

Completing the Future Skills Questionnaire with students with SEND

The SEND version of the FSQ has been designed for those who may struggle to complete the longer versions of the questionnaire. It has been designed to be used the Group 1 SEND students (students who are not expected to achieve Level 1 qualifications) however it is up to your discretion as a Careers Leader as to which students you think would benefit from this shorter version.

The SEND version of the FSQ should be completed one-to-one with a member of staff as part of a careers conversation. This is so that the staff member can explain the purpose of the questionnaire and work through the questions with the student, ensuring they understand each question. The purpose of this guide is to offer guidance to the supporting staff member.



Completing the questionnaire with a student

- The questionnaire will be displayed on a computer screen. The student will have an individual web link which will link their answers to their pupil profile on Compass+. This will be sent to you by your schools Careers Leader.
- Ensure you have the correct survey link for the student, it should say their name at the top of the screen.
- There are three groups of response options. We have created a visual scale for each of these groups (see end of this document). You may wish to print these scales and have them in front of the student to support them in making their answers.
- As the student answers each question you can either write down their answer and fill in the digital questionnaire later, or click through the questions with the student.

Information for students

Introduction

- The Future Skills Questionnaire asks about careers knowledge and skills.
- The questionnaire is used nationally to support students to think about their futures.

The reasons for completing the questionnaire are:

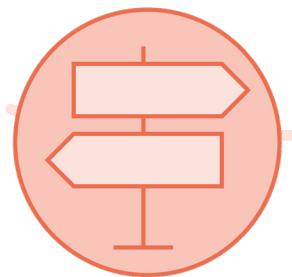
- To help students think about your own strengths and knowledge around careers.
- So that students views, needs and interest can shape the careers support your school provides moving forward.
- To make sure that students have the support they need to make informed choices about their next steps.

How to answer the questionnaire

- We suggest that the questionnaire will take approximately 10-15 minutes to complete, but this may vary depending on the student.
- Encourage the student to think carefully about each question and take time to answer.
- Encourage the student to ask about words or phrases they don't understand.
- Ensure the student understands that this is not a test and there are no right or wrong answers.
- The Careers & Enterprise Company (CEC) accesses your questionnaire responses for research and reporting purposes, this will help CEC and local partners improve careers provision for young people across the country.
- CEC Researchers will not see your name and will not be able to identify you.
- Your questionnaire responses will be held safely on secure servers that meet with data protection rules.



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Questions

1 | Have you learned about different careers other than those of your family or carers?

The purpose of this question is to understand if the student has learnt about careers outside of their immediate family. This may have been through talks at school, workplace visits or careers embedded in the curriculum.

2 | Do you know how to find information about jobs and careers?

The purpose of this question is to understand if the student knows where they can find out information about different jobs and careers. This could be from trustworthy websites, talking to the careers leader or job coach.

3 | Do you know how to find out how much you could earn in different types of jobs?

The purpose of this question is not for the student to be able to name the salary of different jobs, but to understand where they could get this information. It's important for students to understand that the amount you could earn varies depending on the job you are in and support them to make informed choices.

4 | Have you thought about how jobs and careers may change in the future?

The purpose of this question is for students to think about what factors might affect the types of jobs or careers they may have in the future. For example, this could be in relation to Covid-19 and which sectors are growing or shrinking or technology and how that might change which jobs are available. This will support students understanding of the need to adapt to changing labour markets.

5 | Do you understand the options you have for education and work after you leave school?

This question encompasses several options for the student after they leave school. The options available will depend on the student's circumstances, but it may be helpful to talk through with them what they think their options are. This is not about ascertaining which option might be right for them (see next question)- just understanding if they have the information they need. After answering the question you may want to discuss with the student any potential options they may have missed. Some examples may be:

- Supported internship
- Supported apprenticeship
- Supported employment
- Further education college
- Extended work placement
- Supported enterprise/ volunteering

6 | At the moment, what do you think is the most likely next step after school/college?

- Supported internship
- Supported apprenticeship
- Supported employment
- Further education college
- Extended work placement
- Supported enterprise/ volunteering
- I'm not sure yet

This question is intended to support the student to think about which of the options they've discussed might be right for them, and what they think they would be most likely to do. It's important to stress that it's okay if they are unsure. There are no right or wrong answers.

7 | Do you have ideas about what you might do in the future?

This question is asking students to think more broadly about their future, this could be about what types of jobs they may want to have or the types of subjects they may want to study.

8 | Do you have ideas about which careers match your interests and skills?

Following on from the question above, this question is asking students to reflect on their own skills and interests. What do they enjoy? What are they good at? Why?

9 | Over the last year, have you developed listening, teamwork and problem solving skills?

This question asks students to reflect on their own skills. It may be helpful for you to discuss each of these skills with the student if they do not understand the terminology.

Listening: paying attention and understanding what other people are saying.

Problem-solving: finding a solution to a situation or challenge.

Teamwork: working with others to achieve a shared goal.

Note that the response options change for the next set of questions. The question is asking how well the student is able to do each of the following things.

10 | Can you... Keep trying when something goes wrong?

You may want to give an example of a time when something goes wrong, or prompt the student to think about a time they may have kept going when something that gone wrong.

11 | Can you... **Be positive about new challenges?**

The student may struggle with the term challenges, so you may want to explain what this means or give examples of challenges they may have experienced. It may also be useful to ask the student what being positive might look like for them.

12 | Can you... **Make a good impression on other people?**

It may be helpful to encourage the student to think about what they do to make a good impression. This could be things like making eye contact, standing up straight, acting professionally or shaking someone's hand.

Note that the response options change for the next set of questions. These are yes or no questions. Remind the student that there is no right or wrong answer and that it's okay to be unsure.

13 | Do you have a career plan or vocational profile with actions to help you achieve your goals? This includes plans for further learning, work or independent living.

This question is asking if the student has a document which includes their future plans and actions to achieve their goals. The form this takes may differ between students.

14 | Do you know who to ask for support with education and career choices?

This is most likely the Careers Leader in your school or their job coach if they have one.

Response options visualisations

Response options (Q1-9)

No, not yet



Possibly, I'm not sure



Yes, to some extent



Yes, to a great extent



Response options visualisations

Response options (Q10-12)

I'm not able to do this yet



I'm not sure I can do it



I can do this quite well but could develop further



I can do this really well



Response options visualisations

Response options (Q13-14)

Yes



No



I'm not sure



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