledgments towards the DfEs recommendations.

15:44
OK, So just a quick reminder, not that I think you will need it here, but just a quick reminder of the Gatsby benchmarks that are there on the left.

15:52
I don't think anybody will have forgotten them or would be likely to forget them.

15:56
But just as a reminder, the Gatsby benchmarks are there on the left.

15:59
They haven't changed.

16:00
Following the Gatsby 10 review, the definition of particular benchmarks have been refined, however, and also enhanced as part of a continuous improvement effort to ensure careers guidance remains meaningful.

16:14
It remains inclusive and aligned with the evolving needs of young people and the modern workforce as well.

16:21
So the Compass evaluation, it's embedded within Compass and Compass+ it is itself an evaluation tool that helps institutions yourselves quickly and easily evaluate your careers activity against the 8 Gatsby benchmarks.

16:36
So just a little reminder here now that we strongly encourage completion by the 31st of July.

16:44
So for this terms compass evaluation, if you haven't already done that, we strongly encourage completion by the 31st of July.

16:53
That's not to say that's, you know, the ultimate cut off because the system will still be open for compass evaluations until the 31st of August, after which point though there will be no new evaluations for this academic year that can be recorded in compass or Compass+.

17:07
So as you can see in the screenshot here, the compass evaluation sits within and if I just use my arrow sits within the evaluation section of Compass+.

17:18
And there is also then another impact evaluation tool in there.

17:23

And this is where you can then record your responses to an internal leadership review if you haven't already started to do that.

17:29

That is just underneath the compass evaluation there.

17:33

Now here we are.

17:34

He's our second recommendation from DfE.

17:38

So we certainly appreciate everybody that is on the session today, we appreciate that you will absolutely be at different points of your careers impacts system journey.

17:49

Completing an internal leadership review is something that the DfE strongly recommends within the updated statutory guidance.

17:56

So to find out more about the internal leadership review, please do watch our latest webinar recording on the Compass+ help Centre page.

18:04

This goes into more detail around the whole preparatory information that you need to carry out and how you can then enter the responses.

18:13

And then from that, how you can then really analyse that data and that information and see what that suggests in terms of action plans and developments for your schools.

18:24

So if we now move on to sort of the next part, we're going to get it the detail for each benchmark.

18:31

We're going to highlight where the key functionality in Compass+ aligns with it and how you can use it effectively within your practise and certainly within the updated statutory requirements.

18:44

Okay, so here we go kicking off with benchmark one and two.

18:48

And again we've put on here the elements or the areas or the functionality of Compass+ to which we feel sits and maps nicely alongside benchmark 1 and 2.

19:00

So certainly for Benchmark 1 interim benchmark 1 activities within to the product, you can edit and amend these at any time.

19:08
Prefixing activities to easily identify parental engagement and personal guidance meetings or PAL compliant activities is almost a must.

19:16
And it allows you to keep a systematic, sorry record of careers activities all in one place.

19:25
The evaluation side of things using your compass evaluations and your internal leadership review.

19:29
This can be used to help you to monitor and to track development.

19:35
You can easily, certainly within both, you can easily download and share results and responses with key stakeholders.

19:41
So you know, people like SLT, governors, potentially Ofsted parents.

19:46
You can do this via the website as well.

19:48
Learners can also get internal comms, they can be shared on career notice boards or even newsletters.

19:58
Moving down another one in the future skills questionnaire.

20:00
So delivering the future skills questionnaire.

20:03
This allows you to gather from learners and their authentic learner voice and it allows you to gauge their current understanding of careers and their careers readiness.

20:12
It allows you to track the learner progress over time.

20:16
So when FSQ is embedded and it's launched.

20:20
Into your careers programme within your schools, it allows you to sort of track that progress over, your key stages and your ages, you know, 7, 8, 9 that type of thing.

20:31
Looking at your benchmark 2 here.

20:33

So learning from careers and labour market information.

20:35

So this would fit nicely alongside our careers partners.

20:39

So employers, as you will hopefully well know, employees are a great source of labour market information.

20:45

They come with up to now within the Careers Partners section there is new functionality that has just been introduced and within the Careers Partners this year.

21:08

It allows you now to capture Careers Partners into a spreadsheet and then upload that directly into Compass+.

21:14

So that ensures that all of your contacts can be stored safely and securely in a scalable database.

21:21

We like to call it your little black book.

21:24

There are a suite of help centre articles.

21:26

Again, also for those that haven't experienced using that part of Careers Partners, there is a suite of help centre articles that can help explain how to use Careers Partners a lot further if you need that support.

21:41

OK, so Benchmark 3, a whole slide to itself because of its importance really.

21:46

So again, you can see on the right hand side here there's multiple areas of Compass+ that maps against Benchmark 3 and this sort of updated statutory guidance.

21:57

So future skills questionnaire to just to get things going, reviewing your learner's responses effectively.

22:03

This can help you identify any concerns about barriers or blockers to career progression from that individual learner perspective.

22:11

So if a learner and you've got the option and the ability to be able to do this, if a learner answers mostly negative or mostly negatively to the responses and throughout the questionnaire, this allows you to look at this data and then start to have that conversation and provide and address the needs of that particular learner.

22:30
Reviewing learning responses to the questions that they ask around careers, interests and aspirations.

22:37
This will certainly highlight possible destinations learners are keen on to pursue.

22:41
And again, you can then explore that further and you can map that into other areas of the product around activities and careers partners looking at the FSQ questions about learner aspirations and intended destinations.

22:54
And we can provide or help provide a benchmark or a starting point for you to be able to measure that progress against.

23:01
And then you can identify the gaps in where your learners knowledge and understanding are as well.

23:07
If appropriate, you could ask the learners with SEND within your schools and your institutions to complete the FSQ and you can include their responses in their vocational profile as well.

23:19
You could ask an EC to complete future skills questionnaire to measure the career readiness.

23:26
So again, like I just mentioned, identifying where your learners feel they are in terms of their career readiness and next steps and progressions.

23:34
And then you can support with any gaps that are identified as a result, we can look at FSQ responses and how they may be able to identify learners that may be in your institution that might be at risk of becoming NEET.

23:47
So potentially mostly negative responses to lots of questions could identify this.

23:52
There are certain questions that look at next steps.

23:55
And if they have been answered quite negatively, they could identify certainly learners that may be at risk of becoming NEET as well.

24:00
And again, allowing you to support the individual needs of all of your learners.

24:05
So the data in FSQ is so valuable and so powerful, it really is has got a diverse, I'm going to say a skill set, but it's got a diverse range in which it can support you.

24:18
Moving on to activities, certainly again now for addressing the needs of each of our learners, recording our learner participation in careers activities and bring them directly into Compass+.

24:28
This allows you to be able to track and monitor what learners have got activities mapped against their profile.

24:34
What learners have missed out?

24:35
There's the option and the opportunity now to use the activities upload template or you can also import from a partner platform.

24:42
And again, there's help and support and guidance within help centre and the articles within Compass+ to support with that.

24:49
If you're not sure how to do it, consider, you know, prefixing activities.

24:53
I know we've mentioned this earlier, but prefixing activities with agreed terms that can help highlight personal guidance, meetings and that type of thing.

25:04
So anywhere where you have not want one advice that may be given to a learner, prefixing that with certain acronyms can help identify where you're doing that and carrying that out within your institution.

25:18
You've got creating the option to create the learner report and share that with the learner.

25:22
So another relatively new area of Compass+ is the learner report where you can then share all of the learner data with that individual learner.

25:32
You've got the option to be able to reduce what data you share with that learner from what's housed within their learner profile.

25:40
That would come down to obviously your own personal choice and preference depending on what is it you needed the learner to look at.

25:47
We've also got the activities report.

25:48
So this looks at attendance data, not verbatim, just attendance data, but it looks at attendance data and that can then

also help you identify learners that might be at risk of becoming NEET if you've got that trend of learners not attending sessions and then cross referencing attendance to specific careers partners.

26:10
Into the learner profile now.

26:11
So we can review activities to see the comprehensive record of all the activities that learners have taken part in the being assigned to and mapped to.

26:19
In terms of all the benchmarks.

26:21
We've got the interest and destination.

26:22
So if you enter interest and destinations into or information into your product, this can then be reviewed.

26:28
You can use filters in the learner report and to flag those learners whose interests and destinations may be a concern by entering into entering information in the post 16 and post 18 intended and actual destinations.

26:43
This can allow you to sort of monitor the destination data of your learners and maybe identify either gaps or trends in that as well.

26:52
Within the learner report, we can look at information that you want to include in the learning report.

26:58
So I just kind of touched on that earlier.

27:00
So you can share specific information maybe around activities, interests and destinations, future skills questionnaire responses, depending on what it is that you want to share with that learner, you absolutely can.

27:11
And that learner again in time can then maybe share that with parents or carers and just allow them to see all of the wonderful things that you do for them and how you support them.

27:20
That is an option as well.

27:21
And then finally here the group.

27:23
So these are our custom groups and this is a great part of Compass+ that could possibly be not utilised enough.

27:31
But custom groups allows you to address learners across all academic years.

27:35
So it's not just one particular year group and that would benefit from some targeted support.

27:40
So you could create a custom group and then you can attach particular learners to these groups and then map them against particular benchmarks.

27:50
And then you can use the learner report to share that information with the learners as well.

27:55
But the custom group is a really, really valuable part of the product.

28:01
OK, so he is our third acknowledgement.

28:03
So again, I know we just mentioned the Future Skills Questionnaire, but just from a DfE perspective, the Future Skills Questionnaire is another feature in Compass+ that is strongly recommended by DfE.

28:16
We have a package of support available to help you effectively deliver FSQ in your setting, plus support to analyse that data and evaluate that data once that has been rolled out and responses have started to come into your Compass+ account.

28:30
If you are keen to deliver FSQ by the end of the academic year, it's certainly not too late and there's never a bad time to roll out the FSQ.

28:39
And that data and information, no matter what time of the academic year it is available to you, is always going to be useful.

28:48
If you do want to take up on the offer that I've just talked about, please just reply to the post session comms, the e-mail that you get sent out, which will you receive sort of maybe later today or certainly at some point this week.

29:02
If you just read e-mail and say that you want to ask for FSQ support, certainly a member of our team, it may even by myself, we'll get back in touch with you and we will then arrange a 1-to-1 and then provide that support to you.

29:18
So moving on to benchmark 4, 5 and 6.

29:21
So again, continuing along this theme of mapping the particular statutory guidance to elements of Compass+.

29:28
So again, looking at our activities.

29:30
So activities are really, really key.

29:33
They can support curriculum staff to identify where careers are already happening, or certainly you can support curriculum staff to identify where activities and careers are already happening within their curriculum and then getting them to add relevant activities into product.

29:49
So if it's appropriate in your setting, you could encourage and support curriculum staff to enter careers activities themselves or with a little bit of help and guidance and support from yourself, they can then become confident in doing that and taking that weight off your shoulders.

30:04
Alternatively, you could get them to use the activities upload template, which is just a spreadsheet and that aligns that which may align better with your institution's way of working.

30:14
So again, they can populate that spreadsheet information can be uploaded into product.

30:19
Looking at the compass evaluation, so it's just really to note that there are questions in the current compass evaluation that highlight areas to do with maths, English, science, PSHE and certainly asking if the learners have experienced curriculum learning and that highlights the relevance of those future career paths.

30:39
Looking at 5 and 6 now you know, add an employer encounters and experience to the workplace as activities in Compass+.

30:45
You could consider prefixing that with a suitable term to make it easy for you to be able to review and certainly filter on the activities data.

30:53
When you want to then download and export that data from Compass+, prefixing it with the relevance terms will be really helpful.

31:02
You could add learners part time work.

31:04
So this is a really helpful part.

31:06
You could add learners part time work as an activity in the Compass+ as you can enter activities that as allows you to enter activities that span over a period of time and not just, you know, a day or an afternoon.

31:18
So it's important to note that schools, colleges and ITPs can take into account any part time work that a young person may have if it genuinely does offer a meaningful experience as well.

31:33
And then our career's partner section.

31:34
So again, ensuring employers have been added into your careers partners database, like I mentioned before, really important that we have that diverse spread of businesses and employees that are going to support your careers programme and that you've got all of their details recorded into the careers partners database.

31:52
And then the more information in the degrees partners section that you put, the better it is for you when you start to analyse that data.

32:00
So you can, you know, add in to the support with mock interviews, work experience, careers fairs, etcetera.

32:05
It will be helpful for you in the long run.

32:07
And then another node in the direction of FSQ.

32:10
And so just consider using the responses to future skills questionnaire to support with the sourcing of experiences of workplace.

32:18
You can look at certain questions that link into learners jobs of interest of interest and industries and sectors of interest.

32:26
And then you can see what industry learners are interested in and then match that to workplace experience so that the learners are really benefiting from individualised tailored support from yourself.

32:38
That maps nicely into sort of work experience as well, rather than just kind of generic work experience that they don't really get a lot of value from.

32:46
So again, the Future Skills questionnaire can help massively with that.

32:50
So finally, just touching on our benchmarks, 7 and 8 and then we will move into product.

32:58
So again, here we've got the future skills questionnaire.

33:01
So using the responses to gauge learners understanding of pathways at that those key transition points.

33:07
If a learner doesn't know anything about particular routes, you can then start to create activities that will bridge the gap that you've identified there entering encounters for Benchmark 7 in Compass+.

33:20
Certainly, if applicable, consider again the prefix and appropriate activities with PAL or PL so that you can see then at a glance and the opportunities that learn have had that then that they have had to engage with ATE providers.

33:35
So there's a pal tick box.

33:36
Certainly when you're entering activity in benchmark 5, 6 or 7, it's very small.

33:41
So please keep an eye out for it.

33:43
There's a box that you can tick to say that this activity is pal compliant.

33:47
So again, ticking that would be really helpful and making sure that any FE and HE providers that you are added into your careers partners are also in there and make sure that any new partners that you feel can support with power compliant activities that that is ticked in there as well.

34:08
And then finally, I'll benchmark 8 for the personal guidance.

34:11
So using your future skills questionnaire responses for personal guidance meetings, you can link that into sort of learning reports.

34:18
And then they can then provide an overview of any careers activities, any FSQ responses and interest in destination information that can then you be used to generate conversations about next steps, strengths and development areas.

34:31
As well the interesting destinations section in the learner profile, there's fields in both post 16 and post 18 destinations specifically to record personal guidance meetings.

34:42
So whatever's been held, sorry, in relation to transition choices.

34:48
You can then utilise the learner report and filters and then you can extract that data to see what learners have had

personal guidance interviews, what learners haven't and where you can then provide that targeted outreach and support for them.

35:03
OK, so I'm just going to move into my demo account now and I'm going to cover off a few of the areas that I've just explained in the in the quite detailed slide deck there.

35:17
So where I'm going to start in an Compass+ is with the evaluation section.

35:24
Now hopefully everybody that is on the session today is aware of this screen here.

35:28
So when you get logged on to Compass+, this is our dashboard page.

35:31
And on the left hand side you have all of the key areas of functionality for Compass+.

35:36
The first one that I'm going to sort of take you to is your Compass evaluations.

35:41
And again, just a quick reminder to have those completed by the 31st of July this year.

35:47
And really to just highlight that where they are housed is in this particular section here.

35:52
So evaluations are completed termly.

35:56
And then when you do that, you would come into this section here and then start your evaluation, work your way through each one of the, the 8 tabs at the top.

36:04
If I just click this, each of the tabs at the top and inputting all of the data information which will then reflect and be visible on your dashboard page in terms of your achievement towards your benchmarks.

36:17
So really important that we complete the compass evaluations termly and that information in there is accurate and it is up to date now just nodding in the direction of internal leadership review as well.

36:29
So part of the careers impact system if you haven't already engaged with internal leadership review, it is certainly something that we highly recommend doing.

36:38
It is that self reflection on your distributed leadership of careers within your institutions in your schools and really

mapping against where you are in terms of maturity for having that distributed leadership with careers and crease provision embedded within your school.

36:54
There are three sections that you would need to take note of.

36:57
The first section, again, I'm not going to go into detail on these because we have webinars and that are housed within the help centre that you could view to look at this in detail.

37:06
But the first section is all around the preparatory information that you need to look at what you need to do, how you need to gather the right people to take part in your leadership review.

37:15
The second stage is printing out the maturity model, which you would be mapping your school against in terms of achievement towards different areas of maturity model.

37:25
And then the third section is how you would enter that key information into the product, very similar to the way that you would import Compass evaluation information into Compass+ you would do exactly the same for the internal leadership review.

37:39
Now once that's done and once that ends is entered, all of your internal leadership reviews that you completed will be housed down here.

37:47
You can very easily just click on view responses and it will take you to your latest internal leadership review information.

37:54
It allows you to see where you are certainly where your areas of strength are and you're doing really well within your distributed leadership of careers.

38:03
But I'm going to say more importantly with sort of a caveat of it's always nice to be able to know where you need to improve and they can highlight the areas of action that you may need to work on as well.

38:15
So looking at your low scoring areas, what do they mean?

38:18
How can we move on and how can we maybe include them in our strategic development plan within school?

38:24
The internal leadership review really allows you to do that and it is such a valuable piece of CPD for all of those people involved in careers within your institution.

38:33
So highly recommended to take part in that.

38:37
The next part that I'm going to go to, excuse me, is our careers partner section.

38:44
OK, so a real and another really important part of Compass+ it's going to move everyone over to the right there.

38:51
So where we can utilise the aspects of careers partners.

38:54
If I just click into careers partners, this will now be all of your employees, all of your businesses that are saying they are going to support you with careers in your activities planned throughout the academic year.

39:08
So you've got all of them in there where I alluded to earlier around you've got the upload template and where you can then add in careers partners into your database and including all of that rich information is in this section here.

39:22
So in actions we could add a careers partner.

39:24
So if I just clicked into this, this is generic information around the business and the organisation.

39:31
And you can see here straight away.

39:32
Does this provide and deliver activities that comply with pals.

39:35
So if you know that they do, it's a big tick in the box there.

39:38
And again that is going to come back to that updated statutory guidance that I mentioned earlier.

39:43
And once you've got all the information input into there, you would add in the contact and that would be your go to person for that particular business and the employer.

39:53
And it's really important here just to highlight the importance of having as many teachers and support staff on Compass+ so that they will come with their own networks, their own providers, experiences that they've had prior to maybe is working with yourselves and that they can then input this information in here for you as well.

40:12

And what that then does is it grows your database, it grows your diverse spread of employers that can help you meet the individual needs of your learners that you can find out through the future skills questionnaire and those responses.

40:26
We've also got the upload contact details here.

40:28
So this would be the Excel template that again, I mentioned earlier and how you can then just get your support staff to input the information into to this particular spreadsheet.

40:41
You would then just drag and drop it into here.

40:43
And then what would happen is that would import all of that information into your careers and your careers partners section.

40:52
So really important that you do that because then once you've got that really diverse spread of businesses and employers, you can then attach them to activities for your learners and then you can really start to provide that target and tailored support for your learners based on their individual needs as well.

41:12
OK, so the next part that I'm going to go to is our learner profile.

41:19
So first of all, just want to sort of highlight the difference between the learner report and the learner profile and also learner reporting within our learner section here, this is where we would carry out our learner reporting.

41:36
OK.

41:37
So this is where we would extract the information and data that is held within each of our individual learner profiles.

41:43
Some of this data and information is pulled through from your MIS, some of it is input from yourself.

41:50
So certainly the sections here around subjects, industries of interest, job roles of interest, that will be input into the individual learner profile of which we can see them all down here.

42:02
So if I just looked at a particular learner, so let's look at Daniyal Bain.

42:08
If I click into his learner profile, all of the information that we have for Daniyal is housed in this section here.

42:16
So we can see all of the activities of which we've got these planned and he's actually completed them all.

42:22
So Daniyal's had interactions and experiences of all of the benchmarks.

42:27
If we keep scrolling down, we can see all of the different activities he's been part of that he's got planned.

42:33
We can see if they've been completed or if they're cancelled that would say absent in red if he'd missed those out.

42:38
We can check to see which of these activities includes sort of parental engagement.

42:43
So again, we're starting to take that box from a statutory guidance and sort of requirement so we can see what activities have been part for that have been included for parents and moving along, we can look in the interesting destination section.

42:58
Just a quick nod in the direction of if the learners contented to long term tracking, we will capture that here.

43:04
And then all of these interests in these destinations.

43:07
This is what we would use in the learner reporting section.

43:09
So the more information that you can put in here, the better and the more detailed the reports are that you can then generate where you can keep scrolling down.

43:18
And then certainly at this bottom section here.

43:20
And this is a really important part, you know, capturing that alumni information.

43:25
So try to build that alumni database.

43:27
So these learners, if they'd consented, these will be absolutely learners that I would be including my careers partner section because these are going to be people who you're going to be using to steal your careers activities.

43:40
And really again, maybe provide the inspiration and aspiration for your learners within the activities that you generate.

43:46
So the alumni section really, really important down there at the bottom as well.

43:51

Moving up, we've got the questionnaire.

43:53

So all of the information for Daniyal, if he'd completed them, will be housed in here.

43:57

So if he's complete them, which would be the ideal scenario that the learners complete them year on year, that information will be housed there.

44:05

What you can do as well, we can look at how Daniyal has responded.

44:08

So rather than having the entire question and all the different sponsors, we could just click on answers only.

44:12

And what we could see is if Daniel was answering in quite a negative manner, this will be highlighted here.

44:18

And we could then think, you know, let's have that conversation with Daniyal and understand why his responses are so negative.

44:25

We've also got our personal information as well here.

44:28

And again, this information drives some of the learner reporting functions as well.

44:33

And it just houses all of that generic information around Daniyal.

44:37

Now we can also from this section here, everyone, this is where I'm going to talk about the learner report now.

44:43

So we can generate A learner report from this section here.

44:46

We can also generate it from this section here.

44:49

And they're both the same.

44:51

And So what we can then do is if I just click on Generate Report, I could e-mail all of the information that's housed in this learner report section straight to Daniyal.

45:02
So just type in the e-mail there.

45:04
If I already had an e-mail address in there, that may well be Daniyal's learner e-mail for school, but just click confirm.

45:12
What I can then do is I can decide which areas of Daniyal's learner profile I want to share with him.

45:18
So I can share all of the information.

45:20
I could just share some of the information.

45:22
And this type of information would be great to share also with teachers as well, you know, ahead of EHCP reviews, ahead of parents evenings, that type of thing.

45:31
So to really lovely new introduction to be able to make sure the learner information is accessible for learners, potentially for parents and carers at a later date as well.

45:44
The questionnaires themselves, everybody can be found in this part here.

45:49
So the generation of the links and send them out to the learners could be done in this section.

45:54
The other four areas are all the data analysis side of things.

45:58
And what I want to just demonstrate is the power of FSQ and how it can then be used to support these other areas of Compass+ as well.

46:06
So clicking into the custom reporting section, OK, I'm going to look at just a GCSE year's questionnaire.

46:13
I'm going to look at this year's academic data.

46:16
I'm going to focus on a particular question that asks the learners what jobs or careers are you interested in and that fit nicely with your level of interest.

46:29
So question 9, ask the learners exactly that.

46:31
Do you have any ideas which jobs or careers fit closest to your interests and skills?

46:36
Now, if I wanted to know what year Elevens have answered for this particular question, I would just select my year 11.

46:43
I'm moving all the way along here.

46:45
I'm going to highlight Oh no, not this one it is sorry.

46:51
Question 10.

46:51
Beg your pardon and what types of jobs and careers fit closer to what you're interested in.

47:01
If I, let's say wanted to know what year elevens are interested in being a doctor, I would just highlight the doctor field again, you've got multiple options to select from.

47:10
If I then Scroll down, I can see that I've got 16 learners in year 11 that are saying to me they are interested in becoming a doctor.

47:17
Now I could do one or two things.

47:19
I could download this report and see who those learners are and then start to think, right, I'm going to address the individual needs of these learners.

47:27
So I've got seen learners there that I want to try and support.

47:31
I could equally create a custom group for these learners and I could just call these my year 11 doctors and what if I could spell that would help.

47:42
What I could then do is create a custom group for these learners.

47:47
I could now start to look at my activities plan.

47:50
Do I have anything in there already that's supporting these 16 learners in terms of are there any GPS, local hospitals, that type of thing that we can maybe create an event or an activity for?

48:00

If there isn't, that's instantly highlighting a gap in my careers plan.

48:05

I could also use this to look at my careers partners and see do I have any businesses and employers that will support with this particular activity that I want to generate for my learners?

48:14

If not, again, that's another way that I can critique my careers partners database and start to address the gaps there as well.

48:22

And then allowing me to really individually support these learners through their authentic learner voice.

48:29

So I've listened to what they've said within their response within FSQ and I've used that to try and provide that targeted support for them, but I've also used it to help me analyse and evaluate my careers activities plan and then also my careers partners database as well.

48:48

Now that was quite a whistle stop to it.

48:51

So we've got just a further acknowledgement really here.

48:56

Just hopefully the demo that I've just showed you there really does emphasise how important Compass+ can be, how some of the different areas of functionality within Compass+ can be used to support each other.

49:08

And then again, this is just another acknowledgement from the DfE suggesting that Compass+ is a great tool to help you personalise your careers and plan your careers interventions and provide more targeted support for your learners on an individual basis.

49:26

Now I think Frances, this next couple of slides is going to be over to yourself.

49:31

Lovely.

49:32

Thanks again, Peter.

49:33

So yeah, I just thought it would be really important to highlight the support following the webinar.

49:40

As we said a couple of times, there's been a lot in the webinar, so you'll be able to review the recording.

49:47
The link to the recording will be shared in the post session comms.

49:52
If you want to review the recording back to look at particular benchmarks for example, or to look at particular parts of the demo, then you can do that.

50:01
So it'll be shared in the post session comms, but it will also be added to the help centre.

50:07
So it will be on the help Centre in the usual place which is watch our previous recordings.

50:13
So that is an article on the help centre.

50:15
There will also be a copy of the recording on the Compass+ and statutory Guidance for Careers article as well.

50:25
So keep your eye on that article from next week.

50:28
So there will be two new resources added to that article as well.

50:33
One will be a full mapping document that aligns Compass+ functionality to key excerpts of the statutory guidance across all the benchmarks.

50:43
So today's webinar is just a snippet.

50:46
The form mapping document will have more functionality mapped to specific parts of the guidance and the At a Glance checklist guide for school leaders, that's the same thing.

50:59
A version of that will be made available on the Help Centre article, where each element of careers leadership identified in the checklist is mapped against Compass+ functionality.

51:10
So we've produced 2 versions of the resource.

51:14
We've got both of those resources available so that you can choose which one to engage with, you know, based on the time that you have allocated to careers in your role.

51:23
We appreciate that time is of a premium.

51:26
So you might just have time to look at the at a glance checklist.

51:30
But we would recommend having a look through the full document, as I said, that aligns the functionality to to the statutory guidance.

51:39
Next slide please, just to focus on some support for September 2025.

51:48
So there's a lot happening.

51:49
There's a lot that's been going on.

51:51
The updated benchmarks and the statutory guidance are effective from September 2025.

51:58
So we do have some additional tasks that we recommend completing.

52:03
So this slide will be shared in the post session comms as a PDF and the actions there in black in gold on the left hand side will be actively hyperlinked.

52:15
So in the PDF, you just open it up, click on the link and it will take you to the relevant place.

52:21
So we recommend engaging with those five key things to get yourself ready for September 2025.

52:30
That's it for me.

52:31
Back to you, Peter, you Frances.

52:33
That's great.

52:35
So really everyone just now to try and bring things to a close like we mentioned at the start, we always leave time to be able to point you in the direction of any resource or training and support that you may need.

52:47
And so if I start at the bottom there the enterprise coordinates or your hub support, the are an absolute godsend for you.

52:54
If you are wanting to understand how to use Compass+ embedded into your careers, into your curriculum at school, please do reach out to them.

53:03
If they don't have the answer, they have a wide network of schools that may be working in and your around your area that are maybe been successful within certain areas of Compass+ and they can then put you in touch.

53:15
So please reach out to them.

53:16
We've got the the self paced online learning, it's free and where you can develop your confidence and competence in using the product.

53:24
And you can do that like Frances just said earlier there, we know time is of a premium.

53:28
So you can do that at your own leisure.

53:30
And then the the next two, the webinars and the help centre article.

53:33
So webinars are held within our help centre part of Compass+.

53:39
And you can then sort of peruse and look back on all of the previous webinars where we've covered deep dives into all of the different areas of functionality within Compass+.

53:48
You can also sign up for future webinars again if you want to develop your knowledge in that aspect.

53:54
And then the help centre articles again, if you are new to using Compass+ or you're quite experienced, but you want to know how to access maybe further support, there are lots of help centre articles in there that you can utilise.

54:09
OK, so just linking in now to sort of our training offer.

54:14
So we've got the careers leaders, the fully funded careers leader training programme accessed by the QR code there.

54:21
This programme is put together to help you be the best careers leader that you can be.

54:25
So appreciating that your time again is at a premium that the landscape of careers changes so very often, you know,

with benchmark updates, guidance updates, knowing what you need to do when and where, what you can sort of leave to a later date will be really, really useful for you.

54:41
And this training will certainly help towards that as well.

54:45
So access that through the QR code on the left hand side and then you just sign up to the relevant training and it meets your sort of diary requirements.

54:55
Moving on to our wider training offer, again, this is accessed by the QR code and the bottom left there.

55:03
And this is part of the Careers and Enterprise Academy.

55:06
So we've got lots of different training offers and lots of different areas of training that you may need access to.

55:14
And those in the teal on the right hand side are just a few of them.

55:18
And the importance being that once you've been on some of those sessions that you encourage teachers, encourage support staff within your institution to also engage with that training to make sure that like we've got over here on this bottom right, that it's a careers is a whole set of responsibility.

55:34
It's not just the responsibility of yourself.

55:37
It should be that.

55:38
And certainly this goes to the acknowledgement of the internal leadership review.

55:42
It's a the distributed leadership of careers and how everybody has a part to play within your schools and your institution.

55:50
So taking part in any of the the training that you feel is relevant for yourself and then support staff will be hugely beneficial to yourselves.

56:01
OK.

56:01
So just before I come back to Tahmid and Frances to see if there are any outstanding questions, if I could get

everybody that is on the session today to access the QR code and leave some feedback from today's session, we will be really, really grateful.

56:16

And all of the feedback that we get from yourselves when you do come in these sessions, we really do acknowledge and we sort of consider how we can then improve things based on that feedback.

56:26

So as time is kind of a premium, we want it to be as purposeful and impactful as possible.

56:32

When you come in these sessions, if there are things that you might have liked to have been covered today that weren't or things that weren't covered in enough detail, please leave us the feedback for that and we will absolutely reflect on and act on that.

56:45

But similarly, if the today's session has been informative, it's helped you understand where that part of the new statutory guidance where it maps into Compass+ and the key areas of functionality of Compass+ and how you can then acknowledge those new statutory guidance updates within product.

57:04

If you found it's been useful and we've gone through all of those areas of our learning objectives, please, you know, leave the feedback to reflect that as well.

57:11

It's always nice to know when we're doing things well and it's hitting the mark.

57:15

And then we can always copy and paste and replicate that for for future sessions for you so that when you do come on, we do know that you get the most out of that time.

57:24

So that leaves me just to sort of ask Tahmid Frances, are there any outstanding questions from today at all?

57:33

Pete, Nothing on my end.

57:34

No, thank you.

57:35

Great stuff.

57:36

Well, thank you for your support, Tahmid, Frances, again, thank you for your support on the core delivery.

57:41

It's been really much appreciated.

57:43
And thank you everyone for joining us today.

57:45
I really hope you found that useful, beneficial call to action would absolutely be go away now and start to try and map those new statutory guidance updates to your own usage of Compass+ and then really try to drive that forwards within your own institution.

58:01
So thank you so much for joining us today and we hope to see you on a webinar soon.

58:06
Thanks now bye.