

**[00:00:00.17] - Speaker 1**

Okay. Good afternoon, everybody. And welcome to our webinar today on FSQ, so the Delivery, Analysis, and Impact of Future Skills Questionnaire. So we're just waiting a moment there just for some more of the registered applicants to join the webinar. So just to point out at the start that this is being recorded. So if there's anybody that has registered for today's session and hasn't been able to make it, then they will still get a copy of the video in the post-session comms. So if you do know anybody that hasn't been able to make it, not to worry, they will still get a copy of everything that we go through today. So my name is Peter McKinney. I am a Compass Plus Trainer, and I lead on our virtual delivery programme. I also do some of the face to face sessions as well. Joining me today, I have Frances Jenkins. Frances, would you like to jump on and say hello?

**[00:00:55.25] - Speaker 3**

Hello, everybody. My name is Frances. I'm the Customer Content Manager. I am the wingman today on the webinar, so I'm keeping an eye on the chat and the Q&A. So if you've got any comments or thoughts or feedback, use the chat. If you've got any specific questions, please drop them into the Q&A, and I'll do my very best to answer them as we go. But if there's anything that I need Peter to support with, we'll save them until the end. So that's me, Q&A, and the chat, that's it. Thank you very much.

**[00:01:28.26] - Speaker 1**

Brilliant. Thanks, Frances. So yeah, just to reiterate there, as I am going through the session today, if there are any questions, any queries, concerns, please feel free to drop them in the chat and the Q&A, and Frances will work her magic and solve any problems. But like she also said, we do leave time at the end of our sessions just in case there are any mop up questions that maybe need to be covered again in product, etc. Okay, so our learning objectives for today, everybody. So we want you to be able to go away and understand the value of FSQ how it can help you build and develop a progressive careers programme. So that data and the information you get back from the FSQ, what you can then do with that to really make a difference within your own programme, institution, and certainly to the learners that you have. We want to be able to enable you to prepare effectively to launch FSQ in your setting. This is a super important part in terms of the take-up in completions. And as FSQ, and certainly, Compass Plus is a data product, that it's as good as the information that goes in there.

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Having that preparation beforehand really does help with the launching and the completion. So we're going to hopefully show you how to do that. We want to show you how to understand and export the data and then

analyse that from the perspective of the questions answered throughout each of the year groups, and with obviously the new reporting function as well, how you can then download that, print that out, and then show that to anybody that needs to see that data. We're going to support you to identify your individual learner needs. So again, with the data that you get from FSQ, really drilling down into that granular detail for each of your individual learners, and then showcasing how you can support those particular learners to help get them past any barriers or blockers that they're experiencing. And then with everything that we do in terms of the online delivery, we always leave time at the end to go through any training, support, etc. Help centre, different articles that are becoming up and coming in the product. So we go through that as well. Okay, so we may have some new users of Compass+ on the call on the session today.

**[00:03:43.29] - Speaker 1**

I'm just going to actually My camera off there. Right, great. So, yeah, we may have some new users of Compass+ or even new to Future Skills questionnaire on the session today. So just to do a quick overview of what FSQ is. Like it says there, it is a tool that you measure your learners career readiness. From the questions that they answer, you will be able to gauge quite confidently where their ability is and then identify any gaps in their learning and their understanding as well. Because it covers, like it says at the bottom there, different aspects of knowledge, skills, and attitudes, that it helps you really best equip your learners for their, like it says, their successful transitions, their next steps, their pathways, whatever that may be. And it really helps you to support them as best that you possibly can. So there's nothing else like FSQ around, and it is we're going to show today that it's such a powerful, powerful tool that's embedded into to Compass+, and the data and information you get back from it is so helpful to you in terms of your planning of careers and programmes for your learners.

**[00:04:49.29] - Speaker 1**

So just looking at an overview of why should we use FSQ. So it's very much we appreciate that a lot of things within careers are always time-expensive, and time is not a luxury that careers leaders have. So if you are going to do something, there needs to be a value in it. And this is what FSQ can provide for you. So if we started from the top right and we worked our way around, so responding directly to learner voice. So that data and information you get back from your learners, whether it be year seven all the way through to potentially year 13, if you've got those six form attached to your school, it allows you to, in real-time, respond to their answer. So very much a, you said we did kind of approach. It allows you to do that and hopefully really then build that commitment to careers within your school from both a learner and an SLT perspective. Without a doubt, The next one here about identifying learners at risk of becoming neat. So through the answers that you get from the questionnaire, and certainly, particularly at that latter stage of, let's say, years 10 and 11, depending on how

your learners are answering the questions, if they are expressing little or no knowledge in certain areas, then the information that you get from that allows you to make those timely interventions.

**[00:06:09.04] - Speaker 1**

And certainly, if it is in year 11, which is kind of that last chance saloon attempt at getting data and information. If learners at that point are still saying they don't know about certain pathways, then that is your time to make any interventions. And so potentially avoiding them from becoming NEET. Again, this bottom one now, and this kind of leans on your luxury of either help, support, and time. So being able to measure the progress of your learners career readiness. So if you do have the luxury to be able to roll the questionnaire out, let's say from year seven all the way through to 11, you'll get that measure of the progression and development of knowledge and understanding of all the different areas within careers and pathways and jobs and labour markets that is available to your learners. However, if you don't have that luxury to be able to roll it out every single for each year group, then doing at those key stages of year 7, 9, 11, you still get a very good idea and understanding of how your learners are developing and the areas that you need to support them in. The next two for me kind of go hand in hand or more so helping tailor activities to individual needs.

**[00:07:18.17] - Speaker 1**

This normally comes off the back of identifying trends or gaps in your provision. So by identifying those gaps in those areas that your learners are saying they've got little or no knowledge in or need help and support in, you can then create, and we'll show you through the reporting function, how you can focus in on particular groups, particular characteristics, and start to form custom groups that then address those individual needs of those learners and really help you move them on within their time at your setting. Those two, certainly by identifying where the gaps are and the barriers may be, you can then create tailored individual activities for your learners to help them progress. So a lot of value in actually investing time in completing FSQ within your settings. So just moving on these next couple of slides, talk about a big survey that was carried out. Obviously, we've got this is from academic year 23. We will also have the new data coming for 24 as well. But there was a big survey. I'm not going to read all of these pieces of information here because they are quite small and there is quite a few of them.

**[00:08:30.06] - Speaker 1**

So you will be able to look at these when you get the copy in the comms. But there was a big survey carried out, and this really just goes to emphasise the impact and the part that all of you have to play within FSQ in gathering all of this data and the information. So granted, we understand that when you do roll out FSQ, it's very much

from, let's call it a selfish perspective, that you want to get that information and data for your own learners in your setting, which is absolutely paramount. But it also plays a part in a bigger picture as well. So it also plays the part of careers as a whole, nationally, and how we can then support different drivers to move it forward and to address any gaps, certainly. Certainly that our learners are saying they are expressing. So some of the insights that came out, so some of the key things, and there's some really, really great information in here. So Insight 1, students feel more career-ready as they progress through secondary education. So from the results and the answers that your learners were providing, they've kind of said that, look, as there are more events and activities put on within your settings, they are starting to feel more confident about being career ready and what that next step and pathway may be.

**[00:09:45.02] - Speaker 1**

By year 11, most young people, so this is insight two now, by year 11, most young people understand traditional academic and vocational post-16 options and feel supported to make, I suppose, informed decision there. Again, another real key benefit of that information that you get back from the FSQ. And traditionally, you may have 1-2-1's with the learners and get that information, but this is real tangible information that you're getting from your learners that's saying, I've got a better understanding about BTECs, about vocations, about traineeships, whatever it may be, and that they are quite confident post-16 that they are making a informed, educated decision about what their next steps going to be. However, with all of that, with Insight 3 here, a real acknowledgement towards things can be good, they can always be better. So there's more work to be done on support and transition to the workplace and essential skills. So there's definitely still key areas there where we can work on as a whole. But the information that came from this survey is really powerful. And again, it just shows the part that you all have to play in rolling out FSQs and getting that data and information from your learners.

**[00:10:58.08] - Speaker 1**

So just to move on to this slide here. So this is for those that are new to using FSQ, these are the different types of questionnaires that are available for you within your setting. So you can see sort of in the yellow or the mustard colour there, they are the mainstream curriculum versions of the questionnaires. Within each one of those questionnaires there, there are always two sets of questions. So just over here on the right-hand side, we can see that we've got the careers, knowledge, and skills section, and then the essential skills for life and work. So they are in each of those questionnaires that your learners will complete. And broadly, the questions do remain the same throughout year seven through to 13. However, obviously at key stages, they are slightly nuanced and then differentiated, dependent on that particular stage that your learners are within their school career. And so they then do change slightly to ask questions about apprenticeships and traineeships, etc, and

next steps and pathways. But broadly, they do remain the same, and each one of those mainstream curriculum questionnaires has two sets of questions attached to it, like we can see on the right-hand side.

**[00:12:06.14] - Speaker 1**

The one underneath, which is the send version, this is in red because this is slightly different. So the send version remains the same. You can see there, it remains the same across all of the year groups. And that is because it's designed to be carried out as part of a one-to-one careers conversation. So this is not a questionnaire that you are going to set your send learners as homework or just even set them away doing it in the classroom. This is a version that is designed to be held and supported by either a teacher, a SENDCO, pastoral, whoever it may be, a parent or a carer even, that they can then support their son or their daughter in completing this questionnaire. Now, with the send version as well, there are three sets of questions. Whereas the mainstream curriculum, we've got two. With the send version, we've also got the career and planning section as well, of which I think there's just a couple of questions in that one from memory. Again, designed to be held as part of a one-to-one conversation, so not something that we are suggesting to set as homework or certainly to do individually.

**[00:13:06.00] - Speaker 1**

So, yeah, those are the different types of questionnaires. Now, the questions themselves have been mapped against these things at the bottom here. And this is the skills builder framework. So all of those essential skills and qualities that we are trying to embed into our learners whilst they're in our particular setting, they are all then mapped into those questions as well. So it really encompasses everything to with the skills builder framework. Okay, so just a little bit of information now really supporting the roll out and the do's and the don'ts with the FSQ. So the FSQ links, which I will demonstrate, they're generated within Compass+. You need to be upgraded to Compass+ to be able to generate those links. The links can be then downloaded. They can be sent out directly via email or we've got the option there to do a mail merge as well. That's still there if you need to do a mail merge. There is again which I will show you. If emails may be a bit of an issue for you and you don't have them, let's say you are working in a send setting or you have some send learners and they don't have emails, there is a way that we can download those links to a spreadsheet and share them in an alternative method.

**[00:14:17.25] - Speaker 1**

So there is still the option to get those links to all of our learners. The links themselves, once they've been generated and accessed, or sorry, if they haven't been accessed, I should say, they will then expire on the first of August each year. So let's say we generated the link today for our learners on the 26th of September, and for

whatever reason they did not access it, that link that we generated today, that would expire on the first of August. So it's just to be mindful of if you have generated links and you can then look to see who is completing and who hasn't. You can almost, I'll give them a little plod and poke, for want of a better word, to get that questionnaire completed, because if it doesn't, you've missed that opportunity to capture that data and information in that year and it moves into the next one. FSQ questions are fixed and cannot be edited or added to. So the questions have been put together, and I think there's a slide that's going to come on and talk about this. They have been put together with a real intention of what they want to get back out of that in terms of data and information.

**[00:15:20.17] - Speaker 1**

So they haven't just been put together on a whim. There's been industry experts, teachers, students have all been considered in the creation of these questions. And just more recently, there has been three new questions added into the questionnaire, and that's been based on a lot of feedback from users. Unlike your Compass evaluations, the questionnaires cannot be saved and returned to later. So if a learner accesses the link once you generated and sent it out, once that link has been accessed, the learner can go back to it and complete it at a different time. However, they would have to then start again. So let's say there was an emergency in school, there was a fire alarm, everybody had to go out, and a learner was, let's say, on question 10 for the year seven questionnaire. When they came back in, they'd have to start a question one again. So that's a difference there between your Compass evaluations as you're doing them, you can see them come back where you left off. That's not the case, unfortunately, with the questionnaire, so they would need to then start again. And then finally, the responses do not link into your Compass evaluation.

**[00:16:28.14] - Speaker 1**

However, they do help provide you with really important information that can help you steer your careers programme for your learners and make any interventions and changes that you need to. This is just, I suppose, a little bit of background. Again, I'm not going to read this slide because you'll be able to do it. But just to emphasise that there has been a lot of thought, a lot of consultation and preparation when putting the questionnaires together. There's been a lot of testing going on, certainly step four there, that cognitive testing, and it very heavily links into the SEND setting try and make sure that questions are as accessible as possible for all of our learners, whether that is then changing language, editing emojis, etc. There's been a lot of thought put into it before that rollout has happened. So it certainly hasn't just come about in a short space of time. So there's been a lot of time and effort put into that creation of the questionnaires. But just that one there, really, to give you a little bit of background and context to it. Okay, so this one potentially, for me, is almost one the most important slides of the webinar, and it is all around the preparation.

**[00:17:34.28] - Speaker 1**

Cannot emphasise enough how important this section is when you are rolling out your questionnaires with your learners. So sharing the information, preparing your learners ahead of the questionnaires is so key to them completing it accurately. So if we go through these. So in the yellow section at the top, the first part of the part would be really just making sure a little bit of housekeeping that all of your learners are in the right year groups so that when you do generate those links, that they are getting sent out to the right learner and a questionnaire. So if we said you know your MIS hasn't updated from year 9 to 10, and you've got some learners that have, although they've moved into year 10, they may still be shown as year 9 on your MIS, you would generate a year 9 questionnaire. So that'll be a slightly different questionnaire to what a year 10 would get. So quite important to do a bit of housekeeping and make sure that your learners are all in the right year groups. Now, going from one to five here. Asking your IT manager to whitelist all emails from careersandenterprise.co.uk. Whitelist basically means just like it says there, allow, given the green tick, given the key to your firewalls because school firewalls being what they are, they are like Fort Knox

**[00:18:48.18] - Speaker 1**

Nothing can get in, nothing can get out. And so when you do generate the links to your learners, the link will come from this email here. So the @careersandenterprise.Co.Uk. So very important that this email is whitelisted and almost given the go ahead to go through your school firewall. So that is really important to start with. Secondly, to almost check your email health, to make sure that your emails that are saved in your MIS because that's where the links will be sent to. So Compass Plus syncs with your MIS overnight, pulls through all that data and information. And as long as the emails are in the right boxes, they are in the right formats, and they are with the right emails, then everything will work okay. But what we say is to try and avoid parent emails or no parent emails at all, because if you're running a session and you want to send the emails out and you've sent it to whatever is saved in your MIS and you're running your session and it's gone to a parents email, that learner can't then access their FSQ or their questionnaire. So to make sure there is a student email.

**[00:19:53.16] - Speaker 1**

If within a SEND setting that is an issue, I will show you how we can work around that. But very important that we've got the right emails. And then normally learners are generated an email address when they sign up to school. Step three, very much this one plan to have an idea of which year groups you're going to start with first. Are you just going to are you going to start with year sevens and maybe it's a small cohort there? Are you going to start with year nines, year tens, etc? But think about what you're going to do and when you're going to do it. So my advice would be to start small, certainly to make sure that it works in the way that you expect it to, and

then you can expand that. But it will certainly... It may take planning in that you may need access to IT suite. So you then may need to check timetables, lesson plans, etc, to make sure that learners have access to an IT, some form of IT. As much as you can access the FSQ via mobile phones, laptops, tablets, etc. Obviously, the visualisation of it on the phone is a lot different to what it be on a computer.

**[00:21:00.22] - Speaker 1**

So really thinking about when you're going to do it, how you're going to do it is quite key. Step four, review your FSQ engagement resources so that we do have a PowerPoint, which is embedded into Compass Plus that you can share with the learners. And this is basically just letting them know what the FSQ is, why they're going to be completing it. We've got a short video that we'll show you as well, which again, you can run. If you've got a teacher that's helping out with this and you're asking an English teacher or an IT teacher even, to go through this with the learners because they're in an IT suite, the IT teacher may not have an in-depth knowledge of FSQ. And so playing this short video will allow them to also understand what it is that they're doing with the learners. And then lastly there, step five, IT being IT. We always suggest generating the links and sending them out 24 hours in advance of when you want the learners to complete it. And that is just really to give you a bit of comfort zone of ensuring that all of the links will land in the learners' inbox in time for you to run your session.

**[00:22:09.02] - Speaker 1**

So let's say, for example, it was Monday morning, nine o'clock, and you wanted to do the FSQs at half past nine. I wouldn't suggest generating the links at nine because you can guarantee that, again, IT being IT, not all of those links will land in inbox in time for your 9:30 session. So we always say 24 hours in advance to give it the best chance of landing in their inboxes. So this is really, really key in the preparation for your learners. Okay, so this is the video. I'm just going to press play. It's just a couple of minutes long, and this is what you could show to the learners as to what the FSQ is and really the benefit of them completing it as well.

**[00:22:55.17] - Speaker 2**

The Future Skills Question is a set of questions that have been designed for young people in schools and colleges to help us think about our skills, strengths, and what we might like to do in the future. Completing the questionnaire and answering the questions is really easy to do. It isn't a test or anything. There's no right or wrong answer. Just take your time, go through each question, and pick the right answer for you. Each answer has an emoji next to it, too. If you're not sure what the words say, you can pick the emoji that best fits how you feel about the question. If your friends all know what they want to do when they leave school or college, and you don't, it can be scary, but it's totally normal to feel a little bit lost. That's why completing the future skills



questionnaire can help. The questions about what you want to do after school are really good as they get you thinking about the different options that are out there and what you might be able to do in the future.

**[00:24:05.19] - Speaker 1**

At first, I thought it was just another task my teacher wanted me to do. But actually, doing the Future Skills questionnaire really made me think about what I'm good at. It also helped me to see the areas that I need to work on to develop and improve.

**[00:24:32.20] - Speaker 2**

Thousands of young people like me all over the country have done the Future Skills Questionnaire. My whole form group did it and my teacher is going to use the results to help make our employer programme better. This will make sure that all young people like us are supported to make the right choices about our next steps after school or college.

**[00:25:01.19] - Speaker 1**

Sorry, about that. So hopefully that short video there, that is something that you would play for your learners so that they can see or get a better understanding along with the narrative that you could provide with that is to what the FSQ is, really not to worry about it, emphasising that it's not a test. There's no right or wrong answer for them to be completely honest and upfront. It's their perception of how they see their careers within your school. And you really want, going to say warts and all, because that allows you to see where your strengths are and really celebrate those, but then also your areas of development. It allows you to focus in on them as well. So this slide here is just about that email health status. So if you're generating lots and lots of links from Compass+, if for whatever reason, some of the emails may have the wrong details in there. The more that we send out emails that are then getting bounced back, it will come back with email health status. Now, that can then be found on your navigation bar. There's also a hyperlink here that can take you to the help centre.

**[00:26:19.25] - Speaker 1**

There's an article there that explains what you do. You won't see this. You won't see the email health status if there's nothing wrong, if all of your emails are correct and they're all going through. But it's only if you are getting lots and lots of bouncebacks from generating the questionnaires and sending them out. And that is just so that we can identify any areas that really need fixing. So it's a new area, a Compass+, and something that's designed to really help yourselves. So this is just we include this slide just so you can see what it looks like when

you do generate the questionnaire or the link and then send out to the learner. So up the top here, you can see where it's come from. So the careersandenterprise.co.uk which is that email that needs whitelisting. And then this is what the email would look like. So we've got Hello, Julia Collins, etc. The your skills generated a link and here is the code for it. So the learner would access this hyperlink, it would take them through their questionnaire, and they would then complete that. What you will notice here is those numbers there, they are completely unique to Julia Collins, and all of your learners will have something similar, as in it will be a unique code that nobody else in the country will have as well.

**[00:27:30.24] - Speaker 1**

So this is what it will look like. And again, in that preparation, if you can let learners know, look, there will be an email coming into your inbox. Please don't do anything with it because we're going to go through it in session. But it's just so they don't go, oh, what's that? And then delete it, that they've got a better their idea of what it is and not to really do anything with it. Because I suppose once they've accessed the link, then that's fine, it's accessed. But if they then maybe deleted or don't do anything with it, we've only got till, like I mentioned before, the first of August. Something to sort of mention as well is that you can only do one questionnaire per year. Each learner can only complete one FSQ in their academic year. So if they change schools and different things like that, then they can only do one. Okay, so what I'm going to do now is I'm going to jump into my demo account and show you all where we can access the FSQ from, generate links, send them out, and then analyse that data as well.

**[00:28:31.01] - Speaker 1**

So for anybody that is new to using Compass+, we've got our navigation bar down here on the left hand side. And where we are looking at today is in our Learner section. So if we click into Learner and then we've got questionnaire. What Compass+ then does, it takes you to this secondary page. Now on here is everything you need with relation to FSQ. So we have all of the different types of questionnaires where you could go on, you could have a look at them, really, just to make sure with the questionnaire you're sending to your learners is the right one, that you're happy, that you understand the questions that are going to get us. You can go through that yourself so that if you do get any questions, you're best equipped to help and support your learners. Where we can get some of the support and information from as well around the questionnaire is in this section here. So if we just click into it, and it's very small, so be careful not to miss it, in the little hyperlink that says here, if we click on that, this then takes us to a secondary page, and it's all supporting information around FSQ.

**[00:29:32.28] - Speaker 1**

And if we just scroll down, what we first come to here is PDF versions of all of the questionnaires. So what you may choose to do if you wanted to is download a version to PDF. You could send that out to your learners. You could put that up on a screen in a classroom and go through it and explain what the questions are, what they look like, etc. But certainly it allows you also to then share that data or share that information with the learners ahead of them completing the questions. So some learners don't like surprises. And so that's a way that you may be able to get around that. And so there's a PDF version of all of the different questionnaire types there. Then we've got a short YouTube video which goes through the questionnaires and show you what the links look like or the questions look like and how they can answer them. And then if we keep coming down here, we've got some more impact stories of how other schools have used FSQ and rolled it out. So they're great to really click on and get that information on how other schools use FSQ.

**[00:30:34.28] - Speaker 1**

But what we're interested in is scroll all the way past Philippa. So some of you may have seen Philippa in the past. And we are interested in this top one here, guidance on all aspects of implementing FSQ. So if we click on that, it will take us to the secondary page. Now, there's three things that we want to look at here. First one could be our FSQ engagement resources. So if we click on that, this will take you to a short PowerPoint presentation, which is perfect to download and go through with your learners in your class. So if I just click on the presentation, I'm just going to move my camera out the way there. And if I just double click onto this, This is a short five slide presentation that you can go through with your learners. On this slide here is the video that you've just seen or that we just watched. Just a short two-minute video. And then slides three, four, and five are just a little recap around what FSQ is, why it's important, what you're going to do as a result of looking at that data and the information.

**[00:31:36.15] - Speaker 1**

And this is the part where you can really emphasise the... We're wanting to complete this questionnaire so that we can best support you and put on the best careers programme possible so that your learners remain engaged with their careers activities. So that's the FSQ engagement resources. So really important, that one. The other two parts are these two at the bottom. We've got FSQ, Questionnaire, Parent Information. So if I just click on this. And all this article has moved, so it's going to be in here. Where's the parent information part? Here we go. So within the parent information part, sorry, we've got this little section here, and it's a piece of narrative. If I just highlight it so you can see. It's just a small piece of narrative that you could send out to parents and carers of the learners at your setting just to give them a bit of background information around what their son or their

daughter is doing in relation to completing the questionnaire. You can reassure them that data information that their son or their daughter provides is fully GDPR protected, so there's lots of compliance there. It only takes 15 minutes to complete. So for those parents that are really engaged with their sons and their daughters' careers, it's just nice to keep them involved and let them know what is happening within that particular section or this particular part of their curriculum.

**[00:33:03.18] - Speaker 1**

So we could put that. You could send that out as a letter. You could put that on your school website. You could email that out to parents as well, whichever way you want to share that information. But it's just nice to keep parents in the loop as parents are a really, really key part in careers for their sons and daughters. And the next one here is the send one as well. So this is just information on the send questionnaire. And if we click on to that one there, it gives us a PDF which goes through all the different questions that the send learners may be answering. But what it also does, if I just go to this one here, it gives a little bit. So if you are getting a SENDCO, pastoral support, a parent or a carer, to sit and do this with the learner, but they're not quite sure on sometimes what the questions are asking or looking for. This gives some background and some context to each of the questions. So it allows you to provide some really great support for the learners when they are completing the questionnaire as well.

**[00:34:06.11] - Speaker 1**

Okay, so that is where we would find our supporting information if we are rolling out our questionnaires. So the important part now, how do we generate the questionnaires? How do we generate the link? So what you'll notice here, we've got five tabs across the top. We got Generate and Manage links, Summary Reports, Detailed, Send, and Custom Reporting. So we want the first one in order to generate our links. So we've got the Generate the Links. We're in the right academic year, 24, 25. And what we can do now is we can select from all of our year groups within our Compass+, which one we want to start with. So if I just clicked on Year 8's, let's say, for example. So I want to generate maybe just a couple of links for my Year 8's so that I know that it works in the way that I want it to. So selected year 8's. If I click Generate New Links, Compass+ then takes me to this second page. And this is a little bit of a safeguard here because we've got two types of questionnaire for our Year 8's. We've got the transition from Key Stage 3, which is before our Year 7, 8.

**[00:35:11.21] - Speaker 1**

But the send version will always be in there as an option. And that's because the send version remains the same across all ages and across all Key Stage. So that will always be an option. So if I just click on my transition from

Key Stage 3, I've now got a couple of options. I can decide to send out the links straight away once I've generated them. So Compass Plus is saying, once I've generated these links, whatever email I've got stored within my system, I'm going to send that straight out to that particular learner. So if I wanted to do that, I would just tick that box. Now, I've got a few different options for who I want to generate links for. I can look at different form groups within Year 8, or I can look at different teaching groups. I can also select all of Year 8. So if I clicked on that button there, you'll notice it's highlighted all of my learners within my Year 8, of which there are 118. And if I click this button here now, which I'm not going to, Compass+ would generate 118 links, and it would send 118 links out to all of these learners.

**[00:36:11.07] - Speaker 1**

Now, I don't want to do that, but that's just to show you what that would look like. Now, if I deselected the send links via email, what we will see now down the bottom is now it's just saying I'll generate the links. It's not generate and send anymore because I've told it I don't want it to. So if I want to just decide myself who I want to send it to, if I just deselect this, and for example, if we just go to Amira Adam, no, Adele Adams. So I want to... Adele is one of my standout learners in Year 8, and I know that if I tell her to log on to her emails to see if this has come through. She's very proactive and she'll do that for me. So if I want to generate my link for Adele, I would just scroll down on the bottom, click Generate Link. And what Compass Plus will now tell us is that it's taking its time. It's generating an individual link for Adele Adams and that it will then save it within my Compass+ account so that I can then decide what I want to do with that.

**[00:37:09.18] - Speaker 1**

So if I just then search on Adele's name, Adele Adams. So there we are at the top. So this is the link that I've just generated for Adele Adams. So we can see that it's the right questionnaire type, which is the transition from Key Stage 3. We can also see here, this is Adele's individual questionnaire link. So no other learner in the country will have this questionnaire link. Now, that's quite important so that you're not getting learners completing each other's questionnaires and getting mixed up. So what I can do with this now is I could just copy that link. I could then go into my emails. I could have Adele sat next to me and type the email up and say, right, Adele, check your email. Can you let me know that it's come through? Access it. And remember on the slide deck there, so we know what it's going to look like when it comes through. And hopefully, if it works in the way that we want it to, so we generated one link there, there in theory then, should be no difference between generating 50 links, 118 links. It should all work in the same way.

**[00:38:07.29] - Speaker 1**

However, the importance here is obviously that preparation. Letting the learner know that you're doing it, so whether that's the day in advance, etc, in maybe a form or a tutor group, and letting them know that you're going to be generating links and sending them out. And that is really how simple it can be. So we go into whichever year group we want, generate our links. We can either send them out directly to the learner, or we can then just download or we can generate the links and then do whatever we want with them. So that's how we would generate them. Now, I mentioned earlier around if emails are a bit of an issue and you don't have an email address to send to learners, what we can do then is if we click into the Actions button here and if I click on Download Links, Compass+ will say to me, so what links do you want to download? As I've only got one for Adele Adams at the in my year 8's, if I select the Adele's name there and just click Download one link, what Compass Plus has now done there is it has downloaded all of that data and information.

**[00:39:13.05] - Speaker 1**

I will just zone in, zoom in on that for you so everybody can see. It's downloaded all of the data and the information for Adele for her particular link, so we can see it here. Now, if we had more learners, they would all be appearing here. So this is Adele's particular link. So I could now, I could either print this out, cut out these questionnaire links, get a delta to type this into a URL, hit enter, and it will take her to her questionnaire. We could also, if you use any chat forums within school, you could send these on Google chat or whatever it may be. You could have them up on the board in the class. And as long as the learners have got access to some form of IT, they could type in the questionnaire link, hit Enter, and it will take them to their own link. Now, if I click on this for Adele, it would say as an error because it's not actually a questionnaire link, because this is just a demo account. But what would happen here is that would take Adele to her questionnaire, and she could start working her way through that.

**[00:40:17.25] - Speaker 1**

So that is how we can get around the if emails are a bit of an issue within your school or if you don't have access to emails. So in terms of generating links and downloading them, very, very simple. Just a few clicks of a button, select your year group, generate your links, and then they will all appear here. If you then, once you generated your links, you don't have the option to send them out via your emails, we then click and we download those links to send them out to our learners or to share them with our learners. So we've generated links. Our learners are starting to complete them, and the information is coming back into your Compass+ account. Where we start to look at that is in the summary report. So what we've got here is we're in the right academic year group, 24, 25. We've got our two types of questions because we've got careers, knowledge and skills, and essential skills for life and work. And this is showing us data and information on all of my year groups within my institution. So

what I can see here from the top is that for my starting secondary, I've got 105 questionnaires have been submitted.

**[00:41:22.10] - Speaker 1**

Sorry, 105 learners have submitted responses, and that represents 97 % of my year seven. So that's a really big take up for Year 7s, so only 3% haven't. Of those, 105, 35 % of them have answered questions in a positive manner. So when it comes to answering questions in a positive or negative manner, if I actually just go to show you what a question would look like. Just going to show you here. So this is a questionnaire, question one of the Year 7 questionnaire. If a learner answers the question with either yes to some extent or yes to a great extent, that is classed as a positive response. If they answer no, not yet, or possibly I'm not sure, that is classed as a negative response. So when you are analysing data and information on these answers here, when it's here as positive or negative, that means the learner has answered in one of those two ways. So what we can see, we can see the questions in numerical order 1 through to 17, which is great, but the information is slightly higgledy-piggledy. Now, what we can do is if we filter onto positive responses, Compass+ will now put the most positive answers or questions most positively answered at the top to the most negative at the bottom.

**[00:42:37.24] - Speaker 1**

Now, there's two ways of looking at this. One, being this is a great way to celebrate your wins, but two, this is the important part as to where we need to develop. So for example, if I hovered over question six, we've got 34 % of our learners, our Year 7, answered this question positively, but 66 % have said that at school, do you know who to go to for information and guidance on careers So 66 % of your Year 7s are basically saying they don't know who you are. Now, that could be a really easy fix for you. You could be more visual on startups in that first week at school. You could drop in to form groups and introduce yourself. You could, if you're brave enough, put your picture up on a notice board to say who you are and where learners may find you. So whilst it might not solve it for this set of Year 7s, for your future Year 7s, you might find that question 6 doesn't sit down the bottom here, it then sits at the top. So you can make those interventions quite quickly based on the information that this data gives you.

**[00:43:40.13] - Speaker 1**

Now, if I moved on to this one here, which is our GCSE year, so we're now starting to get to the really important years, the final years of their careers or time at school, sorry. And if we just hover over, so we've got question 15a. It says, do you understand this option after year 11? And it's talking about apprenticeships. So we've got 53 % of learners have said, yes, I know what apprenticeships are, but you've got 47% saying, No, I don't really

know much about apprenticeships. Now, that could certainly be a bit of a red flag in that it could highlight that this learner may be at risk of becoming NEET because they don't know. They potentially don't know what their next steps are or their pathways are that's available to them. So again, you could then certainly in the Custom Reporting section start to filter in on who these learners are and create some custom groups to create some activities and events that can address those issues that have been highlighted within this data and information. So that's just your overview of the information. Where we can drill down even further into who these learners are is within the detailed report.

**[00:44:44.14] - Speaker 1**

So we just along one step. And what we've got in here is the same data and information, so the 105 learners, 35 % of an average score. But what we've got now is a breakdown of how those 105 learners have answered questions. So we've got seven that's answered the questions really positively, so over two-thirds positively. We've got 58 have answered a bit of a mixed bag. But we've got 40 learners here who've answered less than a third of the questions in a positive manner. So if we look and think that there are around 12 questions or so in that first questionnaire, that means they're answering only three or more in a positive manner, three or less, sorry, in a positive manner. And the way you can find out who those 40 are is by selecting the bar chart there, and it then gives us a breakdown of who those learners are. Now, you can then start to filter on male and female, etc, and you could start to have some conversations with those learners. So it allows you to really drill down into the individuals that are saying that they've got little to no knowledge.

**[00:45:49.05] - Speaker 1**

Now, again, remember, this is year seven, so you might expect this, but Harold Ball might be really engaged in year seven, and he might be giving the impression that he's got a really good understanding of everything, yet his answers to his questions have highlighted something different. So it could just encourage that conversation to have with Harold around why he's answering questions in a particular way. Maybe he's just misunderstood them. If that's the case, that's not a problem at all. So moving on to the right-hand side here, we've got another bar chart, but this now allows us to filter on different characteristics. So we could look at the low scoring questions. So remember, this is our Year 7. So if we looked at question one, which is, have you learnt about different careers other than those of your family and carers? We're seeing that 86 % of our learners don't really know about other careers that are out there. Now we could select that box and we could then have a look at how the learners have answered it. We've got 34 % have said, no, not yet. We could select that again. And again, it will start to give us a breakdown of who those learners are.



**[00:46:54.04] - Speaker 1**

So depending on how you want to look at this data and information, you might want to look at the low scoring questions. You may want to look at how your boys and your girls are answering as a split. You may want to look at any SEN status answers, pupil premium, see if that impacts the way that your pupil premium learners are answering questions. Does that impact their engagement in careers, etc? We've also got, you could just look at how all of your Year 7 boys, Year 7 boys, low scoring questions. So we've got question five. Have you thought about how jobs and careers may change in the future? You could then select that one. You could then look at these particular learners and say, right, we've got a few boys here in year seven have got no idea about how jobs are changing in the future. So you could then put on a session around that, about what different jobs are out there, how would jobs change from maybe even pre-pandemic to post-pandemic. Lots of different things that allows you to start really exploring different areas within your particular learners. So there are lots of different ways that you can analyse that data.

**[00:48:03.27] - Speaker 1**

So that's our detail report. The send report very much presents itself in the same way as the detailed report, other than where we have the breakdown of questionnaires here, we've got the different key stages. So as this questionnaire remains the same throughout all year groups, we've just then got a breakdown as per key stage. So you can filter on a particular key stage. Again, the data and the information here as to the percentage of answered positively to number of questionnaires and complete is the same, as is the ability to then select on who those particular learners are that are answering questions in a quite negative fashion. And certainly the way that you analyse this data and information here also can be looked at in the same way as for your detailed So again, it very much depends on the information that you want to search on or filter on as to what you would do in that section. Now, the last one here is our new Custom Reporting section. And this allows you to download, because where we've got these detailed reports, this data and information here, so if we have these 40 learners, we can't download that anywhere.

**[00:49:10.26] - Speaker 1**

All we could do in the past was to take a screenshot or a screen grab of that information. But what we can do now in the Custom Reporting section is we can start to download that to a spreadsheet. So we, first of all, need to select on a question there. So let's see if we go for GCSE years. We don't have any information for 24, 25, so we go 23, 24. So we've selected the type of questionnaire, we've selected the academic year, and then we now need to filter on a question that we maybe want to look and see how our learners have answered it. So if I chose For example, this one here. So we've got, question 18 says, do you feel comfortable about your skills in an

interview? So if I selected that question, what it's done now is it has filtered down all of the information for all of the different characteristics for my years, for my GCC years. So what I can do here is if I scroll down to the right-hand side here. So I've selected question 18, which we can see at the top, and it's given me all of the different answers that my 152 learners have given.

**[00:50:18.28] - Speaker 1**

Now, what I could do here is if I could filter onto the no, not yet. So these are the learners that definitely are saying, I've got no idea of how to present or perform in an interview. If I then scroll down, we've reduced that 152 down to 23. Now what I can do is I can download this report and it lets you know the different functions that you've filtered on. So we've got the GCSE year's questionnaire, the year, the academic year, which column and which filter. If I click Download Report, it will then filter this information or download this information into a spreadsheet for me, and I can now start to apply filters to this. I can share this information with SLT, with governors, whoever it may be. But what you can also do now is that you know you've got this section of learners who are very poor at, or potentially poor at performing in interviews. Now, as it's our job to really prepare our learners for their next step, even going on to an apprenticeship, you need an interview. So as a careers lead, you could now start to run sessions or activities around interview skills, types of questions that you might get asked, types of questions you might ask, etc.

**[00:51:27.04] - Speaker 1**

But it really allows you to be very, very versatile with the way that you look at this data and information and how you can then download it and how we can then support your interventions within your learners' careers and their activities as well. So again, you can filter on the different types of questionnaires, the academic years, but certainly the questions themselves as well. Okay, so I'm just going to jump back into my demo account here. So we've got an impact story hear from Simon Wareham as to how he has used the Future Skills Questionnaire. So I'll just play this.

**[00:52:06.07] - Speaker 2**

The Future Skills questionnaire really helps us to evaluate our careers provision. My name is Simon Wareham. I am an assistant head teacher responsible for student progression at Southmoor Academy in Sunderland. Using Compass+ has had a great impact on our school, mainly for two reasons. One, because it's managed to record everything to do with careers together in one place. So that means it's making the management of careers much easier. We also find that using the Future Skills Questionnaire, for example, it has had a huge impact on our careers programme. That allows us to be able to see what the students are actually saying so that we can put

interventions in place where necessary. My name is Julie Robinson, and I'm the Trust Director of Regression and Career's Advisor at the Southmoor Academy, Sandhill View, and Sixth Form. I use Compass+ quite a bit in my role here at Southmoor in terms of recording destination. It just helps for me to have a quick glance if I need to, in terms of what the plans are so far. Helping me to look to see if they require any further interventions as well. If they change the mind about the job sector that they're interested in, then again, I can have a look at that and record that information if we need to.

**[00:53:20.05] - Speaker 2**

Just keeps things really, really accurate. We would record the Post 16 destination in terms of whether that be sixth form, whether that be a college, whether that be a training provider? Or of course, whether they're interested in moving on to an apprenticeship. The Future Skills Questionnaire really helps us to evaluate our careers provision. So it shows us where things are going well within our careers provision. So it shows us where it's had an impact. But it also shows us the areas where there might be gaps and things that need improving as we move on. It really shows that student-level voice. The benefit of using the Future Skills Questionnaire is that it really helps you as a school to really find out what the students actually think. Because it could be different. It could be something that you think as a school that you do really well, but actually the students said something totally differently and you haven't picked upon that previously. So it really helps you to identify those gaps in your provision from the actual students themselves. Previous Future Skills Questionnaire that we did last year showed that our students didn't really know where to find the careers adviser, for example, or where to go to get direct careers advice.

**[00:54:21.08] - Speaker 2**

That came through as an area of development, but they really weren't sure. So therefore, they have said that they don't know where to go for careers advice. We are providing them the information that they need, and therefore that will have an impact moving forward, where students will be able to answer that question differently as time goes on. So it really helps us to evaluate that impact and really give a voice to our young people.

**[00:54:46.18] - Speaker 1**

Okay, so I'm just conscious of time, everybody. So I'm going to get through to some of our later slides here. So we just got a few quotes from how some of our schools have used the Compass+ and FSQ within it. So I'll not repeat all of those because that's quite wordy there. We've got a lot of developments coming up within the FSQ arena, and those are on there as well. Certainly a lot of developments in the send side of things, where there is

big steps to improve accessibility. We've got the new FSQ Custom Reporting, which I mentioned there. We've got the learning videos. All of these are new developments that hopefully are going to support you when you complete your FSQs within your settings. The training resources that we've got here. So Francis, I think, is going to put a link in the chat for everybody to be able to access. But just to really touch base with these, that if you are starting to roll out FSQ or if you're starting if you're doing it and you need some more help, to reach out to your EC. We've got that at the bottom here where your ECs are a font of, hopefully, lots of knowledge and support and guidance that they can then either A, support you themselves or put you in touch with that can help support with that.

**[00:56:02.26] - Speaker 1**

We've got lots of online training within the Help Centre articles as well. So on the navigation bar within Compass+, if you access the Help Centre in there, if you type in FSQ into that search bar, it will bring up a whole host of different opportunities for you to explore. And it also gives you access within the Help Centre to future and previous webinars that can also then support with the rollout of FSQ within your settings. The last couple of slides here. So there is fully funded careers leader training. So there are a host of different training providers involved with this. And if you access the QR code on this particular slide, it will take you to options where you can enrol on to courses that help provide you or help provide you with support to be basically the best that you can within your role as a careers lead. So the landscape of careers lead or leader is changing all the time, and this is designed to help and support you be the best that you can be where you were. We've got the additional training as well, a bit of a wider module.

**[00:57:09.20] - Speaker 1**

So this is on our portal on our hub. So again, if you access the QR code there, you can create an account and then you can enrol onto lots of the different training that you can see in front of you. For example, we've got a one that's on the Future Skills questionnaire, so you could create a login and then go straight to that, and it will help you navigate and to develop your confidence and confidence in using the Future Skills questionnaire. Finally, we've got the what's coming soon. If I start at the bottom, we've got the Compass Plus developments article, which is in the help centre itself. So this is designed with the product team and any new updates will be accessible through that link as well. And then we've also got the internal leadership review. So this forms part of the careers impact system. And again, there are links there to help support you with that if you are starting to engage with that particular part of careers within your setting. Okay, so just as we bring things to a close, if I can get you to access the QR code there, there was obviously a lot of information to get through, and sometimes it can fail as though it's information overload.

**[00:58:20.07] - Speaker 1**

So when you get the recording of the session back, hopefully you can go through and digest the information in that way as well. But any feedback that you could leave us always massively appreciated from developing things to making sure that when you do come on these sessions that we provide you with the opportunity to develop yourselves, but also that you get the most out of it. So any feedback from a constructive what we could do better be really appreciated. But similarly, if you feel as though today's session has been informative, it's really been helpful to leave that type of feedback as well. It's nice to know when we are doing things well as also where we can improve moving forward. So any feedback, again, is gratefully accepted and taken on board. And I know there's been quite a lot of activity in the chat. So, Frances, is there anything outstanding at this point that we need to go back through? Have you Worked your magic. I have.

**[00:59:17.26] - Speaker 3**

The chat has been amazing. Thank you very much to those who've contributed and asked the questions and things. So we're all sorted in the Q&A, we're all sorted in the chat. The one thing for me, I'm just going to drop a link into the chat around the review for the send version of FSQ. The deadline to register your interest in taking part in that review, so reviewing the questions, the wording for the send version. The deadline for completing the form is the first of October. I'm just going to drop that into the chat now. If you would like to get involved in that, please complete the form, register your interest. If you're reviewing this recording and you don't have the access to that link to the chat because you're doing the recording, speak to your Compass+ champion, and they'll be able to support you to get that link. So Q&A chat, all good. Links all sorted. That's it for me. Thank you.

**[01:00:16.21] - Speaker 1**

Thanks for your support, Francis. I really appreciate that. So apologies, everyone. I've run over by a couple of minutes. Not intentional. It's just there is a lot to get through when it comes to FSQ, and certainly the slide deck is important as well as that demo. So I really hope that you found that useful today. Thank you very much for joining us, and hope to see you on a webinar soon. Thanks now. Bye-bye.