



**Compass – the careers benchmark tool**  
**A self-evaluation tool for all secondary schools and 6<sup>th</sup> Forms in England**

This self-evaluation tool, Compass, will help you to gain a greater understanding of how your school's provision of career education and guidance compares to the model of good practice set out in the Gatsby Charitable Foundation's Good Career Guidance Benchmarks.

We suggest that the key staff involved in careers within your school should work with a senior leader to complete this self-evaluation and recommend that you fill it in once a year, but you are free to use it however you see fit.

After completing the questions you will be provided with a confidential report, showing how your school measures up against the Gatsby Benchmarks for Good Career Guidance, and (coming soon) how you compare with other schools like yours. If you have used the tool before it will also show you your previous results. The report can also help you to discuss careers provision with parents, colleagues, governors, and Ofsted – including in relation to the statutory guidance on careers.

First and foremost, this tool is to help schools plan and review their careers education strategy. Your data will be securely stored, responses will remain confidential to the research partners and neither you nor your school will be identified. The anonymised, aggregated answers will be used to help understand how best to support careers education across the country. It is anticipated that a national report of findings will be published and you will be able to opt-in to receive a copy of this if you wish.

We would recommend that you set aside approximately 20 minutes to complete the survey. If necessary, you can save your progress and continue at different times.

At the end of the survey a free text box will give you the opportunity to provide any additional evidence on your school's careers activity.



**To be able to answer the questions, you will need to have an overview of the careers activity taking place in your school.**

**To start answering the online questions you will need to click on the 'evaluate your school' button.**

### **About the tool and its sponsors**

This tool is free to use and is jointly funded by the [Careers & Enterprise Company](#) and the [Gatsby Charitable Foundation](#), who have commissioned three research organisations to assist with the study

- [Institute for Employment Studies \(IES\)](#),
- [International Centre for Guidance Studies \(iCeGS\)](#) at the University of Derby,
- [IFF Research](#).

With thanks to the many organisations and individuals who provided comment on the development of the tool.

### **Question guide**

\* denotes a mandatory question (in most cases answers to these questions are needed to assess how your school's provision of career education and guidance compares to the Gatsby Benchmarks).

## Section A: About your school

Name. What is your name?\* *Please note, when the tool is next completed via the same login details, when making comparisons to the previous results provided we shall show the date and the name of who submitted the response.*

OPEN TEXT

1. What is the name of your school?\*

DROP DOWN LIST PROVIDED

*IF THE SCHOOL IS NOT SELECTED FROM THE DROP-DOWN LIST*

2. What is your school's postcode?\*

OPEN TEXT

*IF THE SCHOOL IS NOT SELECTED FROM THE DROP-DOWN LIST*

3. If known, what is your school's six digit Unique Reference Number (URN)?\* This is available on [Edubase](#).

*This is needed so that next time you enter the self-evaluation tool you are able to compare your responses to how your school answered previously.*

OPEN TEXT

4. What year groups attend your school?\* *The answers to this question will inform the answers available in some of the following questions. (Please select all that apply)*

1. Below year 6
2. Year 6
3. Year 7
4. Year 8
5. Year 9
6. Year 10
7. Year 11
8. Year 12
9. Year 13
10. Above year 13
11. None

## Section B: A stable programme

### B1 A stable careers programme

5. Does your school have a whole-school careers programme that\*:

**Definition:** *A whole-school careers programme typically involves both an overarching strategy and detail of all of the activities that the school undertakes to help support every student to make better decisions about their future. It includes information, advice and guidance, should draw on expertise from within and beyond the school, and should be tailored to each student.*

<i>Please select one answer per row</i>	Yes	No	Don't Know
5.1 Is written down?*			
5.2 Is approved by the board of governors?*			
5.3 Has the explicit backing of senior leadership?*			
5.4 Has resources/funding allocated to it?*			
5.5 Is regularly monitored?*			
<b>Definition:</b> <i>'Regularly monitored' means that data is routinely collected and regularly reviewed to make sure the programme is fit for purpose. By fit for purpose we mean that it meets statutory requirements, provides students with appropriate and aspirational advice and guidance, meets the needs of local, national and global education and job markets, and is leading to positive student outcomes for all. It will be up to your school to decide what process of monitoring is most appropriate.</i>			
5.6 Has both strategic and operational elements?*			

6. Does your school publish its career programme on its website?\*

1. Yes                      PLEASE GO TO Q7
2. No                        PLEASE GO TO Q8
3. Don't know            PLEASE GO TO Q8

# COMPASS

CAREERS BENCHMARK TOOL

IF YES AT Q6

7. Is there information on your website about the career programme aimed specifically at\*:  
(Please select one answer per row)

	Yes	No	Don't Know
7.1 Students?*			
7.2 Teachers?*			
7.3 Employers?*			
7.4 Parents/carers?*			

8. Does your school currently deliver independent and impartial careers guidance, including options about both internal and external academic and external vocational provision, to the overwhelming majority (76-99%) or all its pupils in [EACH YEAR SPECIFIED AT QUESTION 4]?\*
1. Yes
  2. No
  3. Don't know

9. Does your school evaluate the effectiveness of its careers programme at least every three years? \*

**Definition:** *Such an evaluation cycle might involve:*

- 1. Ensuring the objectives of the programme have been defined, with a focus on outcomes for every learner*
- 2. Putting in place methods for delivering the programme and gathering evidence of outcomes*
- 3. Assessing if these objectives have been met*
- 4. Adapting the programme to continuously improve the programme, so it better meets the objectives*
- 5. Reviewing the objectives*

*Your school's careers programme will be specific to your local area, your student body and resources.*

*Objectives should relate to both improving outcomes for all pupils (e.g. attainment, progress, subject choice and destinations) and specific groups (e.g. girls, ethnic minorities, students at risk of exclusion).*

*An evaluation will involve looking at a range of evidence such as attainment, progress and destinations data, as well as feedback from students e.g. their understanding of different careers and pathways.*

*It is also likely to involve feedback from other stakeholders such as parents/carers, teachers, governors and employers.*

1. Yes
2. No
3. Don't know

# COMPASS

CAREERS BENCHMARK TOOL

IF YES AT Q9

10. Does the evaluation of the careers programme take into consideration systematic feedback from\*:

**Definition:** *Systematic feedback. The frequency of feedback is up to each school. We suggest that student and teacher feedback is frequent, and external stakeholder feedback less so.*

*For example, students may provide feedback after an individual career activity, or at the end of a term about the overall programme. External feedback from local employers may be less frequent, for example every one or two years.*

Please answer one per row		Yes	No	Don't Know
10.1	Students?*			
10.2	Teachers?*			
10.3	Employers?*			
10.4	Parents/carers?*			
10.5	HE providers?*			
10.6	FE providers?*			
10.7	Senior leaders?*			
10.8	Governors?*			

11. Does your school have an identified lead individual with strategic responsibility for overseeing your schools' careers programme? \*

**Definition:** *By 'strategic' we mean accountable for the overall direction that the school takes in relation to career and enterprise activities.*

1. Yes *PLEASE GO TO Q12*
2. No *PLEASE GO TO Q17*
3. Don't know *PLEASE GO TO Q17*

IF YES TO Q11

12. What is this person's role?

- a. Head teacher
- b. Other senior leader
- c. Careers leader (middle leader with responsibility for careers)
- d. Other head of department or head of year
- e. Individual employed as a career coordinator or adviser for the school
- f. Administrator
- g. Other, please specify (OPEN TEXT)
- h. Don't know

*IF YES TO Q11*

- 13 What relevant careers-specific training or qualifications does this person have?  
OPEN TEXT

*IF YES TO Q11*

- 14 Is this person also responsible for the operational delivery of the careers programme at your school?

**Definition:** *The operational delivery of the careers programme involves ensuring the career strategy is implemented across the school. This could involve; arranging external relationships (with employers or career guidance professionals), ensuring teachers are supported in delivering the programme, ensuring all students participate, delivering careers activities directly to students, and organising feedback and collecting data on the impact of the programme.*

1. Yes *PLEASE GO TO Q17*
2. No *PLEASE GO TO Q15*
3. Don't know *PLEASE GO TO Q17*

*IF NO AT 14*

- 15 What is the role of this other person who has responsibility for the operational delivery of your careers programme? *If this role is shared by more than one person please answer the question for the most senior person involved.*
- a. Head teacher
  - b. Other senior leader
  - c. Careers leader (middle leader with responsibility for careers)
  - d. Other head of department or head of year
  - e. Individual employed as a career coordinator or adviser for the school
  - f. Administrator
  - g. Other, please specify (OPEN TEXT)
  - h. Don't know

*IF ANSWERED Q15*

- 16 What relevant careers-specific training or qualifications does this person have?  
OPEN TEXT



## Section C: Meaningful encounters

17 This section is about the direct experiences that young people have with employers and with providers of post-16 education. We have divided such experiences into three types:

- experiences of workplaces
- encounters with employers
- encounters with education providers.

These experiences should be meaningful. A ‘meaningful’ encounter or experience is one in which the student has an opportunity to learn about what work or further study is like, or what it takes to be successful at the workplace or learning provider. Students should be encouraged to reflect upon and share what they have learned from such experiences.

### C1 Meaningful experiences of workplaces

18 Please select those year groups, if any, during which the overwhelming majority (76-99%) or all students in that year group have at least one meaningful experience of a workplace.

*(Please select all that apply)*

**Definition:** *Meaningful experiences of workplaces are interactions with the world of work off school premises and in a real work location, including workplace visits, work shadowing, work experience, career-related volunteering and citizenship, and any other kind of direct experience of the workplace, other than part-time work or holiday jobs.*

# COMPASS

CAREERS BENCHMARK TOOL

FOR EACH YEAR GROUP SELECTED AT Q18

- 19 Thinking about those students who have had meaningful experiences of a workplace, what is the average number of such experiences each of these students have during the year - Is it 1, 2, 3, 4, 5, or more than 5?

	Q18: All or overwhelming majority (76%+) have at least one meaningful experience of a workplace	Q19: Average number of meaningful experiences each student has during that year (1, 2, 3, 4, 5, more than 5, or don't know)
a Below year 6		
b Year 6		
c Year 7		
d Year 8		
e Year 9		
f Year 10		
g Year 11		
h Year 12		
i Year 13		
h Above Year 13		

IF SCHOOL HAS PUPILS IN YEAR 11 OR BELOW

- 20 Approximately what proportion of your students have had a meaningful experience of a workplace by the end of Year 11?\*

None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
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# COMPASS

CAREERS BENCHMARK TOOL

IF SCHOOL HAS PUPILS IN YEAR 12 AND 13

- 21 What proportion of students would you estimate obtain a meaningful experience of a workplace during Years 12 and 13 (whether they already have had workplace experience before this age or not)?\*

None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
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IF Q20 or Q21 ANSWERED A FEW, SOME, MOST, OVERWHELMING MAJORITY OR ALL:

- 22 What types of career-related activities in workplaces do students at your school engage in?  
(Please select all that apply)

Activity	Description
Workplace visits	<i>Pupils are taken as a group to a workplace and are introduced to its operation</i>
Networking with employers	<i>Pupils are introduced to employers through facilitated networking meetings</i>
1-2 week work experience	<i>A pupil enters the workplace to develop insight into the day-to-day role of an employee in an organisation</i>
Work-related learning	<i>Employers offer extended work experience to pupils and vocational training, in conjunction with traditional school based classes</i>
Work shadowing	<i>A pupil shadows a particular employee to develop an understanding of their day-to-day role</i>
Career-related volunteering	<i>A pupil volunteers a limited number of hours per week around their school</i>
Career-related skill building and citizenship	<i>A pupil takes part in a skill building and citizenship programme including employability skills</i>
Other, please specify (OPEN TEXT)	
None	
Don't know	

**C2 Meaningful encounters with employers and employees**

Meaningful encounters with employers covers a range of activities that might happen with employers (both within and outside of the school), but does not include off-site experiences of workplaces. Such activities may include visiting employer speakers, careers fairs, mentoring, enterprise schemes and a range of other career-related enrichment activities.

23. Please select those year groups, if any, during which the overwhelming majority (76-99%) or all students in that year group have at least one meaningful encounter with an employer or employee.\* *(Please select all that apply)*

*FOR EACH YEAR GROUP SELECTED AT Q23*

24. Thinking about those students who have meaningful encounters with employers or employees, what is the average number of such encounters each of these students have during the year – is it 1, 2, 3, 4, 5, or more than 5?

	<b>Q23: All or overwhelming majority (76%+) in that year group have at least one meaningful encounter with an employer or employee</b>	<b>Q24: (for each year group yes at Q23) Average number of meaningful encounters with employers or employees (1, 2, 3, 4, 5, more than 5, or don't know)</b>
a Below year 6		
b Year 6		
c Year 7		
d Year 8		
e Year 9		
f Year 10		
g Year 11		
h Year 12		
i Year 13		
j Above Year 13		
k None		
l Don't know		

# COMPASS

CAREERS BENCHMARK TOOL

25. What proportion of your students have **at least one meaningful encounter** with an employer **every year** they are at your school?\*

None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
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# COMPASS

CAREERS BENCHMARK TOOL

26. What types of activity does your school engage in to provide encounters with employers?  
(Please select all that apply)

Activity	Description
Careers and skills fairs	<i>A number of representatives from employers offer information about their companies and interact with pupils at an organized careers event</i>
Careers talks	<i>An employer delivers an informational or inspirational talk related to their career to a group of pupils</i>
Comprehensive careers websites	<i>An interactive website that offers careers information, support for careers decision making and potentially have chat capabilities/helplines</i>
CV Workshops	<i>An employer delivers lessons in the classroom related to writing CVs to prepare pupils for the job application process</i>
Mock Interviews	<i>An employer delivers a one-to-one mock interview to a pupil to prepare them for the job application process</i>
E-mentoring	<i>An employer delivers one-to-one guidance and support to a pupil individually over the internet</i>
Mentoring with an employer	<i>An employer delivers one-to-one guidance and support to a pupil in person</i>
Employer-delivered employability skills workshops	<i>An employer delivers lessons in the classroom related to employability skills such as self-awareness, timekeeping and communication skills</i>
Enterprise Activities	<i>Short-term enterprise activities delivered in schools that can involve simulation of business challenges</i>
Enterprise Competitions	<i>Longer-term business competitions involving employers where groups of pupils develop and run a small enterprise</i>
Employer-led Career Learning	<i>Employers enter the classroom to assist teachers in the delivery of traditional career learning activities</i>
Employer-led Curriculum Learning	<i>Curriculum learning (incl. STEM &amp; MFL) co-delivered by teachers and employers, with employers linking the curriculum to their own experiences</i>
Other, please specify (OPEN TEXT)	
None	
Don't know	

### C3 Meaningful encounters with providers of post-16 education

Meaningful encounters with providers of apprenticeships (and other work-based training), further and higher education covers a range of ways that young people can learn about post-compulsory schooling options including through direct interactions (e.g. with lecturers, current students or apprentices) and off-site visits to providers of apprenticeships, further or higher education.

In this context 'meaningful' encounter is again one in which the student has an opportunity to learn about what post-16 education options are really like or what it takes to be successful in them. Students should be encouraged to reflect upon and share what they have learned from such experiences.

27. Please select those year groups, if any, where the overwhelming majority (76-99%) or all students in that year group have direct experience of Sixth Form Colleges, their staff and students (*Please select all that apply*)

**Definition:** *Sixth Form Colleges offer academic education (for example A levels) to 16 to 18-year-olds enabling them to progress to university or higher level vocational education. Both sixth forms attached to schools and those that are independent of schools should be considered.*

28. Please select those year groups, if any, where the overwhelming majority (76-99%) or all students in that year group have direct experience of General Further Education Colleges, their staff and students (*Please select all that apply*)

**Definition:** *General Further Education Colleges offer technical and professional education and training for young people, adults and employers, such as apprenticeship provision, vocational qualifications and A Levels.*

# COMPASS

CAREERS BENCHMARK TOOL

29. Please select those year groups, if any, where the overwhelming majority (76-99%) or all students in that year group have direct experience of Independent Training Providers, their staff and their students *(Please select all that apply)*

**Definition:** *Independent Training Providers primarily provide apprenticeships and work-based learning.*

29a. Please select those year groups, if any, where the overwhelming majority (76-99%) or all students in that year group have direct experience of universities, their staff and students *(Please select all that apply)*

**Definition:** *A direct experience of a university might include: visiting a university department, an experience of teaching for a specific curriculum activity, a tour of a university campus and facilities, interacting with staff and students, or seeing university facilities and ways of working.*

*This could also include a visit to a school by university students and staff, however in these instances time must be dedicated to pupils finding out about access to university and what life and learning is really like in this setting.*

	Q27: 6 <sup>th</sup> form colleges	Q28: General Further Education Colleges	Q29: Independent Training Providers	Q29a: Universities, their staff and students
a Below year 6				
b Year 6				
c Year 7				
d Year 8				
e Year 9				
f Year 10				
g Year 11				
h Year 12				
i Year 13				
j Above Year 13				
k None				
l Don't know				



# COMPASS

CAREERS BENCHMARK TOOL

30. By the time they leave school (whenever that is) approximately what proportion of your students have had the following encounters\*: *(Please select one answer per row)*

	None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
a. Meaningful encounters with Sixth Form Colleges?*							
b. Information about the full range of apprenticeships, including higher level apprenticeships*							
c. Meaningful encounters with General Further Education Colleges?*							
d. Meaningful encounters with Independent Training Providers?*							
e. Information about the full range of universities, including the Russell Group and Oxbridge*							
f. Meaningful encounters with universities?*							
g. Information about Land Based Colleges?*							
<b>Definition:</b> Land-based colleges provide education and training for rural economies. They specialise in agri-food, land and animal sciences.							

FOR SCHOOLS WITH POST-16 STUDENTS ONLY

31. What proportion of your students have had at least two meaningful visits to universities to meet staff and students before they leave school?\*

None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
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## Section D: Information

This section asks about the careers-related information your students can access when they are at your school and how many of them are using these things.

### D1 Learning from up-to-date career and labour market information

**Definition:** We use the term 'labour market information' (LMI) in a broad sense here to mean information about occupations and industries, including employment trends, salaries, vacancy rates and regional variations, as well as skills profiles and qualification requirements for occupations.

You can think about the labour market locally, nationally or globally.

LMI can help young people decide what jobs interest them and what qualifications to work towards that would best prepare them to get a job.

# COMPASS

CAREERS BENCHMARK TOOL

32. In your opinion, approximately what proportion of students have accessed and used up-to-date information about career paths and the labour market to inform their decisions about study and career options by: *(Please answer one per row)*

	None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
32.1 [IF HAVE STUDENTS IN YEARS 9 OR 10] The age of 14?*							
32.2 [IF HAVE STUDENTS IN YEARS 11 OR 12] The age of 16?*							
32.3 [IF HAVE STUDENTS IN YEAR 13 OR ABOVE] The age of 18?*							

33. Does your school encourage parents and carers to access and use up-to-date information about the labour market, future study options and career paths to inform the support they give to their children?\*

**Definition:** *Such information should be up-to-date, accurate, engaging and appropriate. It might challenge stereotypes and biases, or offer insights into the changing labour market.*

1. Yes
2. No
3. Don't know

**D2 Linking curriculum learning to careers**

34. We are interested in the extent to which teaching and learning in your school highlights the relevance of subjects to a wide range of future career paths, for instance by being embedded in schemes of work, making use of employers, or using real-life learning resources. By the time they leave school, approximately what proportion of students have meaningfully experienced such career learning as part of\*: *(Please select one answer per row)*

	None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
a. English lessons?*							
b. Maths lessons?*							
c. Science lessons?*							
d. PSHE lessons?*							

35. Now thinking about the career-related learning that takes place for **all year groups** across **all subjects** and lessons in your school, overall what proportion applies to each of these statements? *(Please select one answer per row)*

	Very little (0-5%)	A little (6-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know
35.1 Career learning is delivered with employers either co-creating or co-delivering the material							
35.2 Future career paths are referred to in lessons (either implicitly or explicitly)							
35.3 Career learning is embedded in schemes of work							
35.4 Resources from the world of work are used in classes							
35.5 Employee volunteer are involved in teaching and learning							
35.6 The importance of maths and English to all future career options is made clear							

## Section E: A plan

This section explores the individual needs of students and the personalised guidance available to them.

### E1 Addressing the needs of each student

36. How strongly do you agree or disagree that your school's career programme addresses the following five issues?\* (Please use a scale of 1 to 5, where 1 means that you strongly disagree and 5 means that you strongly agree)

	1: strong disagree	2	3: Neither agree nor disagree	4	5: strongly agree	Don't know
36.1 It actively seeks to raise the aspirations of <u>all</u> students*						
36.2 It raises the aspirations of <u>all</u> parents and carers for their children*						
36.3 It challenges stereotypical thinking (in terms of gender etc.)*						
36.4 It engages a range of employers*						
36.5 It engages a range of post-compulsory education providers*						

37. Does your school\*: (Please select one answer per row)

	Yes	No	Don't Know
a. Keep systematic records on each pupils' experiences of career and enterprise activity?*			
<b>Definition:</b> <i>By systematic records we mean accurate and timely records of the advice given, experiences had, the decisions students have made, and any resulting outcomes.</i>			
b. Enable pupils to have access to accurate records about their own careers and enterprise experiences?*			
c. Encourage students, parents and carers to access these records to support career development?*			

38. Does your school\*: (Please select one answer per row)

	Yes	No	Don't Know
a. Collect and maintain accurate data for each pupil on their destinations for <b>6 months</b> after they leave your school (whenever that may be)?*			
b. Collect and maintain accurate data for each pupil on their destinations for <b>3 years</b> after they leave your school (whenever that may be)?*			
c. Share accurate and timely data with the local authority on pupil transitions and destinations?*			
d. Have an alumni programme and involve them in careers education programmes?*			
e. Work pro-actively with the local authority and careers advisers around the careers guidance and progression of vulnerable and special educational needs and disability (SEND) students?*			

## E2 Personal guidance

*IF SCHOOL HAS STUDENTS BELOW YEAR 12*

39. What proportion of students have had an interview with a professional and impartial careers adviser by the end of Year 11?\*

**Definition:** By 'professional' we mean qualified to level 6 (degree level) or higher.

None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know

*IF SCHOOL HAS STUDENTS IN YEAR 13*

40. What proportion of students have had at least two interviews with a professional and impartial careers adviser by the end of Year 13?\*

None (0%)	A few (1-25%)	Some (26-50%)	Most (51-75%)	Overwhelming majority (76-99%)	All (100%)	Don't know

*IF SCHOOL SELECTED A FEW, SOME, MOST, OVERWHELMING MAJORITY OR ALL AT Q39 OR Q40*

41. Where are you sourcing this / these careers professional(s)? *(Please select all that apply)*
1. Careers professional employed directly by the school
  2. The school pays for an external careers professional to come in
  3. The school accesses a careers professional for free e.g. paid for by a college
  4. Other, please specify OPEN TEXT
  5. Don't know

### Section F: Further information about your school's careers provision

42. Does your school: *(Please select one answer per row)*

	Yes	No	Don't know
a. Provide careers lessons to every year group as part of PSHE?			
b. Actively promote self-employment as a career pathway			
c. Have a quality mark or standard for its provision (e.g. Career Mark or Investors in Careers)			
d. Use any external providers of careers and enterprise services?			

*IF YES TO Q42D*

43. Which external organisations does your school work with?

OPEN RESPONSE

44. You can use this open text box to provide further evidence about what your school does. This will make your report more useful to you. You might want to include the following information:

- The biggest challenges facing students at your school with regards to careers and enterprise provision
- A summary of the different careers activities your school offers
- Any evidence of the impact those activities have on different pupils
- How you systematically gather and review that evidence
- How you report on those activities to different stakeholders

OPEN RESPONSE

45. And does your school have any plans for future careers activities and / or provision? *Please use this open text box to provide any future careers activities and / or provision your school has planned.*

OPEN RESPONSE

46. Does your school have any feedback or suggestions for improvement from completing the tool today?

OPEN RESPONSE

### Section G: Results

47. Would you like any of the following....(please answer one per row)?

	Yes	No
a. National reports to be e-mailed to you	1	2
b. To join the Careers & Enterprise Company's mailing list	1	2
c. Results from Compass, the self-evaluation tool, for your school to be e-mailed to you	1	2

*IF YES TO ANY OF THE OPTIONS AT Q47*

48. Are you happy for these to be sent to the email used for this account?

- a) Yes
- b) No

*IF NO AT Q48*

49. Please enter your preferred email for these to be sent to.

**End of questions**