

## How Career Leaders Have Used FSQ Data to Shape Delivery

**Thursday 14th May 2026**



# Future Skills Questionnaire

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Time	Agenda
3.30 pm	Welcome and introductions
3.35 pm	Jennie Corner, Lodge Park Academy
3.45 pm	Q & A
3.55 pm	Stuart Carr, Moulton School & Science College
4.05 pm	Q & A
4.15 pm	Opportunity to highlight your next steps

## Speakers

**Jennie Corner, Careers Coordinator**  
Lodge Park Academy, Corby

**Stuart Carr, Careers Coordinator**, Moulton School and Science College, Northampton

# Future Skills Questionnaire

Jennie Corner, Careers Coordinator  
Lodge Park Academy

Brief background :

Lodge Park Academy is a coeducational secondary school and sixth form with academy status, located in Corby.

We currently have 705 students on role, 37% of which are PP and 27% have SEN needs .

Email [Jcorner@lodgeparkacademy.co.uk](mailto:Jcorner@lodgeparkacademy.co.uk)

Schools Careers website: [Lodge Park Academy - Careers Guidance & Post 16](#)

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# Background

The FSQ was embedded into our Career Drop Down Day in February and all year groups, with the exception of year 7, completed it during this event. Year 7 completed it the following week. All students with SEND received the link for the SEND FSQ and all other students received a link for the relevant questionnaire. We had 547 students complete the FSQ, the highest number of completions in the 3 years we have been delivering it.

Teachers were given the schedule for the Drop Down Day 2 weeks in advance of it taking place and were given instructions on how to support the students accessing the link for the FSQ. Students were given a talk at the start of their allocated session to explain what they would be completing and **why**.

The only real issues we encountered was with new students who had not had a link generated, and we found that links were taking longer to download meaning we had to get the students it affected into a computer room to complete on a different day.

Hints/ tips – double check the day before for any new students and generate the links then to give them a chance to download and send.

# How have you used the data/plan to use it?

- We created a report from the data, which was shared with SLT, highlighting areas to be addressed across the different year groups and how we can implement this into the curriculum moving forward.
- This will be done in different ways, through PSHE sessions, employer visits, sharing information through the student bulletin, newsletters home and form time activities to name a few.

## FSQ data – findings per key phase

Year Group	FSQ data – area to be addressed
<b>All</b>	Who to speak to, where to find reliable information
<b>Starting Secondary School</b>	Study Paths post 16, specifically T Levels and BTECS, experiences of the workplace, confidence when using own ideas and speaking in groups and asking when unsure about something
<b>Transition from KS3</b>	Study paths post 16, specifically T Levels and BTECs, experiences of the workplace and speaking with employers, develop ideas through writing them down, recognising areas for strength, areas for development in themselves and recognising opportunities in difficult situations
<b>GCSE Years</b>	Speaking with employers and experiences of the workplace, T Levels, supporting others through mentoring and coaching and adapting to what you say depending on the response of listeners
<b>Post 16 Study</b>	Experiences of the workplace and speaking with employers, assessing own strengths and weaknesses

# Impact & benefits of making those changes

- **On students** – filling gaps in their knowledge to support their career development
- **On SLT** – the weak areas highlighted by our students can be embedded into the AIP and the curriculum, and the implementation will be supported by management.
- **On personal practice** (what did you learn?) – Highlighted areas to address (again)

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Q&A



MOULTON SCHOOL  
& SCIENCE COLLEGE



## Using FSQ to shape delivery

COMPASS +

Stuart Carr, Careers Coordinator  
Moulton School & Science College

# Brief background

- Moulton School has approximately 1400 students. It is a mixed school for students aged 11-18.
- It is located in rural surroundings in the Northamptonshire village of Moulton.
- Student demographic is mixed.
- Schools Careers website [MOULTON SCHOOL - & SCIENCE COLLEGE](#)

We are at the start of our journey of using FSQ to its full potential.



# Background

## **Which year groups and why?**

Currently Year 11, looking to expand to other year groups. Started with Year 11 as this is the priority year group for CEIAG interventions.

## **When did you launch it?**

2025

## **How did you prepare students/parents/teachers to ensure engagement with the process? Did you use any of the CEC resources? Which were most/least helpful?**

Information was sent via different channels. We will look to utilise CEC resources in the next academic year.

## **Hints and tips for any part of this process**

Start early. Use a range of channels. Repeat the message. Explain the benefits for the students.

I am definitely not an expert. I will share with you what I have done so far and what I hope to do in the future....



# The story so far in 2025-2026....

## Future Skills Questionnaire

260

completions

Great start, so far 260 learners have completed a questionnaire. Access reports to make targeted interventions and identify the impact of careers education in your setting.

[View Reports](#)

- Used it with Year 11 students
- Most have now been completed the FSQ but not all
- Planning to extend this to other year groups
- I have used the results of the FSQ to identify Year 11 students who may require interventions, primarily using Q16 *Do you have a plan for your next step after Year 11? Looking for responses of 'No not yet' or 'Maybe I'm not sure'*

# The process – anticipated for 2026-2027

## Term 1

- Careers Coordinator (CC) to introduce the importance of the FSQ to:
  - Year 11 students (assembly, visit each tutor group)
  - staff (all staff briefing)
  - parents/guardians of Year 11 student (parent information evening)
- FSQs sent to all Year 11 students
  - CC identifies priority needs using the response to Q16 *Do you have a plan for your next step after Year 11? Looking for responses of ‘No not yet’ or ‘Maybe I’m not sure’*

# The process – anticipated for 2026-2027

## Term 2

- CC starts to deliver individual guidance to students identified by FSQs
- CC follows up students who have not yet completed FSQ, working with form tutors, and other key staff, and parents, and adds to the priority list as needed

# The process – anticipated for 2026-2027

## **Term 3**

- CC continues to deliver individual guidance to students identified by FSQs
- CC again follows up students who have not yet completed FSQ, working with form tutors, and other key staff, and parents, and adds to the priority list as needed

# The process – anticipated for 2026-2027

## Term 4

- CC continues to deliver individual guidance to students identified by FSQs
- CC again follows up students who have not yet completed FSQ, working with form tutors, and other key staff, and parents, and adds to the priority list as needed

# The challenges encountered so far and how to overcome these

- **Forms are not completed by all students**
  - *Get students, staff, and parents on board from outset of the year by promoting the benefits*
- **Students do not complete the FSQ accurately**
  - *The FSQ should never be the only source used to identify priority groups, it should complement existing referral systems ie self referral, staff referral, tutor referral*
- **Students with additional needs may struggle to complete the FSQ**
  - *Extra support can be given eg CC and staff can sit with the student. Students with additional needs should be identified through other mechanisms anyway eg SEND Register*

# Impact of making those changes

- On students

They can request help non-verbally.

- On teachers.

Involves them more in the process.

- On SLT

Measure whether all students are receiving CEIAG service and support.

- On you and your practise

Another mechanism to identify students who require support. I learnt the importance of starting early, using different channels, and repeating messages.

# The benefits discovered so far

- The FSQ, whilst not the only mechanism to identify priority students, has proven to be a useful mechanism, one tool in the armoury
- It can serve as a good starting point to a discussion, especially for students who struggle with communicating
- It brings the form tutors into the career planning process, and form tutors often have the closest relationship with the students

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Q&A

# And finally ...

- [FSQ One pager](#)
- [FSQ 5 Steps to Success 25 - 26](#)
- [FSQ questions for each questionnaire type in PDF format – The Careers & Enterprise Company](#)
- FSQ Data Analysis: <https://youtu.be/bLEcS9icS-w?si=tJUs8-hELSnhuc-H> actions that can be taken with to better inform planning and take meaningful action.
- [Future Skills Questionnaire delivery resources – The Careers & Enterprise Company](#)
- Future Skills Questionnaire (FSQ) Detailed Report Data Analysis & Action Plan which is further down the page on the link.

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