

Webinar transcript - Delivery, analysis and impact of Future Skills Questionnaire

0:02

OK, good afternoon everyone and welcome to our webinar this afternoon for the delivery Analysis and impact of future skills questionnaire.

0:11

Thank you for just bearing with us there for a moment while we waited for some of the registered participants to join the session today.

0:18

But just before we do get started, it's just a quick reminder that today's webinar is being recorded.

0:24

And so if there is anybody that is registered and for whatever reason has not been able to make it on today, then they will still like yourselves, get a copy of the webinar in the post session comms.

0:35

So just a quick introduction.

0:36

So my name is Peter McKinney.

0:38

I am a Compass+ trainer for CEC and I lead on our virtual delivery programme.

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I also assist with some of our face to face delivery.

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So some of you that are on the webinar today may have already seen me or met me previously.

0:52

And joining me today, I have Tahmid who is one of our customer service advisors.

0:56

Tahmid, would you like to just pop on and say hello?

0:58

Good afternoon everyone.

1:00

My name is Tahmid.

1:00

I'm a part of the CEC team and I'm a part of the customer service advising team.

1:04

So if you guys have any questions regarding today's session, please do leave it in the Q&A down below and I'll be more than happy to help.

1:11

Thank you.

1:12

Brilliant.

1:13

Thanks very much, Tahmid.

1:14

So, yeah, so Tahmid, so want to be assistant today as I go through the slide deck and then also the demonstration.

1:20

So if you do have any questions, if there's any queries, any concerns, please just drop them in the Q&A and Tahmid will work his way through them and support you.

1:29

So just a couple of learning objectives.

1:30

So what we would like you over the next hour to get from today's session and with the future skills questionnaire, it is always quite a jam packed session.

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So I'm going to probably apologise in advance in case there are sections where I do go a little bit quick and kind of cover things in a quicker manner.

1:48

It's just as there's a lot to get through.

1:50

So ideally we want you to understand the value of future skills questionnaire and how looking at the data and the information, how it can help you build your progressive careers programme like it says there.

2:02

So really looking at where the strengths are, which is great, but then also where some of your areas of development may be additionally to help you to prepare effectively to launch FSQ.

2:13

So we found that this is a really, really important part, certainly in the completion rates and the uptakes of future skills questionnaire, allowing your learners to understand what it is that they're doing and why they're doing it, understanding the value of exporting and analysing the data.

2:28

So now with the new element of the custom reporting function, where we can now export that data to spreadsheets

and we can also start to create custom groups, really understanding the benefit of that and why we should be trying to do that support you to identify individual learning needs.

2:44
So there will be certain sections that I go through that allow you to focus in on those learners that will certainly be of need of your support and your intervention and how we can identify who those learners are through analysing the data.

2:59
And then finally, with all of our training, both face to face and virtual, we will leave time to go through the further training that's on offer and to be able to support you moving forwards.

3:10
OK, so I'll just turn my camera off there.

3:13
So just a bit of a recap really.

3:15
So we may well have some of the some attendees today that are quite new to use and future skills questionnaire may be quite new to using Compass+.

3:24
And just as a little bit of a reminder and a recap to let you know the future skills questionnaire like it says that it is a tool that allows you to measure the careers readiness of your learners.

3:35
So through that authentic learner voice that you capture from the questions, the data, it allows you to assess where you feel your learners in terms of their readiness for that next step, that progression, that pathway, and allows you to then make any timely interventions to support that in areas where they where you need to.

3:54
It allows you to look at all, it actually covers the aspects of knowledge, skills and attitudes.

3:59
So focusing in on some of those sort of skills builder elements that we should be developing within our learners and allows you to just make sure that when your learners do leave, whether that's year 11, year 13 or beyond that your learners are ready, they are well equipped and they are feeling positive about that next step.

4:20
So in essence, that is pretty much the premise of the future Skills questionnaire and really cannot be underestimated the value and the power of the data that we can get from it.

4:32
So just a quick sort of acknowledgement really towards hopefully everybody that is on the call today, you will be aware of the new statutory guidance that came out early last month.

4:41
And in there, there was the acknowledgement from the DfE that the Future Skills questionnaire, it's highly or it strongly recommends the use of FSQ as an evaluation tool for your careers programmes because it allows you to understand what your learners feel they are receiving in terms of careers education.

5:00

And from that, you can then critique your careers programmes, your careers partners, and really make sure that you have that diverse programme that meets all the individual needs of your learners.

5:10

And like it says, they're allowing them to make really successful transitions and moving into that sort of next step in terms of education or world of work.

5:20

So a really strong acknowledgement and recommendation from DfE as to sort of why and how you should be using the Future Skills questionnaire.

5:31

So I'm just going to play you now a short animation video.

5:36

And this video again, it will be, I will show you where you can get capture this further on in the demo.

5:43

But this short animation, if you haven't already used it, it's just recently within the sort of the last 6 to 12 months being put together.

5:51

And we feel that it supports the rollout of the Future Skills Questionnaire because it allows you to play this.

5:57

And it can demonstrate to your learners what the Future Skills Questionnaire is, what they are going to be completing, why they're completing it, and really not to be afraid of it when they get this questionnaire to be completed.

6:10

Like I said before, it's 2 minutes and 14 seconds long, so it's not very time consuming.

6:14

I'm just going to play it so you can see what the the benefit of this will be.

6:27

The Future Skills question is a set of questions that have been designed for young people in schools and colleges to help us think our skills, strengths and what we might like to do in the future.

6:41

In the questionnaire, answering the questions is really easy to do, it isn't a test or anything.

6:46

There's no right or wrong answer.

6:47

Just take your time, go for each question and pick the right answer for you.

6:55

Each answer has an emoji next to it too, so if you're not sure what the words say, you can pick the emoji that best fits how you feel about the question.

7:10

If your friends 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.

7:18

That's where completing the Future Skills Questionnaire can help.

7:22

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.

7:40

At first I thought it was just another task my teacher wanted me to do, but actually during the future skills questionnaire really made me think about what I'm good at.

7:50

It also helped me to see the areas that I need to work on to develop and improve.

8:05

Thousands of young people like me all over the country have been the Future Skills questionnaire.

8:09

My whole form group did it and my teacher is going to use the results to help make our career programme better.

8:16

This will make sure that our young people like us are supported to make the right choices about our next steps after school or college.

8:43

Apologies everyone.

8:52

The Future skills questionnaire is a set of questions that have been designed for young people to schools and colleges to help us think about our skills, strength and what we might like to do in the future.

9:07

In the questionnaire and answering the questions is really easy to do.

9:10

It isn't a test or anything.

9:12

There's no way old answers.

9:13

I'm not sure what is happening again.

9:16

All right, I'm telling you there will be just one moment while I try and get this work.

9:21

Each answer has an emoji next to it too.

9:23

So if you're not sure what the words say, you can pick the emoji that best fits how you feel about the question.

9:33

Hopefully come back here.

9:35

Right.

9:35

Apologies about that, everybody.

9:37

That will be technology at its best.

9:40

So just to come back to the video that you've just watched, 2 minutes, 13 seconds long, Apologies, if there is any distortion in the audio there.

9:48

And again, apologies for the disruption in not being able to move past that YouTube slide.

9:55

And so really the emphasis of that is to really demonstrate how having that authentic learner voice of learners talking about why they complete the future skills questionnaire, how it's benefited them and how completing the questions in an open and honest manner is going to allow you, the careers leader to support them.

10:12

And what we've found through experience and certainly feedback is that rolling the animation video out along with a very short slide deck that is available within Compass+ that we've found the completion rates have increased because learners are aware of what it is that they are doing when the e-mail lands in their inbox.

10:29

They know exactly what to do with it and therefore they haven't deleted it or just left it alone.

10:34

So again, I'm going to show you where we can find this in the demo and then really explain how they can benefit you when you're running out your future skills questionnaire.

10:43

Now this slide here, I'm not going to sort of read all them out, kind of verbatim.

10:47

Is that the why?

10:48

Why should we roll out the future skills questionnaire?

10:51

What is the value to us?

10:52

So if we stop starting at the top right, it allows you to respond to the learners voice.

10:56

So it really does authenticate your learners opinion about what they perceive to be their careers education at school and then also what their careers readiness is like as well.

11:08

For from that it absolutely there are certain questions allows you to identify learners that if you do not help them and provide some support and intervention that they may be at risk of becoming those learners that are expressing a lack of ambition, a lack of motivation in lack of next steps once they leave school.

11:26

These are the great areas that you can focus in on, one of many areas you can focus in on and that allows you to identify those learners like we say there, that might be at risk of becoming NEET if you do have the option to be able to do it.

11:39

I'm moving around now to the 4th one to the bottom left part of the slide here.

11:42

If you do have the option to be able to roll out the questionnaire at each year group, you can then start to map and chart that progress over time and really see that sort of learner progression and how they are developing their knowledge and skills around particular areas of careers.

11:59

If not, if you don't have that luxury of IT, accessibility, etcetera, then trying to at least do it at those key transition points, you know, 7, 9, 11 and 13.

12:10

If that is the case at your institution, then allowing you to get that data at the right time so you can then support your learners.

12:17

And then I feel the last two there, the identified trends and help tailor activities.

12:22

They sort of map nicely together.

12:24

So by identifying the trends or gaps that you've got within your provision, it helps you and allows you to tailor activities to individual needs based on again, that learner data that you are receiving from the Future Skills Questionnaire.

12:36

So there is real, real value in rolling out the Future Skills Questionnaire.

12:41

And certainly if you're new to using it, there is absolute value in spending the time to understand how you can do that most effectively.

12:48

Because when you do start to get the opportunity to analyse that data, it is really, really rewarding.

12:55

So I'm just going to play, hopefully I don't have any technical issues this time.

12:58

I'm going to play again.

13:00

Another short video.

13:01

This one is around how other schools have used the future Skills questionnaire.

13:05

So for those that are on the session today, if you are new to rolling future skills questionnaire out, this might give you a little bit of advice around how will the schools do it as well.

13:14

So again, I hope I don't have any technical issues this time.

13:18

The Future Skills Questionnaire really helps us to evaluate our careers provision.

13:27

My name is Simon Wareham, I am Assistant Head teacher responsible for student progression at Southmoor Academy in Sunderland.

13:34

Using Compass+ has had a great impact on our school and mainly for two reasons.

13:38

One, because it's managed to record everything to do with careers together in one place.

13:44

So that means it's making the management of careers much easier.

13:47

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 is that we can put interventions in place where necessary.

13:59

My name is Julie Robinson and I'm the trust director of Progression and careers advisor for South Moor academy and Sixth Form.

14:06

I use Compass+ quite a bit in my role here at South Moor in terms of recording destinations.

14:12

It just helps to for me to have kind of like a quick glance if I need to and terms of what their plans are so far and help me to look to see if they require any further interventions as well.

14:24

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.

14:32

Just keeps things really, really accurate.

14:34

We record their 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 there's interest in moving on to an apprenticeship.

14:46

The Future Skills questionnaire really helps us to evaluate our careers provision.

14:49

So it shows us where things are going well within our careers provisions.

14:53

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.

15:00

It really shows that student level voice.

15:03

The benefits 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.

15:11

It could be something that you think is a school that you do really well, but actually the students said something totally differently and you haven't picked up on that previously.

15:19

So it really helps you to identify those gaps in your provision from the actual students themselves.

15:24

Previous Future Skills questionnaire that we did last year showed that our students didn't really know where to find the careers advisor, for example, or where to go to get direct careers advice that came come through with an area of development that they really weren't sure.

15:37

So that therefore they have said that they don't know where to go for careers advice.

15:40

We are providing that the information that they need and therefore that will have an impact moving forward where students were able to answer that question differently as time goes on.

15:49

So it really helps us to evaluate that impact and really give a voice to our young people.

15:57

I'm just going to pause that one there and then hopefully move the slides on.

16:00

Right.

16:00

Great.

16:01

So again, I'm just going to recap on what some of the things that Simon covered there in that.

16:06

There are certain questions in there that really do allow you to hone in on and identify where your learners are saying they've got slight issues, slight problems.

16:16

And that allows you to then sort of put a change in intervention in place so that then further down the line that can create an impact.

16:23

And they at South Moor Academy, they do that really well and they've had sort of success following on from that.

16:30

So they're identifying where their gaps are and then they're trying to do something about it.

16:34

And that is very much the you said we did approach with the future skills questionnaire.

16:39

So this slide here now everyone, it's just a quick sort of nod in the direction of a survey that was rolled out for FSQ.

16:46

And this was nationwide to gather that sort of national data on what the future skills questionnaire is telling us around what careers readiness looks like.

16:56

And some of the feedback from that is in the insights below.

16:59

Again, I won't read them word for word, but insight, one it's around information was telling us that there was high levels of interest in sort of critical sectors such as like it says there construction, digital health, that type of thing.

17:12

So it's nice to know that there is interest in those areas.

17:15

The second insight was a real strength.

17:19

I feel that it tells us that learners are feeling more career ready as they approach career or key transition points.

17:25

So you know, 9, 11 that type of thing.

17:28

And as a result of the work that you all do, the programmes and the activities that you put on for your learners, it is having an impact and it is showing that learners do feel more careers ready as a result of that.

17:40

And then inside 3 by the age of 16, which again is another real pat on the back for yourselves, the careers leaders that learners do feel more work ready and confident when they do leave your institutions and move on to whatever that next step may be.

17:54

So some really, really fabulous feedback from the survey.

18:00

So looking at the actual questionnaires now.

18:02

So again, if you are relatively new to using future skills questionnaire, everything that's highlighted in amber or yellow, they are what we class as the mainstream curriculum questionnaires.

18:12

Broadly, they do remain the same as you move through year 7 all the way through to 13.

18:17

There are at this sort of transition stages, there are slight changes in some of the questions which then reflect that learners point in time within your school and their careers education.

18:27

But again, they broadly do remain the same.

18:29

Within each set of the questionnaires here on the right hand side, there are two sets of questions.

18:33

They're the careers knowledge and skills and the essential skills for life and work.

18:37

With each one of these questions there is multi choice.

18:39

There's only four answers that learners can give.

18:42

So again, it's not a time consuming questionnaire or survey in the main takes around 10 to 15 minutes for a learner to complete and it's very much a click button, not click button, a click button exercise for them.

18:57

Moving down to the bottom section there everyone.

18:59

And the reason that the SEND version is highlighted in red is that it is different.

19:04

It stays the same throughout all the ages and all the key stages.

19:07

So this is designed to be held as part of 1-to-one careers conversation with those learners and where in sort of opposition of the mainstream curriculum where that would be just set, you know, as homework as offer learners to complete in class.

19:21

The SEND version is designed to be held as a one to one conversation.

19:24

So whether that is SENcos, teaching staff, pastorals and whoever it may be, parent or carer even, and that it's done with that facilitation in mind.

19:34

Now with the SEND version, we've got the careers knowledge and skills and the essential skills for life and work, but we've also got a third set of questions of which there are only two in the career planning.

19:44

And that then links to sort of next steps and what those learners are going to do.

19:48

Now some of the questions are mapped against, we've got it here at the bottom, the skills builder framework.

19:52

So those sort of softer skills that we should be embedding within our learners within their time and our careers within the time of careers education and really allowing us to assess how that is actually being received as well.

20:07

So those are the questionnaire types.

20:10

So the questionnaires themselves, they are generated within Compass+.

20:13

So you need to be upgraded or onboarded to Compass+ to be able to access those links.

20:19

The links can be sent out directly from Compass+ as long as you have your learner's e-mail addresses held within your Compass+ account.

20:27

They are captured from the overnight syncing where Compass+ syncs with your MIS system, pulls through that data and information including learner emails and populates within their learner profile.

20:38

So when you do generate the links, that is where they will be getting sent out to.

20:42

There is like it says there as well.

20:43

Alternatively, the option to still use mail merge as well if you wanted to.

20:48

Any links that you generate that aren't completed by the 1st of August each academic year, they will then expire.

20:55

So the only uncompleted links will expire and that would be your opportunity in that year and gone.

21:03

In order to be able to capture that data, what you would then have to do is regenerate new links in the new academic year.

21:09

The questions themselves, everyone, they are fixed and they cannot be edited or amended by yourselves, nor can you add in additional questions.

21:15

The questions have had a lot of thought process put into them.

21:19

There's been a lot of design collaboration gone into to the questions and what type of information we want to get back from them, allowing you to make any changes based on that.

21:29

So the questions are fixed.

21:32

Questionnaire's unfortunately the opposite of your sort of compass evaluations where you can save and go back to later.

21:39

You can't with the questionnaires.

21:40

However, if a learner accesses the questionnaire link, there's an emergency in school, they go away, come back and log on.

21:47

They can access the link again.

21:48

However, they would have to start the questionnaire again, unfortunately, but they can access that link and do the questionnaire in that respect.

21:56

And then just finally, just really an acknowledgement towards the responses that they don't link to your compass evaluations.

22:04

However, they may support the information that and the sort of visualisations that you are getting back from them.

22:09

If you are sort of scoring low in certain benchmarks, maybe Benchmark 3 for example, where it talks about addressing individual learning needs.

22:17

If we're not rolling out FSQ effectively, then those responses would or certainly the information in the Gatsby benchmarks will be reflective of that.

22:28

And so it doesn't affect your actual overall evaluation, but the answers do certainly support the information that's in there.

22:36

OK, So a couple of really important slides now preparing to deliver.

22:39

So a few things that we've got here, which we think are really important.

22:44

Firstly, making sure that the careers and enterprise dot co.uk e-mail address is whitelisted, basically given that green light to get through your school firewalls.

22:54

Because when you generate the links within Compass+ and they are sent out, that is where they will come from.

22:59

So when it lands into learners inboxes, that is where the e-mail will show it's come from.

23:04

Secondly, making sure that within your MIS system that you have learner emails in there.

23:10

The reason for this is when you do want to roll this out within your classes, that if you've got parental emails in there, learners can't access the link that you've sent them.

23:19

So it really then disrupts the sort of session or the lesson that you've got planned in order to complete the questionnaires.

23:25

Step three, think about the year groups, that you're going to do it with and when you're going to do it.

23:31

And this part Step 3 is really, really key.

23:34

Thinking about who you've got, where and when are they, do they have access to it, suites and functionality, that type of thing.

23:42

Thinking around, um, who is going to be able to support with the rollout of it is really, really key.

23:49

So thinking about when you're going to do it and who you're going to do it with.

23:53

Step 4, we've already seen a small part of the FSQ engagement resources and that is that short animation video.

23:59

But certainly sharing the resources ahead of your expected date or time to complete the FSQ with your learners is really, really key.

24:08

So I'm sharing the information with them ahead of time, allowing them to understand what it is that they're going to be do is vital.

24:14

And then the last one, really this is just to, to protect yourself.

24:18

We, so we're saying that if we were going to generate the links today that I would be saying to our learners, you know, Monday, Tuesday, we're going to do the FSQ.

24:26

So allowing yourself the time to be able to allow those emails to land in any inboxes and there's no disruption.

24:34

There's nothing worse than you know, 9:00 in the morning generate the links and thinking you're going to do a session in the afternoon, half of the learners get those links and half of them don't.

24:41

The session that you had planned is not then going to run the way that you wanted to.

24:44

So it's just really protecting yourself to allow technology to, if it does work at it's at it's worst, like it has done for me today that you have got that sort of backup in that contingency.

24:56

The next slide here again, really, really emphasise the statement at the bottom about trusting your professional judgement.

25:04

So you're the experts, you know, your learner.

25:06

So the aim with this is that if you've got a SEND learner and you feel that they are working, you know, at GCSE level or they are high achieving that, there's no expectation that they need to complete the SEND questionnaire.

25:18

They can if you want to roll out the midstream curriculum questionnaire with them if that's what you see as the best route.

25:26

But you know your ability, your learners ability and use your professional judgement with that.

25:31

So it's all around deciding who you're going to do the questionnaire with, generate those links to send to the learners, getting the learners to complete the FSQ, and then really importantly analysing that data.

25:44

Again.

25:45

I think when I'm delivering these sessions, I always say FSQ is like a 5050 split.

25:50

50% is generating the links, sharing the resources and make sure that learners have planned time to complete it.

25:56

But as important is the analysis and side of things.

26:00

So that's the other 50%.

26:02

If we don't do it, then it's almost like a tick box exercise because the learners haven't benefited from it.

26:07

You haven't benefited from it and it's just been a time consuming exercise to really making sure that when we do decide to roll it out that we do have time to analyse that data as well.

26:18

OK everyone.

26:19

So I'm going to just jump into my demo account now and just show you where we can access the engagement resources, where we can then generate the links and send them out and then analyse the data as well.

26:34

So for those that are maybe new to using Compass+, when you get logged on, this is what you presented with your dashboard, your landing page.

26:40

And on the left hand side, we've got our navigation bar and where we're interested in today is in Learner and then into questionnaire.

26:47

OK.

26:48

And once we've clicked on that, Compass+ is then going to take us to all things future skills Questionnaire.

26:52

So everything that we need to know about FSQ is housed in this page here.

26:57

So the first thing that I'm going to take us to are the resources and that is held within the little hyperlink here.

27:02

So if I just click on to the hyperlink as what is FSQ, you'll notice here there's the short animation video that we've already watched scrolling a little bit further down.

27:11

The first thing that we see here are the future skills questionnaire.

27:16

So we've got access to the actual questionnaires themselves that so when you generate those links and send them out, these are the questionnaires that the learners will see.

27:24

And we've also got PDF versions as well.

27:26

So if we wanted to download those, maybe share them with the learners, if you wanted to do that and just show them what it is that you're going to do, that is a possibility and an option for you.

27:35

So you've got actual copies and digital copies and PDF copies there.

27:40

Scrolling down.

27:41

We've got the questionnaire types in the year groups that are then sort of applicable to those.

27:45

And coming past further, we've got Simon Ware and short video.

27:48

And then we've also got Philippa there and here we are.

27:53

So in this section here we've got a hyperlink that says FSQ engagement resources.

27:58

So if we just click into that and then Scroll down a short distance, we've got here download the FSQ learner PowerPoint presentation.

28:07

So if I just click into that and then I access it through here, Compass+ is going to enable the short 5 slide PowerPoint.

28:17

And again, really 5 slides that should be 4 because the first one just is welcome to FQ.

28:22

Slide 2 is the video that you've just watched, the animation video.

28:25

And then we suggest doing this, you know, before you're rolling the FSQ out with your learner so that when you, it allows you the opportunity to explain to them what it is that they're doing, why you want them to do it, and how it's hopefully going to benefit them in the future.

28:38

Because you're going to listen to their voice and you're going to make changes as a result.

28:42

So slide three, if you've got a registration tutor, a form tutor, whoever it is that's maybe going through this, because this could take 10 minutes in a registration class would be perfect opportunity.

28:53

And so we could click on to Slide 3.

28:55

Slide 3 just lets the learners know that the questionnaires being designed to assess their skills and their strengths, and it's going to help you understand what they might like to do in the future.

29:05

Slide 4 is really important.

29:07

It allows the learners to know there's no right or wrong answer.

29:10

It is not a test and really emphasise that because some learners may be a little bit put off by it.

29:16

So it's not a test, no right or wrong answer.

29:18

And for want of a better phrase, you want what and all you want, the good, the bad and the ugly in terms of what the learners perceive as their careers education.

29:27

And you want them to answer the questions openly and honestly.

29:30

And then question 5 is what you're then going to do with it.

29:33

You're going to use this to support your learners to make the right well educated choice once they leave your school and your institution.

29:43

So this 5 slide PowerPoint is really, really powerful and really useful in terms of allowing you to share that data and share that information with the learners and then make changes as a result of it.

29:58

So rolling the FSQ engagement resource out ahead of your plans and roll out of FSQ we have found as being really, really beneficial.

30:08

So that is where we will find the FSQ engagement resources.

30:11

And again, emphasising the importance of rolling out before you start to do this section here.

30:16

So what we could then do is to generate the links to send out to the learners.

30:21

We would just need to click in this first tab here.

30:23

So we've got 5 tabs going across from left to right.

30:26

So we've got generate manage questionnaire links and this is where we generate the links.

30:29

These next four are our data analysis tools that allow us to really identify those learners that need support.

30:36

So if I just work from the top down, we've got generate and manage questionnaire links, we're in the right academic year and then all I would need to do is select an actual year group that I want to generate links for.

30:47

If I wanted year, seven-year eight, etcetera, you would just click on to generate new links.

30:52

It takes this page here.

30:54

I've only got one year 7 in my demo account where you would have obviously more.

30:59

The first thing that this asks us to do is to select a questionnaire that we want to send out.

31:02

Now, just previously I said that the SEND version is the same.

31:06

It does not change through ages or key stages.

31:09

So we will always be an option when you come to generate a link.

31:13

And it's saying to you, just as a double check, do you want to generate the start and secondary questionnaire because you've selected year 7 so that you know age 11?

31:21

Or because this questionnaire is the same in all, do you want to use the SEND?

31:25

So if I wanted to let's just say use the start and secondary, I'll just click on start and secondary.

31:30

And then if you had multiple learners within your year groups, you would just select this little box here.

31:36

It would highlight all of the learners.

31:39

And then you would click generate links.

31:42

There would there will be an option for yourselves.

31:45

It isn't for me because I don't have an e-mail in here, but your e-mail will be in between, I think it's first name and form group.

31:53

And as long as you've got an e-mail in there, there will be a box just over here on the left hand side that says send emails.

32:00

So if you tick that box that says send emails, any learners that you select in here, it will tell Compass+, right?

32:07

Once you've generated this link, I want you to send it out to whatever e-mail address is saved within your Compass+ account.

32:14

So down here it would say generate one link and send one link, but just to show you what it looks like if I just click generate link.

32:21

So, this is daily on.

32:23

If I just click generate one link, Compass+ will tell me up in the right hand corner here, it's generating a link for that learner I've selected.

32:31

OK, this could so it says one for me.

32:34

It could say 50, it could say 180 depending on how many learners you've selected.

32:38

And if I want to find that particular questionnaire link, just find his name.

32:43

There we go.

32:44

So De Leon is in form group 7B, there is teaching groups.

32:48

That's the questionnaire type that I've selected because it was your 7th to start in secondary.

32:52

And there here is his questionnaire link.

32:54

So this link, everyone will be absolutely unique and individualised to this learner, nor the learner will get this link.

33:01

Now, what I could do here, if I hadn't already clicked generate and send, I could copy that link and I could then open up my own emails and send that link to De Leon and ask him to access that through his emails.

33:14

And then once he's in there, he will be able to see the hyperlink, click on the hyperlink, and that will take him to his questionnaire.

33:22

So it's really, really straightforward in terms of being able to generate the links and what you will have the opportunity to do in this questionnaire status.

33:32

It will allow you to, if I just come out of DeLeon in the questionnaire status, it will allow you to select a couple of options.

33:39

Now at the moment I only have link generated or view responses.

33:43

There will be a tab in there that says link delivered.

33:49

And that means that you've generated a link for that learner.

33:53

You've sent it out to them and it's landed in their inbox yet, but they haven't done anything with that because you can highlight, if you want to know who's completed the questionnaire, you could click into questionnaire status, click view responses.

34:04

So that would then just give you all of the learners in your year seven that have completed the questionnaire and sent that back in.

34:10

Similarly, if you wanted to see what learners haven't, you would click into there, it would see a link delivered and you would click into that, which denotes that the link has been generated, sent to the learner and it's in their inbox and they've done nothing with it yet.

34:23

So that would be your opportunity to then sort of chase that up with learners.

34:28

OK, so let's say we have generated our links and we've sent them out to our learners.

34:32

We now want to see what that data information is telling us.

34:35

The 1st place that we will go to is the summary report.

34:38

This is going to give us a high level overview of what the data and information is telling us.

34:42

So if I click into summary report, at the moment there's no data there.

34:45

As soon as I select an academic year, it populates my data set.

34:48

So this is now the information on how all of my learners from year 7 all the way through to years 13 have answered the questionnaire.

34:57

Now this first data set here is on our careers knowledge and skills.

35:01

And we'll notice if I select essential skills for life and work, that data set changes.

35:06

So those are the two sets of questions that the learners will complete within their questionnaire.

35:11

So we can see the data here.

35:13

And like it says at the right hand side, we're in question number.

35:15

So we've got 2 sort by functions.

35:17

Firstly, we're on question number, so it's in numerical order.

35:20

And the nice part about this is that you can hover over the questions and you can see exactly what the question is that your learners have completed.

35:28

So rather than having to have something printed out or flick between tabs, you can do that there nicely.

35:33

And just underneath, I'm going to go into positive responses in a moment, but just underneath these tabs here, we want these to be as full or as complete as possible because that then reflects the amount of learners that have completed the questionnaire for that year group.

35:46

Now for this one, we can see it is 105.

35:48

So that means 105 of my year sevens have completed the questionnaire.

35:52

And the little narrative a box above says that represents 95% of the links I've generated.

35:57

So that's really all of my year sevens are complete the questionnaire.

36:00

The reason we want this to be as full as possible everyone is that if you are going to make any changes or any interventions based on this data here, we want it to be as good a representation of that year group as possible.

36:11

Now if you've got this at like 50 or 60%, then this data down here could change massively when the remaining learners complete that questionnaire.

36:19

So we want this to be as full as possible.

36:22

Underneath this represents the percentages, represent the way the learners are answering the questions in a positive or negative manner.

36:29

And it's a nice reflection, certainly a quick visualisation of the impact that you're having maybe with your learners and the way that you are changing and altering your careers plan to meet their needs.

36:39

Because what this is suggesting is that this again is how possibly the learners are answering questions.

36:44

So we've got 35% of questions answered possibly in year 7 51% in eight, 95% in 10 11 and 71 in 12 and 13.

36:53

That shows the impact that you're having with your learners because their knowledge and their understanding is increasing probably is based off the changes in the adventures you're making as a result of this data.

37:03

Now, at the moment, looking at this data, it's all mixed up.

37:06

It's a little bit skewed.

37:08

So what I like to do is click on to positive response here.

37:10

And what Compass+ does it arranges the data in nice fashion for you?

37:15

So the most positively answered questions are at the top and most negative at the bottom.

37:19

Now you can use this data in one of two ways.

37:21

You can look at the most negatively answered questions and the right.

37:24

I want to do something about that so you can hover over them and see where the those questions are in terms of right.

37:30

These are the learners I need to support.

37:32

Similarly, in terms of that celebration, these are the things that you're doing really well.

37:37

So the top sections are the questions and the areas of your careers plan that you are really succeeding in and allowing, you know, SLT governors to know this is a real positive element to it.

37:51

Now there may be certain questions as well, other than looking at the most negatively answered questions, there are certain questions within each of the questionnaires that are really pertinent to that learner.

38:02

And the information is really relevant to yourself in order about and in order to get that information in time for you to allow you to support the learners in the transition of Key Stage 3.

38:13

One of the main questions I feel is question 12 and that says to learners, do you know what subjects you want to study for GCSE?

38:20

So if I've got, you know, over a third of my nines are saying, you know what, I don't know what I want to study.

38:25

If we've rolled this questionnaire out, let's say around half term time before options are taken.

38:30

This allows you to sit down with whoever these 38% are and have some sort of 1-to-1 conversations with them so that you can unpick whatever that barrier is or that blocker is around why they don't know what subjects they want to study.

38:42

Now, at the moment, this is just a number, it's 38%.

38:45

What I can do and I will do in a moment is in the customs reporting section, we can find out exactly who those 38% are and start to provide that targeted support for them.

38:55

Now in the GCSE years at the moment, this data, it says all.

38:59

So this is aggregated data of how my years 10 and 11 have answered the questionnaire.

39:04

But if I just want to find out how my year elevens have answered it, just click into year 11 and that data set changes.

39:10

Now again, there's a really it's not to say that all questions aren't really relevant, but there are certain questions that you might choose to focus in on because of what they tell you and how you can then provide support to your learners.

39:24

And in the GCSE one, it is question 13 and this is to your learners.

39:28

Do you have a plan for your next step after year 11?

39:30

So in my data set, I've got over half of my year.

39:33

Elevens are saying to me, you know, if it's the 12th of June today, within the next couple of weeks, they have no idea what they want to do as soon as they finish their GCSE's.

39:42

These are absolutely my learners that are at risk of becoming NEET if I don't do something about it.

39:48

You know, they are, they've got no plan, no next step.

39:50

And again, if we then link in your requirement to share progression data with local authorities as well, then you know that impacts that as well.

39:58

So you can't confidently say to local authorities, yeah, this is where all my learners are going.

40:03

If 53% of them are telling you here, they don't even know what they're going to do.

40:07

So there's lots of different information, everyone that you can look at within here.

40:11

And it will purely depend on a question that you've been asked to find data out about or just information that you want to look at.

40:18

You may want to look at the low scoring questions and then do something about that as well.

40:23

Moving on to our detailed report.

40:25

So the details in the SEND report, everybody look exactly the same.

40:29

So I'm just going to show you here, that's the detailed report.

40:32

And if I just click into the SEND report, the data and the information is presented in exactly the same way.

40:37

The only difference being is that there may be some slight changes on the questions because the questions in the SEND version are more simplified.

40:44

So what we can see here is there's my 105 learners.

40:48

So I'm into the detailed report, 35% positive answers throughout and I'm looking at my careers knowledge and skills set of questions within the start and secondary year 7 questionnaire.

40:58

So what I can do here is if I've got a breakdown, of my 105 learners, 7 are answering questions really positively, 58 is a bit of a mixed bag and 40 are answering questions quite negatively.

41:09

I can, if I want to find out exactly who these 40 are just by clicking in the bar chart and Compass+ will then sort of highlight those learners below.

41:17

For me.

41:18

If I wanted to and it would be quite a big one, I could create a custom group straight away from these learners and maybe start to create some targeted intervention for them.

41:27

Similarly, on the right hand side here we have different characteristic groups that we can look at.

41:31

So gender, pupil premium and SEN.

41:34

We've also got we can highlight questions that are the lowest scoring.

41:38

So I want to know what questions in year 7 have been answered the most negative by my learners.

41:43

So I can see here question 5 is the lowest scoring one overall.

41:47

So if I click into question 5, these are the ways that the learners can answer the question.

41:52

If I want to click into the no, not yet.

41:54

What I've got now is a data set down here of which there are 45 learners that are saying there.

42:00

If I hover over question 5, they haven't thought about how jobs and careers may change in the future.

42:05

So I may want to create a custom group for those learners to provide some targeted support and maybe invite a local business or local employer in and then invite these learners along.

42:14

So this is our first step everybody to towards using the data and the information from future skills questionnaire to provide that targeted support for our learners.

42:24

Now I'm going to just move into our custom report because the send report looks exactly the same as the detailed in the way that you would extract that data.

42:31

And again, it will probably be depend on what question you've been asked or what information you want to find out yourself about your learners and how they've answered that question.

42:42

But in the custom reporting, this is the first part where it allows us to export that data.

42:47

So for example, if I go into my transition key stage 3 and I select my 24/25 data set, I've got the option in this select questions here.

42:57

I've got all of the questions that my learners have answered within the future skills questionnaire.

43:02

So I could, if I wanted to, select all and analyse every single question.

43:07

So we can see here, there we go, question 1 all the way through to question 22 or in fact, it's question 25 because we've got the essential skills for life and work questions as well.

43:18

But that data set would be huge and I wouldn't really be able to do much with it.

43:22

So if I just deselect that and there was a question within the transition key stage 3, which was question 12.

43:28

And it said to our learners, do you know what subjects you want to study for GCSE?

43:32

So let's assume at my school, learners take their options in year 9.

43:36

Now at the moment I've got a combined number of 223 learners because that's year 8 and year 9.

43:42

As soon as I apply a filter onto year nine, that is reducing that number to 106.

43:47

So our intention here, everyone is to try and bottleneck and really minimise that data set so that you are then getting that targeted group of learners that need your support.

43:57

So I've applied a filter onto year 9 and if I scroll along to the top here, I've got my question at the end.

44:03

And if I click in the little upside down triangle, this gives me the options in which my learners can answer that question.

44:10

So if I click into the no, not yet.

44:12

What I found is I've now got 18.

44:14

So I've got 18 learners in year 9 that are saying to me, Peter, I don't know what subjects I want to study for GCSE.

44:21

Now I can download that information to report.

44:24

So I just click download report Compass+ will give me a breakdown of the information I am exporting.

44:32

As soon as I click download report, Compass+ will take that information and it will transfer it into either a CSV file or an Excel spreadsheet.

44:40

And we've got that data set there.

44:42

Now this data set is perfect.

44:45

And because it allows you to write, you've identified those learners that need your support.

44:49

At the same time, 18 might be too many for you to do all on your own.

44:53

So this again is now a perfect set of data that you can take to SLT to ask for maybe some extra resource, some extra help or some extra support in order to have the conversations with these learners.

45:05

And it's just a great way to export that data so that you can then start to provide that targeted support for your learners.

45:13

Now, there was another question.

45:14

It was in the GCSE years questionnaire.

45:16

Again, I'm going to use this to export data and it was question 13, I think.

45:22

So question 13, yeah.

45:23

Do you have a plan for your next step after year 11?

45:26

So let's choose our year elevens because you know, 12th of June at the moment.

45:31

We want to know what year elevens are moving on to positive next steps and who maybe need our support.

45:37

So again, if I just scroll along the top, clicking how the questions being answered, clicking the no, not yet.

45:42

And again, I've got 18 learners.

45:45

So I could then download this information.

45:47

And these are 18 learners now that are absolutely same to me.

45:51

You know what, Peter?

45:52

As soon as I finished my GCSEs in a couple of weeks, I'm not really sure what I'm going to do.

45:57

So to be honest with you, I could probably do with some help and support.

46:00

These may be our hard to reach learners.

46:03

These may be the learners that are a bit disengaged, but certainly learners that within the next week to 10 days, you want to be sitting down with and having a conversation.

46:11

Because if not, they are our learners at risk of becoming NEET.

46:15

So that's another great way that we can look at the data to use it so that we can provide some targeted support for our learners.

46:22

Now I just want to also show you where we can export data to create custom groups.

46:29

So for example, there is another question in here that says to our learners, here we go.

46:35

Question 21.

46:37

Do you feel confident talking about your skills in an interview?

46:40

So again, I've got my year elevens highlighted, okay.

46:43

If I scroll along and then click on the no, not yet, I have 28 learners.

46:49

I've got 28 learners that are saying to me they're not confident about talking about their skills in interview.

46:54

Now, if we think at the end of year 11, whether you've got a sixth form attached to your school or not, our learners will have to have either an informal or a formal interview, whether that's with an apprenticeship provider, an employee to go into the world of work, a college to, you know, apply for A levels or BTEC, they're going to have to have a conversation.

47:15

Now, if we've got 28 learners saying they're not able to do that because they're not confident enough, how can we confidently say that we are supporting our learners in a positive manner so that they can make a really well educated, informed next step?

47:29

And that we're almost if we don't do anything with these learners, setting them up to fail at the first hurdle.

47:34

Now, at the moment, we've got a mix of male and female here.

47:38

So let's say, and it can often be the case that when you're talking about, you know, a lack of confidence, you don't want to do it necessarily in front of large groups.

47:45

So we may choose to do a filter on to girls.

47:49

So oh, it's an even split.

47:50

I've got 14 girls and then obviously 14 boys that are saying they're not confident about talking about the skills interview.

47:56

So if I then just click create a custom group, I could just call this year 11 girls low on interview confidence.

48:09

I could then save this.

48:11

So your M goes low on interview confidence, save that.

48:14

And that activity now is going to play here in my custom groups.

48:18

If I then wanted to, I could then create an activity for these learners.

48:22

I could bring in some local entrepreneurs to talk about how they have developed their skills and how they moved on within the world of work.

48:30

But I'm starting to provide that targeted support, targeted provision for my learners that are saying they need help based on the way I've analysed their questions.

48:39

So the data in the future skills questionnaire, of which there is absolutely a huge amount, we can start to now pick out the learners, provide that individualised support and then really demonstrate that sort of support for our learners when the likes of Ofsted come knocking around.

48:56

How do we support these learners?

48:58

Again, you can apply more filters, you can look at do you have any pupil premium learners that are answering questions negatively and what do you do to support them?

49:06

So there are lots of options that we can select from within our future skills questionnaire so that everyone is how we would use our four data analysis options.

49:17

And it really is important that you leave time to be able to look at these four things here once we've generated the links and sent them out to our learners.

49:25

So just jumping back into our slide deck, we're starting to recap now on what I've gone through and this is the whole increasing your FSQ completion.

49:35

So how can we do that?

49:37

And, and the way that we would go about it is obviously generating the questionnaire, managing your link, selecting the year group and then filtering on a former teaching group.

49:45

Send it out.

49:46

Like I mentioned before, link delivered to learner.

49:49

So this is where I didn't have the option to demonstrate it.

49:52

But if you had generated the link and send it out to the learner and it is in there in the link delivered to learner and you are populating names, that means that that learner has got the link in their inbox and they haven't done anything with it.

50:06

So this would be your opportunity to chase that up with whoever learners are in there.

50:10

And then you can either regenerate the links and send them out or you can at least let those learners know you haven't completed your questionnaire yet.

50:17

And that again, is a lovely way to help increase your FSQ completions.

50:23

I've touched on this party and this is more around the new functionality of being able to create a custom group straight from the data.

50:29

So rather than you having to, you know, take screen grabs and write information down, we can look straight away to see what learners have run through questions in a really negative manner and then straight away from that, create a custom group.

50:41

So we're starting to provide that targeted support instantly from that learner or those learners and how they've answered the questions.

50:50

Now we've also got here, this is how we can then within the custom report section, how we can then also extract that information.

50:58

We can analyse multiple questions, a few questions or just singular and then start to extract that data to create our custom groups.

51:08

And here again, we've got the optimization of FSQ.

51:11

So what should you do and how should you do it to allow you to really increase and share the information with your learners?

51:20

Increase those completion rates.

51:21

So I'm not going to read through all of these again.

51:24

But importantly, plan when you're going to do it.

51:26

It really is important.

51:27

The plan and the preparation will pay off to know what you're doing and when you're doing it.

51:31

So you've got the right learner sat in front of the right computers in the right room at the right time.

51:36

We've got the, like I mentioned before, maybe starting with year 7, getting that foundation data so that you can then build on that and really acknowledge where there are gaps in provision and start to make those changes and the interventions needed.

51:49

Down at the bottom here we've got the custom report and to drill down in responses to specific questions exactly like I've demonstrated there, allowing you to really focus in on those learners that are saying they need your help and support as a result of the answers that they've given to those questions.

52:05

But there are lots of reasons and value to rolling the questionnaire out and then more importantly analysing that data as well.

52:15

This page here for everyone that's on the course, the call, sorry.

52:19

And these are our case studies and we're trying to build a portfolio of case studies of who has used the FSQ, how you've used it, what you found from it.

52:31

And we've got a couple of different examples here once and one mainstream.

52:35

But if you would like to be able to Share your story, if you have had success, we would really love to hear from you to

be able to get your information up on here to be able to then share with, you know, people who are just engaging with Compass+ FSQ, that type of thing.

52:48

So this is just a nod in the direction of how a couple of schools have used FSQ and how they have utilised the results.

52:58

OK, So just looking at some of the training and the resources now that's available to everybody.

53:02

And if I start at the bottom and work my way up.

53:05

So we've got our ECS.

53:06

So if you are wanting to engage with FSQ or the relevance of Compass+ and you are struggling for whatever reason, please reach out to your ECS.

53:13

They are a great piece of support that's available to you that can either help you instantly or they can put you in touch with people within their networks and start that sort of peer-to-peer supporting that collaboration between you and other schools.

53:31

We've got the self-paced online learning.

53:33

So there are modules and I will just, I will allude to this in the next couple of slides where you can log on, create an account and complete your online training at your own leisure.

53:42

We've got the webinars like today's which are that are available within Compass+ and you can access them from the help centre within Compass+ on the CEC website.

53:55

And you can then look at previous webinars or you could then also sign up to future webinars.

54:01

And then we've got our help centre articles as well.

54:03

So these are updated continually by Frances and that's directed from the product team as well.

54:09

And they are accessible within Compass+ as well.

54:13

Now just looking at our training that is on offer.

54:16

So we've got our fully funded careers leader training and that is accessed by the QR code there on the left hand side.

54:22

So this training has been put together and designed for you as careers leaders to help you be the best that you can be within your job role.

54:29

So the landscape of careers and careers leadership changes.

54:33

So very often this training is designed to help you understand what things you need to do first, what things or what information you need to access and share, and really allows you to try and not be overwhelmed with the many things that you need to do as a careers leader.

54:49

And certainly acknowledging that you wear more than one hat.

54:52

And so therefore time is of the essence and knowing what you need to do, when you need to do it, this training will support with that.

55:00

We've also now got our wider training offer and there are a range of free courses that are available via the Careers and Enterprise Academy.

55:10

And as you can see here on the right hand side, we've pulled out a few that link to the functionality that you would use within Compass+, and they're highlighted in teal.

55:19

So any of your colleagues as well can register for the Academy.

55:22

You'll be signposted to the relevant courses based on their role.

55:25

So don't forget careers should be like we've got down here at the bottom right.

55:31

It should be a whole institution priority.

55:34

So really, you know, do encourage teachers, heads of curriculum and other members of staff to register for the teachers course.

55:42

And you can see that on the screen there.

55:44

And it's really important that they do that too, to be able to provide the support that you that you need as well.

55:49

Because again, like I just mentioned, we really do understand that the you have multiple things that you need to do and try to do them all at once is really tricky.

55:59

So having that support from other people is really key.

56:02

And that really doesn't emphasise and underpin the careers is a whole setting responsibility, not just yours.

56:10

Okay, so just before we move to Tahmid and see if there are any questions and that need to be answered, if I could get you to access the QR code if you're still on the webinar today and leave any feedback from today's session.

56:22

So we really do value your feedback and it allows us to sort of critique our webinars and making sure that when you do come on them that you do get an impact.

56:34

And they are value.

56:34

Because again, I've just mentioned, we know that time is not a luxury that you have.

56:39

And we want to make sure that when you do come on to these sessions that they are relevant and they're impactful for you.

56:44

So if you can leave feedback, if you feel that there should be other things covered, we really do acknowledge that and we take it on board.

56:51

Similarly, if you feel like today has been really useful and you've got a much better understanding now of the importance of FSQ, the way that you can analyse the data and the information do to drive forward your careers plan and support your learners.

57:05

And then that you are ready now to maybe take that next step in generating the links and send them out.

57:10

Or you're at that element where you've already done that and you're ready to analyse the data.

57:14

Hopefully you know you've got an idea and a flavour of what that can how you can do that more effectively.

57:20

So if you do feel that is the case, please leave feedback to reflect that because again, when we do get positive feedback, it's really lovely to know where we're doing things correctly.

57:29

And then we can also copy and paste that moving forwards.

57:33

So just to bring things to a close, Tahmid, are there any outstanding questions at all?

57:39

Hey Pete, none on my end.

57:40

Thank you.

57:41

OK, brilliant.

57:42

Thanks very much for your support today, Tahmid.

57:44

It's been much appreciated.

57:46

And so really just thank you to everyone for attending today.

57:50

I hope that you found that beneficial.

57:51

The call to action would absolutely now be to either go away and start generating those links and rolling the questionnaire out or starting to look at that data and then see what that is telling you as a result of the questions that have been answered.

58:05

So thank you so much for joining us.

58:08

Hope it has been useful and look forward to seeing you on our next webinar.

58:12

Thanks everyone.

58:13

Bye now.