**Future Skills Questionnaire (FSQ) Data Analysis**

**End of year / Key Stage Review**

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| **INSTITUTION NAME** |  |
| **YEAR GROUP** |  |

**Step 1: Review FSQ Summary Report**

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| **Completion rate of Year Group (%)** |  |
| **Number of Questionnaires Completed** |  |
| **Does this number give representative data that you can analyse?   Are you planning a catch-up session to achieve a more comprehensive data set?** Yes/No | |

**Step 2: Identify areas of strength**

Using the **Summary Report** in Compass+, sort by positive responses for **Career Knowledge and Skills**.

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| **Top Positive Questions -** List questions with the highest positive responses |
| **Reflections**: Is the % of learners answering questions positively enough to demonstrate that your careers programme is effective?   What previous activities, lessons or workshops have contributed to your top positive questions?  What have you done to improve learners’ perception of careers, and enable them to answer these questions positively?  Are you repeating specific activities and improving learners knowledge and experience of careers, or is one particular activity having significant impact?  What plans have you made to celebrate and share success with key stakeholders i.e. Learners, staff, parents and carers, SLT, Governors, employers? How might you ensure this is communicated effectively to each of these groups? What data will you include and are there visualisations, graphs, charts that you can use? |

**Step 3: Identify Areas for Improvement**

Using the **Summary Report** in Compass+, identify responses that were the most negative for **Career Knowledge and** Skills.

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| **Most Negative Questions -** List questions with the highest negative responses |
| **Reflections :** Looking at your lowest scoring questions, decide on a set % that will trigger targeted action i.e. If responses are below your set %, you will address these as a priority.   Would less than 50% of learners answering questions positively be a realistic set %?  Each institution will be different, but ensure your set % can evidence, in your view, that there are too many learners providing negative responses.   SET % =   What activities/learning/workshops/visits/guest speakers etc will help ensure where questions receive negative responses below your set %, these are addressed in either the following year/key stage or immediately if a learner requires intervention?  Do specific curriculum areas require targeted support for careers? Can FSQ responses be used to inform wider curriculum planning? Consider key members of staff this information should be shared with.  What actions will you take to increase positive responses to FSQ? |

Now, repeat this analysis with **Essential Skills for Work and Life**.

**Step 4: Identify areas of strength**

Using the **Summary Report** in Compass+, sort by positive responses for **Essential Skills for Work and Life**.

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| **Top Positive Questions -** List questions with the highest positive responses |
| **Reflections**: Is the % of learners answering questions positively enough to demonstrate that your careers programme is effectively developing essential skills, or is the % that answered positively still too low for you?  What previous activities/lessons/workshops have contributed to your top positive questions? Have you mapped these activities into future delivery?  What are staff doing to develop learners confidence in these skills?  How are you building on these activities and the cumulative confidence, knowledge and experience of your learners? Where in the curriculum has there been significant impact?  What plans have you made to celebrate and share success with key stakeholders i.e. Learners, staff, parents and carers, SLT, Governors, employers? How might you ensure this is communicated effectively to each of these groups? What data will you include and are there visualisations, graphs, charts that you can use? |

**Step 5: Identify Areas for Improvement**

Using the **Summary Report** in Compass+, identify responses that were the most negative for **Essential Skills for Work and Life**.

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| **Most Negative Questions -** List questions with the highest negative responses |
| **Reflections :** Looking at your lowest scoring questions, decide on a set % that will trigger targeted action i.e. If responses are below your set %, you will address these as a priority.   Would less than 50% of learners answering questions positively be a realistic set %?  Each institution will be different, but ensure your set % can evidence, in your view, that there are too many learners providing negative responses.   SET % =   What activities/learning/workshops/visits/guest speakers etc will help ensure where questions receive negative responses below your set %, these are addressed in either the following year/key stage or immediately if a learner requires intervention?  Do specific curriculum areas require targeted support for careers? Can FSQ responses be used to inform wider curriculum planning? Consider key members of staff this information should be shared with.  What actions will you take to increase positive responses to FSQ? |