

Future Skills Questionnaire Case Study

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Additional responsibilities : Strategic Careers Lead

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SEND

250
LEARNERS

YEAR 7
TO YEAR
11

What impact has FSQ had on both the learners and the school?

Delivering FSQ consecutively across more than one academic year allows the school to clearly see the impact that careers activities have on learner responses, as the percentage of positive responses increase year on year. Andrew and Kim use FSQ visualisations to quickly and easily identify questions that learners answer most negatively, they tailor careers activities to address these so that learners feel more confident about these questions in the future.

Andrew and Kim also utilise FSQ reporting to review responses and cross-reference with what learners are being taught in class. This helps them to explore reasons behind individual learner responses and identify any learners who may need intervention and targeted support.

How has the Future Skills Questionnaire been delivered?

Learners in all year groups are invited to complete FSQ as part of a careers lesson. Teachers go through each question with learners as a group. Working through the questionnaire at the same pace allows the session to become more interactive; if learners aren't sure what a particular question means for example, the whole group engage in a discussion around this, encouraging active listening and speaking skills. Kim also invests time chasing up learners that didn't attend the careers lesson, making sure that all learners are given the same opportunity to complete FSQ.

Plan in time to read the questions

Prior to delivering FSQ sessions, teachers familiarise themselves with the relevant versions of the questionnaire, this helps them to anticipate any further support that may be required during the FSQ session to ensure learners understand the questions and can answer them as independently as possible.

To find out more, view our [Future Skills Questionnaire resources](#) on the Compass+ Help Centre.



The Future Skills Questionnaire is helping to change the culture of the school by enabling teachers to see where careers features in their curriculum. It supports them to recognise that they are 'already doing careers' in the lessons they are teaching.



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