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# Future Skills Questionnaire

# Learning Objectives

By the end of this session you will understand:

- How to access the Future Skills Questionnaire and make it available to learners
- Some of the ways in which the data intelligence that the Future Skills Questionnaire provides can benefit your careers programme
- Where to find further help and resources



# Today's agenda

- The value of the Future Skills Questionnaire
- Questionnaire types
- How to prepare to deliver Future Skills Questionnaire
- Demo
- Activity – Questionnaire Analysis
- Resources, training and next steps

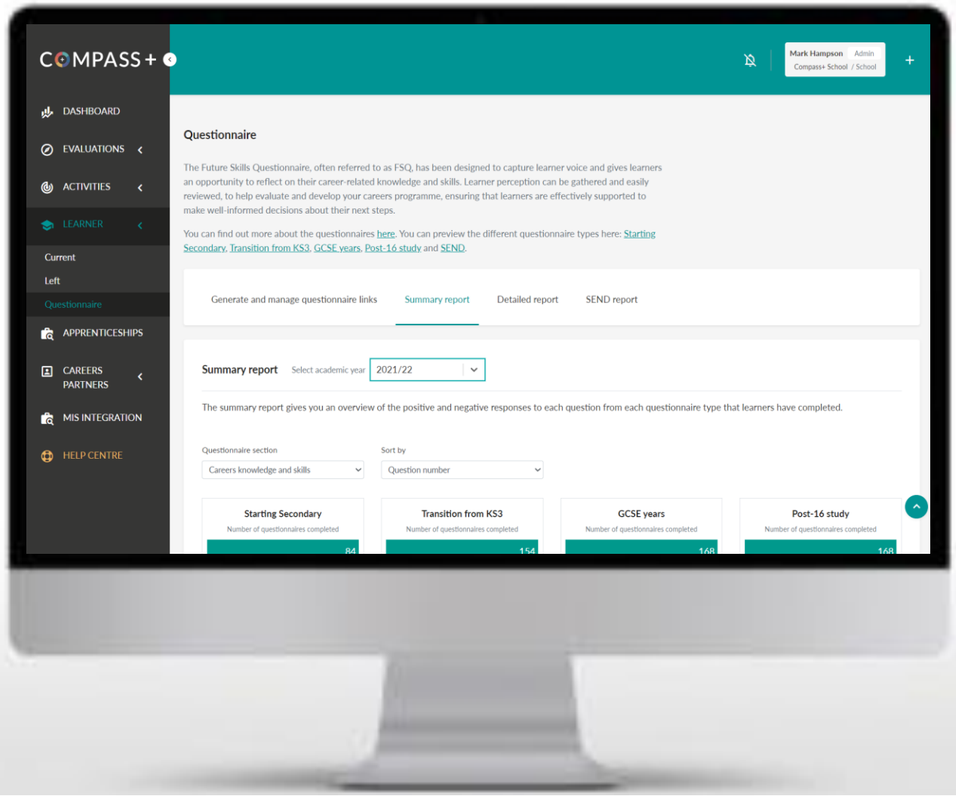


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# The Future Skills Questionnaire is a measure of career readiness.

# FSQ captures learner voice and gives learners an opportunity to reflect on their career-related knowledge and skills.

## Future Skills Questionnaire FSQ



# The value of FSQ

**Reporting can be fed back to SLT/Governors** to fight for:

- More resource for careers
  Careers Leader time, staffing, money
- More Curriculum time for careers and skills-development activities

**Responses can be shared with relevant key stakeholders to:**

- Support careers conversations with learners
- Improve positive outcomes for learners

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# Future Skills Questionnaire types

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Year 7 – Starting Secondary School

Year 8 & 9 - Transitioning to KS3

Year 10 & 11 – GCSE Years

Year 12 & 13 – Post 16 Study

SEND Version – remains the same across all years

Career ready skills

Essential skills



FSQ links are generated in Compass +

You can send FSQ links to students via email (alternatively you can use MailMerge)

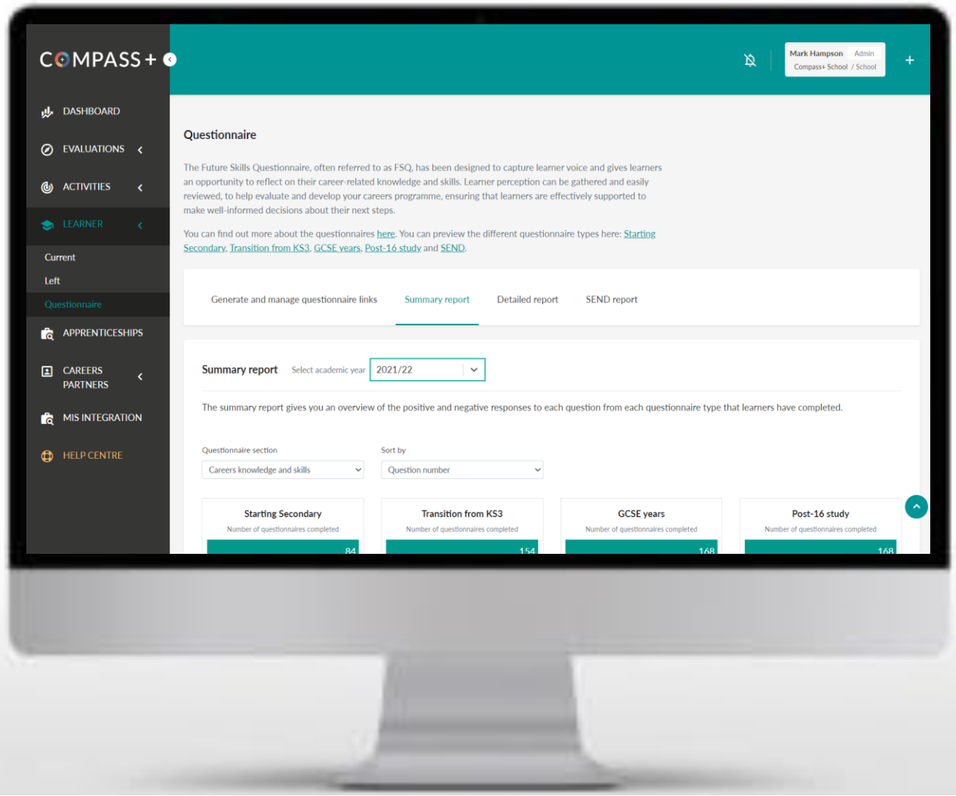
Any uncompleted links will expire on the 1st August every year

FSQ questions are fixed, you cannot edit or add additional questions

**FSQ responses do not link to your Compass evaluation**

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# Future Skills Questionnaire FSQ



# Mapping against the Gatsby Benchmarks

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GBM1 - A stable Careers Programme

GBM2 - Learning from career and labour market information

GBM3 - Addressing the needs of each pupil

GBM4 - Linking curriculum learning to careers

GBM 5 - Encounters with employers and employees

GBM 6 - Experience of workplaces

GBM7 - Encounters with further and higher education

GBM8 - Personal Guidance

**As a whole, FSQ underpins all benchmarks. Can triangulate aspects too:**

- Evidence towards BM1 – prove learner knowledge and understanding of their careers provision; ability to make informed decisions about education, training, apprenticeships & employment opportunities and supports them to cope with challenging labour market conditions

**Some questions support evidence for other Benchmarks:**

BM2 Q2 (different types of business/employers in your local area)
Q4 (Do you know how to find out how much you could earn in different types of jobs?)
Q5 (Have you thought about how jobs and careers may change in the future?)

BM3 Q7 (Do you know any trustworthy websites that can help you decide what to do in the future?)
Q12 (thought about different options)

BM4 Q9 (Do you have ideas about what subjects you want to study for GCSE?)

BM5 Q3 (what skills employers need);
Q17 (how to make a good impression at interview)

BM7 Q11 (knowledge of different pathways– apprenticeships, T-Levels, A levels etc)

# Preparing to deliver FSQ

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Ask your IT Manager to whitelist all emails from @careersandenterprise.co.uk

Ensure all current learner emails (**no parent emails**) are captured in the WorkEmail or HomeEmail field in your MIS (Management Information System)



Plan which Year Groups you are going to request to complete FSQ and how they will be completed



Review and make any optional updates to learner presentation (you may wish to add your school logo)

**Completion rates are higher when learners have received the presentation and understand what FSQ is and why they are completing it**



Send links to learners a minimum of 24 hours before planned completion

**Before delivering the FSQ, it's best practice to always review your learner data in Compass+ to ensure that it correctly reflects your learners and their corresponding year groups in your MIS (Management Information System.)**

# Examples of how to deliver FSQ

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Form/Tutor time
PHSE Lessons
IT Lessons



Enrichment/
Drop down day

Build into a partner platform lesson/activity (Unifrog, Morrisby, Start, Xello etc)



Part of 1:1 guidance interview in a SEND, AP or PRU setting



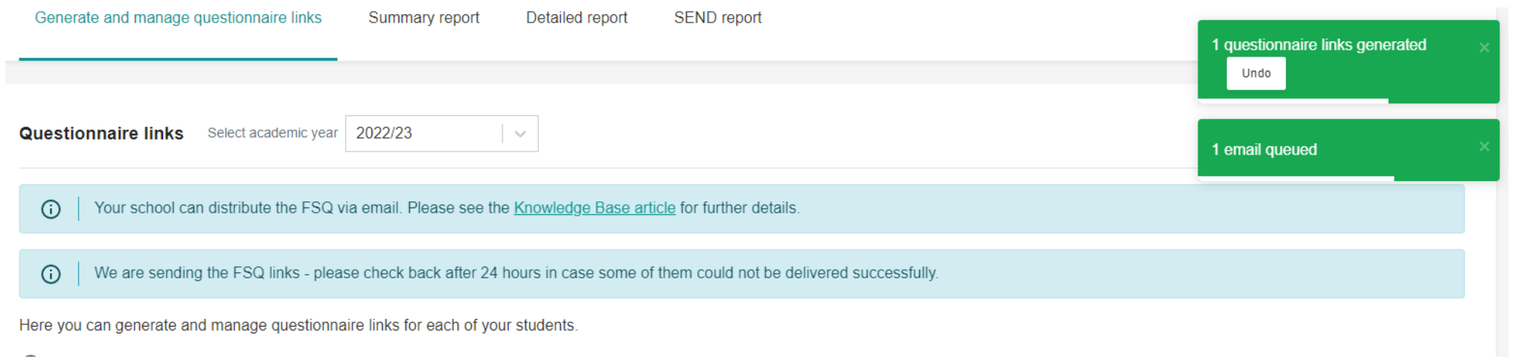
Homework/
Independent study

# Demo: Future Skills Questionnaire

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# Confirmation links have been successfully generated

- Once you click to generate the links you will receive a notification to confirm the link has been generated and the email is queued
- Please note the notification - **We are sending the FSQ links - please check back after 24 hours in case some of them could not be delivered successfully.**
- You can update any email address errors and resend links
- There is also an option to use mail merge **-** How to send questionnaire links to students – The Careers & Enterprise Company (zendesk.com)



# How the email appears in the learner's inbox



| From | Subject | Received |
|---|---|---|
| The Careers & Enterprise Co... | Future Skills Questionnaire 2022/2023, Year 10 | 5 min |

**From** donotreplyfsq@careersandenterprise.co.uk
**Sending IP** 185.189.236.50
**Received** 2023-02-07 14:24:33

HTML TEXT JSON RAW LINKS ATTACHMENTS

Hello Julia Collins,

Your school, Compass+ SEND School, has invited you to complete the Future Skills Questionnaire.

Please use the link below. This link is unique to you, please do not forward it to anyone else.

https://test-cecfutureskills.netlify.app/338-095-198-61/dashboard.jx-cec-pr-4336.k8

Please do not reply to this email address, which is not monitored. Instead, please contact the careers contact at your school who generated this email instead, admin@compassplussendschool.edu.

M. Ford Gibson
Compass+ SEND School

Sent via:

Compass+ from The Careers and Enterprise Company
120 Aldersgate St, London EC1A 4JQ
www.careersandenterprise.co.uk

# How to view and download individual responses

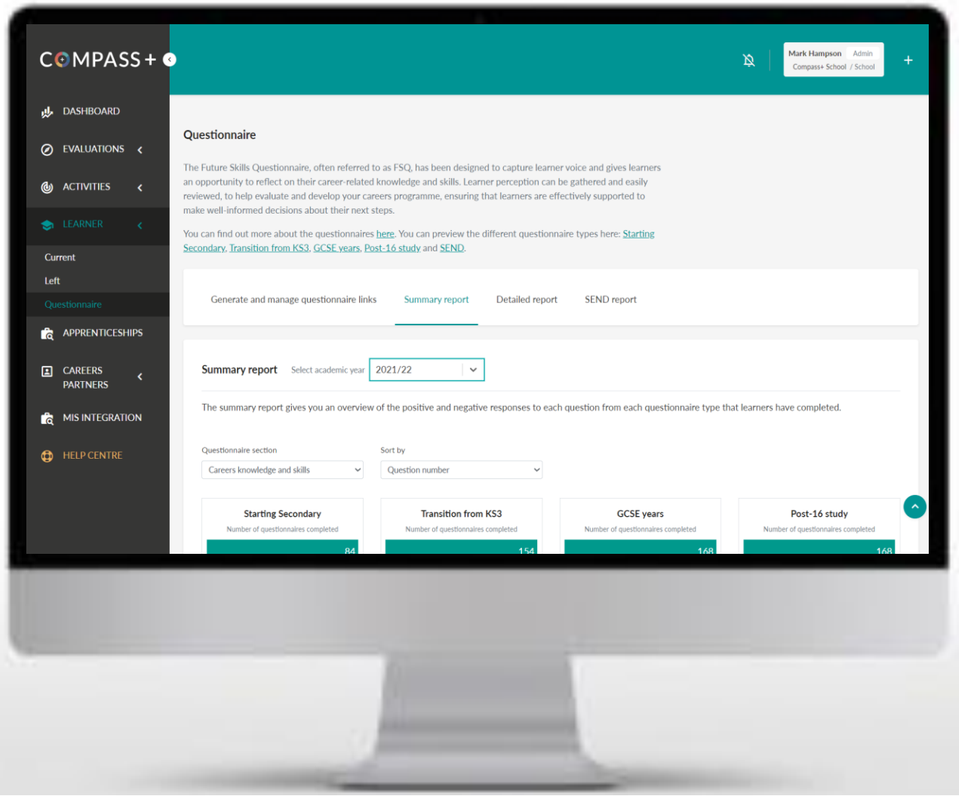


- Via Questionnaire section by selecting 'View responses’
- Via individual learner profile under Questionnaire tab
- You can toggle to view Answers only
- Download the learner report as a PDF, questionnaire responses are in section 3

# Analysing the results

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COMPASS+



# How Clevedon School delivered FSQ

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- Launched at each transition point and as early in the academic year as possible: Years 7,11 and 13 (Term 1), Year 9 (Term 5-6) however, you have flexibility to use when works best for your school.

- Year 7 launched as part of IT curriculum; Year 9 during cover lessons; Year 11 as stand alone session and Year 13 as part of Sixth Form Foundation Lecture programme.

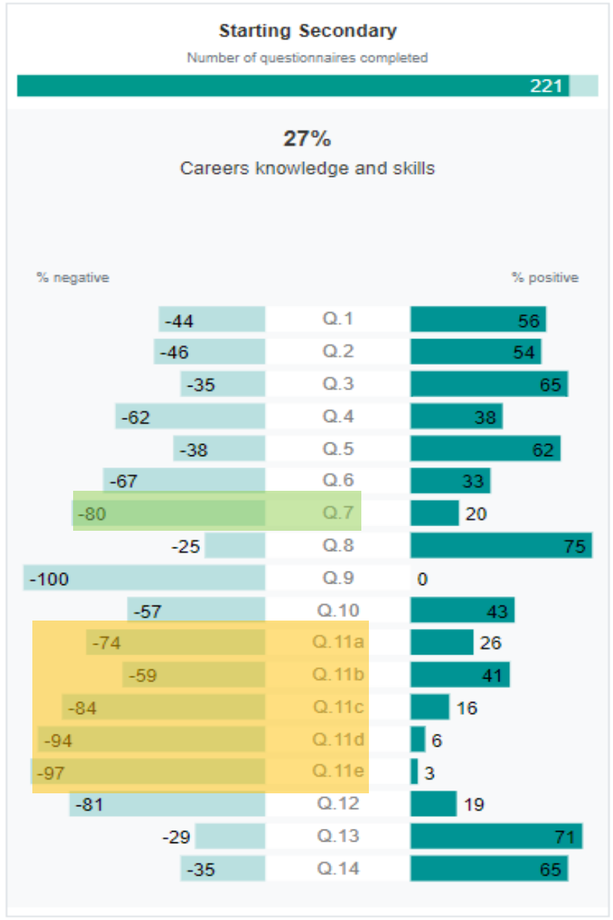
- All sessions incorporated CareerPilot (a partner platform) registration and activity, plus a careers programme recap (approx. 60 min).

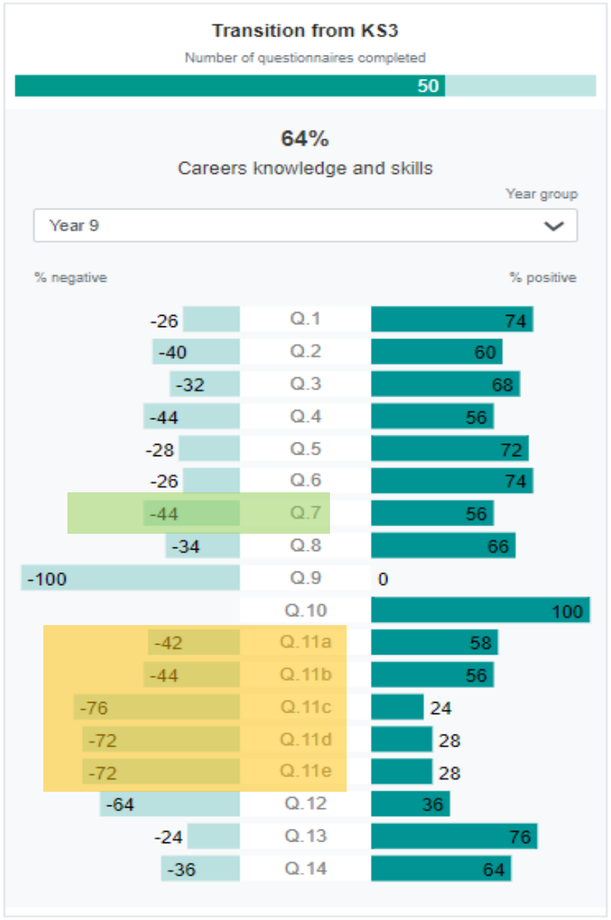
- Students were sent a link to their individual school email accounts via Compass+, whilst involved in their CareerPilot activity (to avoid completing without staff introduction)

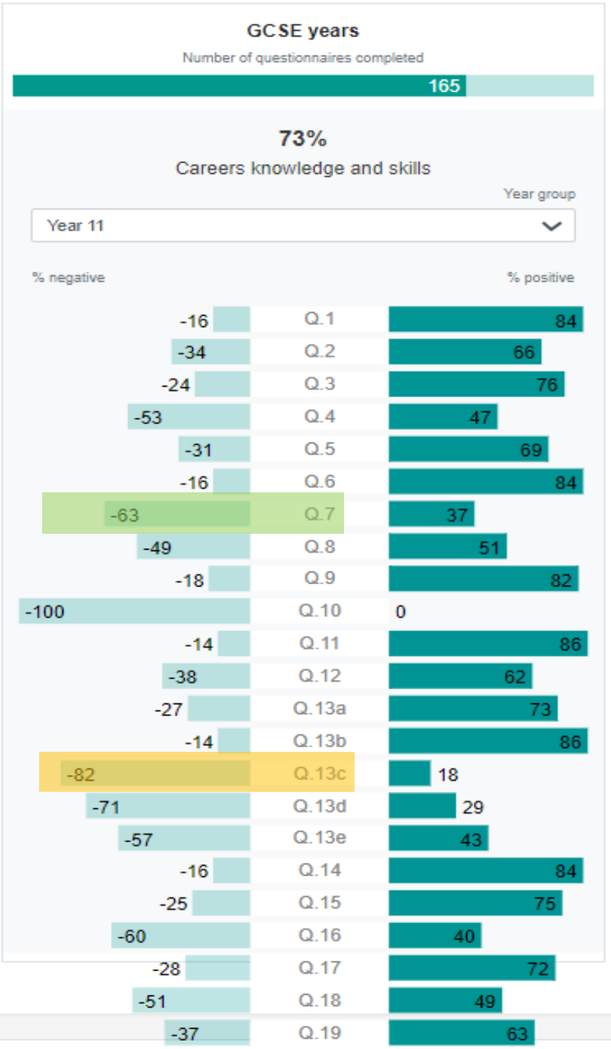
Clevedon School

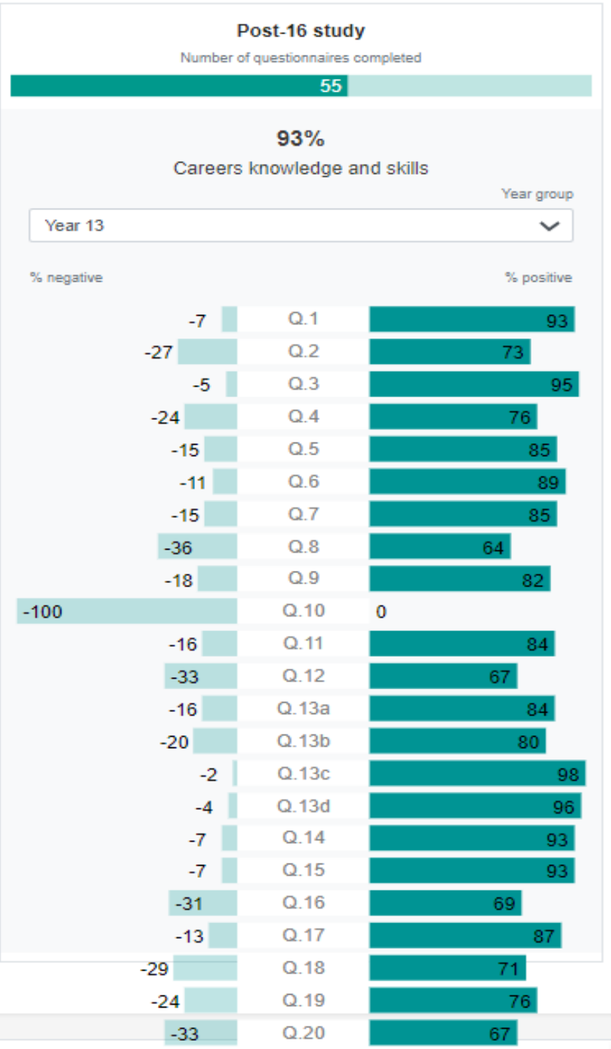
# Completed Future Skills Questionnaires 22/23

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"FSQ has also encouraged students to think about their future career pathways to a point that I have recently had Year 7 students asking me all about GCSE options and the impact on FE."

"We used the Year 7 data as a benchmark for our students and their understanding of CEIAG shortly after they joined."

"It has shown that we can do more with some of the lower years but our provision for careers is good."



"It has made me realise that we need to do a lot more work around describing the different types of courses students can do post 16, this is now being planned into our programme."

"Already we have brought in a post 16 provider to discuss pathways with year 8 and 9 as it was evident from the questionnaire they were unsure of their option pathways after year 11. ."

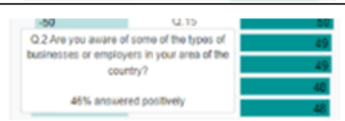
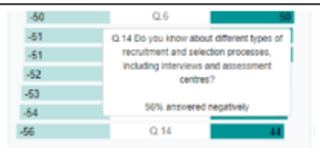
"I think the FSQ is a great tool to be able to evaluate what students have learnt through their time in school. I am looking forward to seeing an improvement next year ."

"I published the results of the survey on our 'assessing impact' page on our careers website to show how we are using student voice and evaluation for benchmark 1"

# Learner > Questionnaire

**Future Skills Questionnaire: What could you do to improve each of these?**

**Section A – Careers knowledge and skills – analyse these responses and suggest possible next steps**

| Survey and Question | Image from FSQ | Suggest possible next steps |
|---|---|---|
| 1. Starting Secondary Survey<br>Q6: At school, do you know who to go to for information and guidance about careers?<br><br>46% answered positively |  | |
| 2. Transition from KS3 Survey<br>Q9: Do you know what subjects you want to study for GCSE?<br><br>58% answered positively |  | |
| 3. GCSE years Survey<br>Q2: Are you aware of some of the types of businesses or employers in your area of the country?<br><br>46% answered positively |  | |
| 4. Post-16 study Survey<br>Q14: Do you know about different types of recruitment and selection processes, including interviews and assessment centres?<br><br>44% answered positively |  | |
| 5. Post-16 study Survey<br>Q16: Do you feel confident talking about your skills in an interview?<br><br>46% answered positively |  | |

Use FSQ to evaluate your programme, identify and address gaps, inform future planning to ensure all learners are career ready, can make informed decisions and effective transitions. Brilliant for early identification of issues individually, group, or whole organisation

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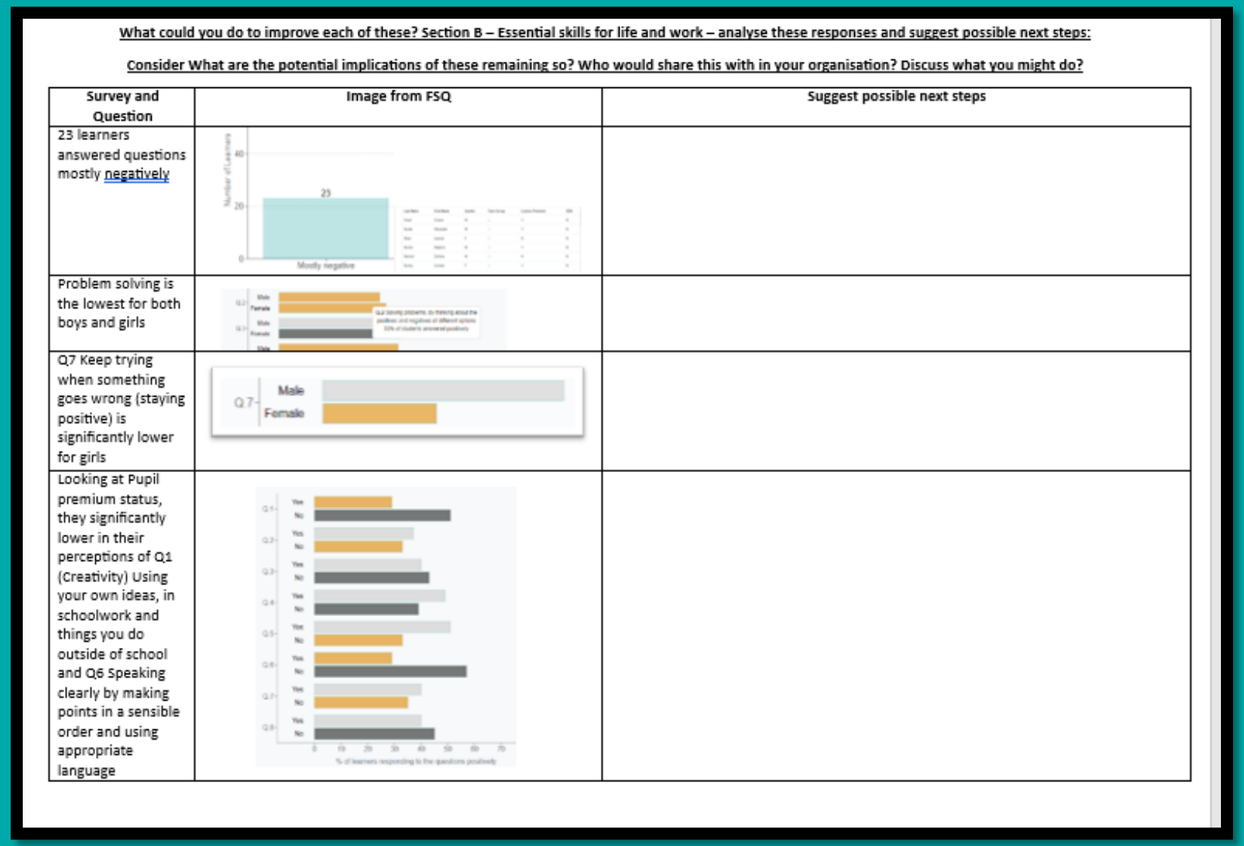
## Give these a try…

1. **Use the template to help analyse relevant information about the perceptions of your learner responses around different aspects of ‘careers knowledge and skills’**

Now consider each example in turn:

- What are the potential implications of these remaining low?
- Who would share this with in your organisation?
- Discuss what you would do and who could support you?

# Learner > Questionnaire



What could you do to improve each of these? Section B – Essential skills for life and work – analyse these responses and suggest possible next steps:

Consider What are the potential implications of these remaining so? Who would share this with in your organisation? Discuss what you might do?

| Survey and Question | Image from FSQ | Suggest possible next steps |
|---|---|---|
| 23 learners answered questions mostly negatively |   | |
| Problem solving is the lowest for both boys and girls |  | |
| Q7 Keep trying when something goes wrong (staying positive) is significantly lower for girls |   | |
| Looking at Pupil premium status, they significantly lower in their perceptions of Q1 (Creativity) Using your own ideas, in schoolwork and things you do outside of school and Q6 Speaking clearly by making points in a sensible order and using appropriate language |  | |

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## Give these a try…

1. **Use the template to help analyse relevant information about the perceptions of your learner responses around different aspects of ‘Essential skills for work and life’**

Now consider each example in turn:

- What are the potential implications of these remaining low?
- Who would share this with in your organisation?
- Discuss what you would do and who could support you?
- How might you present this to your senior leadership to lever greater support?



# What's new?

- Questionnaire updates
    - Removal of traineeship option
    - Update to pathways question
- Updated SEND guidance

# Coming Soon

- Ability to export reporting
- Slide deck with all questions by questionnaire type to support creating presentations
- SEND Questionnaire presentation mapped to communication in print (Widgit Online)



# Resources and Training

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A number of resources are available to support Careers Leaders:

1 | **Help Centre articles**

2 | **Webinars**

3 | **Self-service online training (free)**

4 | **Enterprise Co-Ordinator/Hub support**



# Thank you.

# Any questions?



# Feedback

Please complete the feedback form. Scan the QR code below...

Compass+ Training Feedback Form - 23/24

**Feedback form:**
https://forms.office.com/e/UeuWqDwLBd

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