EVALUATING THE LEGACY CAREERS PROJECT: APPENDICES

"Today helped me broaden my horizons and if I put my mind to it the possibilities are endless."

Student, St Angela's Ursuline School

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www.derby.ac.uk/icegs

INTERNATIONAL CENTRE FOR GUIDANCE STUDIES

This evaluation was undertaken by the International Centre for Guidance Studies (iCeGS). iCeGS is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

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LONDON LEGACY DEVELOPMENT CORPORATION

The Legacy Careers Project was funded by the London Legacy Development Corporation (the Legacy Corporation). The Legacy Corporation is a Mayoral Development Corporation established under the Localism Act 2011. The Legacy Corporation's main objective is to ensure the Legacy of the 2012 Games and the regeneration of Queen Elizabeth Olympic Park (QEOP) and the other adjacent and associated areas it is responsible for. One of the key corporate goals of the Legacy Corporation is to be a catalyst for regeneration in East London, ensuring that its activities help to connect existing and future residents and businesses to Queen Elizabeth Olympic Park physically, socially and economically. The Legacy Corporation estimates that Queen Elizabeth Olympic Park has the potential to create around 20,000 jobs in the venues and across the estate as well as the jobs generated from the V&A, UCL, Loughborough London and other new cultural and educational institutions. The Legacy Corporation is committed to ensuring that East Londoners are equipped with the confidence, skills and aptitude needed to secure those jobs. This means starting with how young people make choices about their careers and their pathways into those careers, whether vocational training, further education, apprenticeships or employment. For these reasons the Legacy Corporation funded and supported the Legacy Careers Project.

For further information see www.londonlegacy.co.uk

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APPENDIX 1: METHODOLOGY

The evaluation was organised over five phases: inception and planning, analysis of analytics data, online survey, fieldwork and reporting.

INCEPTION AND PLANNING

The initial phase of the evaluation took place before the launch of the Legacy Careers Project. During this phase the evaluation team met with Future Foundations and Brightside to clarify the projects objectives and approach. Important tasks during this phase were to agree the fieldwork sites, approach to the analysis of the survey and website data and to draft the pupil survey for each of the five days of the project.

EVALUATION SURVEYS

STUDENT SURVEY

All students who participated during the five days of the project were expected to complete a pre and post feedback survey designed by iCeGS and endorsed by Future Foundations. This was used to provide feedback and information about satisfaction and to identify impacts on student engagement, skill development and aspirations. Students also completed a follow up questionnaire as part of the graduation and awards ceremony and registration process, to collect evidence for the impact of the programme.

RESPONSE RATE

For the interim evaluation covering days one and two of the programme, 767 gave feedback for the days. For days three to five 849 students' responses were analysed. The difference is explained by students across all schools either not being present or not giving their name, making linking data difficult. Of the students who gave feedback, a number only gave feedback for some of the days of the programme, for example George Green did not complete feedback for Day 4 and Cardinal Pole did not complete feedback on Day 5.

TEACHER SURVEY

Teachers who participated in the project were encouraged to complete an evaluation survey on completion of the programme, some teachers were also interviewed by evaluators. This information was used to provide secondary evidence about the impact of the programme, as well as contributing towards the formative evaluation.

OBSERVATION AND INTERVIEWS

Researchers from iCeGS observed each of the five days of the projects and interviewed a selection of students and teachers from a selection of schools during each of the five days of the project. This was used to deepen understanding of the experience of the programme and to provide case studies to support impact evaluation and identify any areas for development. Interviews with project Directors were also completed at the beginning of the project and will be updated at the end of the project.

WEBSITE STATISTICS AND INFORMATION PACK ANALYSIS

Evaluators used Bright Knowledge's own statistics to explore levels of usage and identify what can be learnt about impact from these statistics for the report.

REPORTING

All of the data collected during the web statistics analysis, the student and staff surveys and the fieldwork were then analysed independently. Following this the evaluation team produced an interim report to share early findings from the evaluation in November 2013 which informed the development of this final report.

[1] One student was excluded as they had not given any feedback on any of the days

[2] One student was excluded from the results as they had given no feedback throughout the five days of the programme.

APPENDIX 2: DELIVERING THE PROGRAMME

DELIVERING THE PROGRAMME: DAY ONE

The first day of the programme was to introduce the students to the project and begin to focus them on thinking about their future. A particular focus was on developing the students' and team leaders' self-confidence and leadership skills. One of the most striking ways to sum up day one of the programme is through the feedback of students asked to summarise the day in one sentence.

"Today was very good and I enjoyed having the opportunity to find out about the type of career path that I could take."

Student, Cardinal Pole Catholic School

"Today helped me broaden my horizons and if I put my mind to it the possibilities are endless."

Student, Cardinal Pole Catholic School

"It opened my eyes so I can decide what I want to do in life."

Student, Cardinal Pole Catholic School

"We should focus in school because the future is in our hands."

Student, Cardinal Pole Catholic School

"Today was a very big eye opener and I had lots of fun learning about the QEOP and all of the opportunities it will bring."

Student, St Angela's Ursuline School.

"Today was a wonderful day, I wish it could carry on like that every day and that we should do this type of project/workshop frequently."

Student, St Pauls Way Trust.

THE DAY IN DETAIL

PRE-PLENARY INTRODUCTION

Before the students started the programme the team leaders, teachers met with the course director and Future Foundations (FF) facilitators so that everyone was clear about the aims and their roles within the day. The students also completed a pre-programme evaluation survey.

PLENARY

The day for students began with an introduction to the Legacy Careers Project and the activities for day one. The students were also introduced to their team leaders and the FF facilitators. The session was facilitated by the course director Steve Beckles-Ebusua. The first session also had a number of ice-breakers to increase engagement from students and an introductory video exploring the future world of work in the form of a case study based in East London.

Student feedback for the opening assembly was positive. A number of students identified it as a highlight *"I think the assembly [was best] because it was funny and inspirational"*. In addition the use of a £10 prize for a student volunteering and agreeing to face their fear was seen as a great way of engaging the students by both FF facilitators and teachers, this was summed up by Future Foundations facilitator *"the volunteer £10 challenge got all the young people engaged, excited and was a great activity to begin the programme"*. The impact was also felt on the students who a number mentioned this as a highlight.

The assemblies offered the students the opportunity to develop their communication skills by speaking to the whole group, a number of students highlighted facing their fears in this way as a highlight. One of the FF facilitators highlighted this.

> *In Heathcote there was a boy called Dominic. He was from Eastern Europe. He was very quiet in school. He stood up and spoke in the vision board session. The teachers were astonished. He got really engaged and volunteered a lot. The Head teacher commented "what have you done?!"*

WORKSHOPS

In the second session and for the remainder of the morning the students completed two workshops (Workshop 1 – Career aspirations explored and Workshop 2: My skills, my future). The first session involved more icebreakers to encourage participation and choosing team name and roles. Each student then completed a self-assessment using future world of work skills as a framework. A strong theme throughout this session and the rest of the day was team working which was popular with students, feedback related to team working included:

"The best bit was the afternoon when we got the walk around the hall seeing what people think and the morning when we got to see what the helpers did as their career."

Student, Cardinal Pole Catholic School

"Working and cooperating in a team with people you don't usually work with as well as the collaboration and engagement given and throughout the day. Relaxed activities and games were good and different."

Student, Heathcote Secondary School

"That we learnt about how important team work is and it made it easier for us to choose our careers in the future."

Student, Cardinal Pole Catholic School.

In the second workshop the students created a vision board using magazines pictures, and words to describe what they enjoy and what they wanted from life. They were then encouraged to translate these aspirations into an action plan and investigate how feasible and realistic their vision was. This activity was consistently rated as the most enjoyable feature of the day, student feedback included:

"The best bit of today's training was the cutting and sticking because we were able to show our true selves and what we wanted our future to include."

Student, St Angela's Ursuline School

"When we did the vision activity because I managed to actually reflect on what I wanted to do in my future."

Student, St Angela's Ursuline School

However, one teacher from St Angela's observed that some magazines supplied to the students (sourced by the school) were too advanced for the students particularly the Economist.

LEGACY CAREERS INSIGHT

The first session after lunch focussed on the careers available to students identified by the Careers Legacy research. The session involved a review of the morning, a vote by feet session (which was dropped for future groups as it was felt by FF that it was too influenced by peer pressure). The main challenge for the session was a Legacy Quiz which was conducted in teams and aimed to test students' research skills about the future career opportunities offered by Queen Elizabeth Olympic Park. The quiz was considered the most enjoyable element of the day by 18 students. The session closed with a summary of what had been learnt during the day and an opportunity to give feedback.

OVERALL IMPRESSIONS OF THE DAY

"Overall, the evaluators found a high level of enjoyment, engagement and understanding with the project from the students. The following quotes demonstrate the students overall understanding and enjoyment of the project: Today was the first day of my career."

Student, George Green School.

"Yesterday I was pretty sure what I wanted to be when I'm older but now I realise that there is more than what I thought there was."

Student, St Angela's Ursuline School.

Day one survey data demonstrated a high level of overall enjoyment of day using a yes / no scale (see Figure 1).
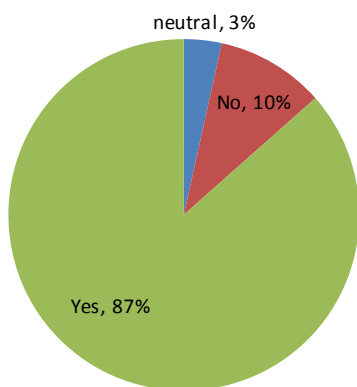

Figure 1: Did you enjoy today? (n=661)

Of the 661 responses[3] the overwhelming majority said that they enjoyed the day. There was also evidence of enhanced confidence about taking responsibility for their futures demonstrated in Figure 2. This was assessed using a three point scale (not at all, a little, definitely sure). Some written answers were received which were then coded by the evaluators to one of these three codes.
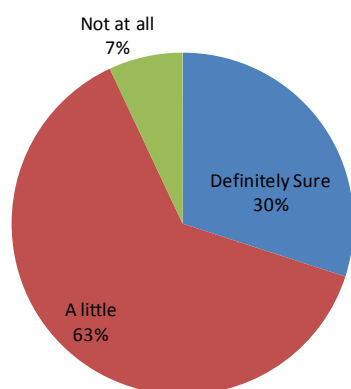

Figure 2: After today do you feel more confident that you can take responsibility for your future? (n=643)

The overwhelming majority of students felt that their confidence had increased as a result of participating in the programme[4]. There was also evidence of enjoyment and engagement with the project from the qualitative feedback, 116 pupils said they would change nothing about the day, 111 students requested more activities, 84 students expressed the need for more time to complete the tasks (see formative recommendation 4) and a few raised concerns about the behaviour of other students (see formative recommendation 6). Also nine students were concerned about the venue being too hot, and were all from George Green school (see formative recommendation 1).

This question also led a number of students to reflect on how they wanted to improve. A number of responses focussed on how the programme had demonstrated to them that they would like to further improve their skills including communication skills (both written -hand writing and oral presentations skills) and self-confidence, team working skills, behaviour and organisational skills. There was also evidence of reflection on themselves and wishing to improve their attainment. A number of students stated a desire to listen more in lessons, to work harder and get a better education as one pupil from St Pauls Way Trust expressed this:

"I would improve on my education and use it like a passport"

Student, St Paul's Way Trust

The final question from day one asked the students to summarise the day in a sentence. The students gave overwhelmingly positive feedback to this question, with very few negative comments,107 students did not answer this question. The majority of responses focussed on their enjoyment, 182 statements mentioned how much fun they had for example, "Fun energetic and packed with activities". 78 said it was good and 50 said they enjoyed it.

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[3] The response rate was for this question was 86% of the 767 students who completed the survey.

[4] Response rate for this question was 84%

ACHIEVEMENTS OF THE DAY AGAINST - KEY STAGE 3 FRAMEWORK'S

Day one of the programme encapsulated a number of elements of useful practice measured against best practice identified in the DCSF and CDI frameworks for key stage 3. The evidence that 93% of students believing that the programme on day one had improved their confidence to take responsibility for their future links closely with the DCSF framework principle one of empowering young people to take responsibility for their futures and with the CDI Framework relating to self-determination. There was also anecdotal evidence provided through feedback that the students had raised their aspirations a number expressing the desire to improve their skills and work harder at school to achieve their goals. This fits closely with the CDI framework which recognises the value in recognising self-awareness and self-determination and the DSCF framework principle six helping young people to progress.

The introduction to the opportunities offered by QEOP fits closely with the CDI Framework requirement for learning about careers and the world of work, particularly relating to exploring careers and career development and the DCSF framework principle three providing comprehensive information and advice. Elements of the day also corresponded with principle five of the DCSF framework, actively promoting equality of opportunity and challenging stereotypes and learning activities around career exploration as the information and activities provided challenged students to think about different career options within their own area which they may not have considered before.

DELIVERING THE PROGRAMME: DAY TWO

Overall, the evaluators found a continued high level of enjoyment, engagement and understanding with the project from the students. The following quotes demonstrate the students overall understanding and enjoyment of the project:

"Fun and entertaining. I loved it so much it was so much fun! I love you Future Foundations. Student, Heathcote Secondary School. Today was an exciting and happy day and the best project I have ever done."

Student, St Pauls Way Trust

"Today was fun and interesting. I enjoyed working together as a group."

Student, St Pauls Way Trust

"Today was fun, exciting and increased my knowledge and helped develop my social skills."

Student, St Angela's Ursuline School.

OVERALL AIM OF THE DAY

The overall aim of the second day of the project was to develop the students' communication, presentation skills and team working. A particular focus of the day was to encourage the students to think and develop their creativity, enterprise and their entrepreneurial skills by setting up and presenting a business idea in teams for Queen Elizabeth Olympic Park. The evaluator observed and measured through questioning that students, Future Foundations (FF) facilitators, team leaders and teachers had a strong and similar understanding of the aims and purpose of the day as expressed by the course director. All students interviewed demonstrated a clear understanding that the day was about developing their leadership and team working skills to aid them to think about their future careers and the potential for working at Queen Elizabeth Olympic Park. Team leaders were also aware about how the project was developing their skills particularly around confidence, leadership and management. The aims of the teachers to introduce new ideas and broaden students minds was also clearly reflected in the content and feedback.

THE DAY IN DETAIL

PLENARY

The day began for the students with a plenary session involving all students, team leaders and facilitators which aimed to get the students involved and enthusiastic about the project. The room was already divided into teams of students together with their team leaders and facilitators which had been organised on the first day.

The plenary finished with a video from a local employer who was from the creative media sector and from an ethnic minority background which really helped to focus the students on what the aims of the day were and summed up well by the course director (Steve Beckles-Ebusua) .

I think that it is good that the entrepreneur from the video is from an ethnic minority as it shows the students what they could do, it raises aspirations.

The evaluator and teachers both observed the strong feeling of excitement and enjoyment in this opening session which remained throughout the day and was expressed by one of the teachers:

really impressed, great learning environment and extremely vibrant. Surprised how well it enthused the students.

Teacher, St Angela's Ursuline School.

Another teacher from St Angela's Ursuline School highlighted the importance of the first session.

The first hour ice breaker had lots of different experiences and activities which build up excitement and enthusiasm, really brought students out of themselves.

Special mention must go to Steve Beckles-Ebusua (Course director) as almost every student provided verbal feedback to the evaluator of how much fun and how much they had enjoyed his input, "Steve was fun" or "loved Steve" was the most popular comment from the students throughout the second day and was also reflected in survey feedback on day one and two (see formative recommendation 8).

LEGACY CAREER ENTERPRISE CHALLENGE

For the second session the groups were divided into teams (of between 8-15 depending on the school) in the break out rooms, with one facilitator from Future Foundations, a year 12 team leader/ peer mentor for each team and one teacher/ teaching assistant per room. The course director and assistant course director moved between all breakout rooms throughout this session offering advice, support and enthusing the students. It was felt by the evaluators, the teachers and FF facilitators that smaller groups (under 10) offered the best learning environment for students and was more manageable (see formative recommendation 2).

"Smaller groups would enable us to build better rapport with the young people and their focus would be greater."

FF facilitator

The students were then provided with a resource pack which included information about Queen Elizabeth Olympic Park, examples of facilities already developed at the park and badges for team roles. The FF facilitator then explained the task verbally and on posters and each team then decided on team roles, e.g. managing director, time keeper, finance director, marketing director etc.

TEAM COMPETITION

Each team competed with another team to see which six teams would present after lunch. The teams were judged by teachers who had not seen the groups before, business volunteers that were observing and the evaluator. The ideas presented were good and all students were involved in presenting. After both teams had presented there was an opportunity for each team to reflect on each other's performance. The comments from both groups were constructive and supportive throughout. They encouraged their peers to 'engage more with the audience', 'be more enthusiastic' and not to worry about making mistakes as the audience probably won't notice if they act confident.

At regular times throughout this session the FF facilitators and team leaders kept the students aware of the task, kept them engaged and focussed on the activity. A good example of the good practice being observed by the facilitators and team leaders is when two pupils became disengaged from the project (looking out of the window). FF spoke to the team leader and she dealt with the situation really well and quickly got the students engaged and working again (see formative recommendation 8).

PRESENTATION PITCHES AND WINNING TEAM

The final session began with an announcement of the teams that had made the final followed by presentations from each winning team. The evaluator observed that all six presentations were of a high standard with each team demonstrating what they had learnt during the day. A particularly pleasing element was the use of singing and role play adopted by many of the teams. This was summed up by the course director who said 'I am amazed how much of the ideas they brought from the first session to the final presentations'. A teacher was impressed by the confidence gained from the quieter students, "I was quite surprised how the quieter students got involved, I expected the more confident children to dominate". Teams that were not in the final were observed to be equally excited and interested to see how their peers would present and gave vocal support throughout.

Teacher feedback on the presentations highlighted the skills learnt by students and supporting them to think about their futures and reflected on the pupil's backgrounds:

"It was good to see the students getting a broader experience and develop their skills" One teacher described how she felt that 'year eights are the forgotten year many of them have come from tough backgrounds' and 'it is good to see something positive for them to do, relating to their future.

Teacher, St Angela's Ursuline School.

In addition all teachers interviewed expressed the view that there needs to be more activities like this in schools focussing on skills development.

OVERALL IMPRESSIONS OF THE DAY

Students overall enjoyment of the day had increased from day one which is shown in figure three, which was assessed using a yes no answer which also elicited some neutral responses which were standardised by the evaluators.

Out of the 614[5] responses to the survey, the overwhelming majority said that they had enjoyed the day, with slightly higher proportion reporting that they had enjoyed it more than day one.
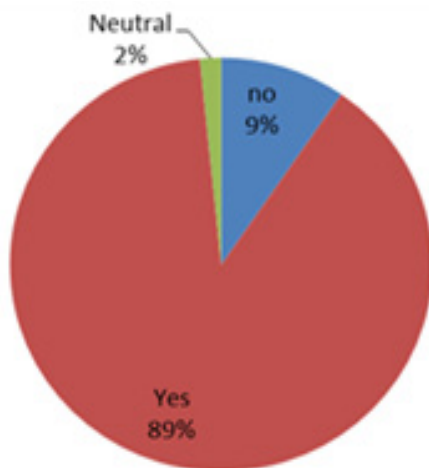
A distinctive feature about day two as mentioned above was the enterprise challenge element of the programme. When asked in the survey about whether they felt the activity helped them to think creatively about setting up a new business the results showed a high level of agreement amongst the students that it had. The results given in Figure 4 below which was assessed using a yes/no response[6].

Figure 3: Did you enjoy today? (Day 2) (n=614)

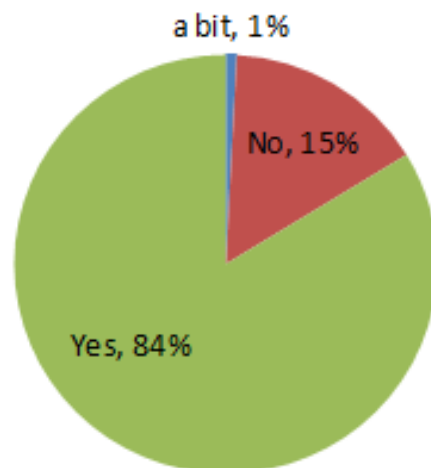*Figure 4: Did you feel that the Creative Enterprise activity challenge helped you to think creatively about setting up a new business? (n=607)*

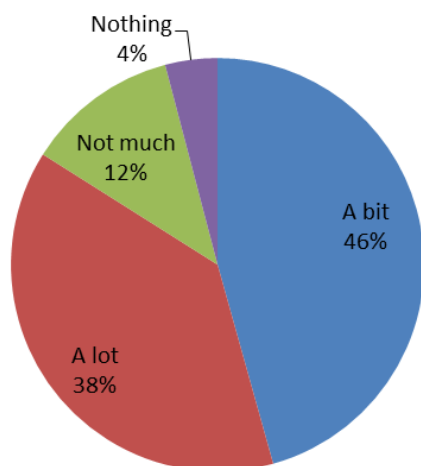[5] Response rate to this question was 80% of the students surveyed.
[6] Five students chose to answer 'a bit' which is reported in the table.
[7] Response rate 79%
[8] Response rate 80%

The results revealed that the overwhelming majority of the 607 students[7] who responded to this question believed that the tasks on Day Two had improved their creativity and made them think more about the possibility of setting up a business.

Student feedback from day two also demonstrated that the pupils had learnt a great deal from the day. When asked in the survey about 'How much did you learn today?', this was assessed using a four point scale (nothing, not much, a bit and a lot). 83%[8] believed they had learnt something from the day. The responses are shown in Figure five.

234 students believed they had learnt a lot and 279 believed they had learnt a bit. 73 believed that had not learnt much and only 25 believed they had learnt nothing. The learning experience from day two was nicely summarised by one student who said in the survey:

"Today has been a very good experience and I have learnt a lot about what to do in the future."

Student, Cardinal Pole Catholic School.

Figure 5: How much did you learn today? (n: 610)

ACHIEVEMENTS OF THE DAY AGAINST - KEY STAGE 3 FRAMEWORK'S

Students qualitative feedback from the day indicated that 116 pupils said they would change nothing about the day, 84 students expressed the need for more time to complete the tasks (see formative recommendation four) and a number raised concerns about the behaviour of other students. In fact behaviour of students was raised as an issue in a number of instances from team leaders and FF facilitators (see formative recommendation six). A number of students also raised concerns about the learning space being too hot (see formative recommendation 1). A small number of students stated that they found the second day more interesting than the first day demonstrating increased engagement and enjoyment as one student from Heathcote Secondary School summarised "Today was really good and loads better than yesterday".

Surprisingly this question led a large number of students to focus on how they would improve themselves not the programme, a number of responses focussed on how they could improve and would like to improve their communication skills (both written -hand writing and oral presentations skills) and self-confidence, team working skills, behaviour and organisational skills. A number of pupils also highlighted that they believed they had been creative during the day, which was summed up by one pupil who described the day as follows:

"Today was a creative and mind opening day."

Student, St Angela's Ursuline School.

Day two built on the achievement of day one and contained elements from the DCSF framework, particularly relating to providing comprehensive information through the QEOP resource pack, this also link with the CDI framework for key stage 3 which suggests students should be aware of what job and labour market information (LMI) is and what it can do for them and the DCSF framework principle three providing comprehensive information and advice. Similar to day one the qualitative feedback demonstrated that the students were becoming increasingly aware of the need to improve themselves to gain the career they required which is contained in the DCSF framework on helping young people to progress and the CDI framework on self-awareness raising.

DELIVERING THE PROGRAMME: DAY THREE

OVERALL AIM OF THE DAY

Day 3 is entitled Present Yourself for Success. A key area of focus for the day is presentation skills. Students consider how an impression of them is made by others and in particular consider the balance of body language, tone and the actual content of what they present. Through a series of short workshops students are encouraged to become more aware of how they come across to others and given tools to help them to improve the impression that they make.

A secondary area that is also covered during the day is 'knowing themselves'. Students are provided with a reflective tool based on MBTI dichotomies to help them to understand their personality type and to give them a tool for reflection on presentations and on career choice.

Finally the day includes an opportunity for the teams to further develop their project ideas. Within this (albeit implicitly) are opportunities for students to develop their commercial awareness and their team working skills.

THE DAY IN DETAIL

PLENARY

The third day began with a plenary which introduced the students, to the themes of the day and allowed them to reflect on what they had done in days one and two. It also introduced the 'big challenge' which is a major theme throughout the remainder of the project. The evaluators observed a great deal of positive engagement of students throughout the day and similar to other days this was led by the project director's charismatic and engaging style which set the tone for the day effectively and provided useful framing (see formative recommendation eight). However, the evaluator did observe that the opening plenary room was too large making it difficult for the students to hear and fully engage with the activities (see formative recommendation one).

WORKSHOPS

The groups were then split into groups with half doing workshop one - the National Theatre activity, workshop two - developing their presentations skills and the third group being challenged to present under pressure with the 30 second elevator pitch. The students were then rotated between the three workshops through the remainder of the morning. The evaluators believed the delivery of a series of short workshops on a carrousel in the morning was particularly successful. The focused content, active learning approach and efficiency of these sessions seemed to work well with all groups. In addition the evaluator observed, that although the time devoted to the development of the projects was limited students quickly engaged and developed their thinking around the project. The focus for the project seemed relatively loose, but students were observed to be making effective progress on it and staff and team leaders were confident that all groups would complete their projects.

However, two minor issues were observed, the break out rooms were too small for two groups to work comfortably in them – which was particularly a problem for hearing impaired students (see formative recommendation one), and secondly half the students having completed the plenary went into the national theatre activity which was essentially more plenary time, which was repetitive and made it difficult to maintain the students interest. However, student feedback on what they considered the most enjoyable element of the day focussed on the workshop activities 42 students mentioned the confidence building activities as a highlight, as one student commented,

"The best bit of today is when we get to learn how to position your body language and how to have confidence in yourself."

Student, Cardinal Pole School.

17 pupils highlighted the National Theatre activity was the most enjoyable. 99 students mentioned the activities in general but could not pinpoint exactly what they had enjoyed about the day, but were keen to highlight that they had enjoyed it as one student from Heathcote Secondary School

"Every part was amazing all made me learn new things about myself I was really confident and really positive/happy."

Student, Heathcote Secondary School.

Similarly 39 students mentioned working in groups generally as a highlight.

A large number of students mentioned specific activities that they undertook as part of the big challenge.

When asked about what they would change, a large number (107) who responded said they would change nothing, 105 requested more activities, 46 wanted more group based activities and 50 students mentioned needing more time to prepare activities (see formative recommendation four). Like day two a number of students chose to focus on how they could improve themselves. 25 students expressed a desire to be more confident, eight students commented on improving the behaviour of others. A small number of students raised concerns about how they had enjoyed days one and two more than day 3 as one student stated

"The first two days were better because we got to pitch our ideas and had fun learning. But the 15min activities were quite boring."

Student, St Angela's Ursuline School.

When asked to sum up the day in a sentence 127 students mentioned having fun, a good example from a student at Cardinal Pole:

"Fun creative exciting, looking forward to next time and I learnt a lot."

Student, Cardinal Pole Catholic School.

However, a number of students had negative feedback on the day, 45 said it was boring and a number thought that day three was not as good as days one and two.

THE BIG CHALLENGE

Just before lunch the Brightside e-mentoring platform was introduced to the students together with the big challenge. The big Challenge was also popular with students, a number commented that they enjoyed contributing to the project. One student said:

"I liked coming up with something for the big challenge."

Student, St Pauls Way Trust.

The overall impression of the day observed by the evaluators was that although it had been an intensive day the vast majority students had been able to maintain their focus and interest and gained a great deal. For those that had struggled with maintaining concentration as reflected in challenging behaviour the FF staff were skilful in dealing with this behaviour and rapidly dealt with and re-engaged the students in the programme. Evaluator interviews highlighted that teachers generally felt that the programme was interesting and engaging for students. The team leaders also seemed well supported and many reported having a good day when questioned on their experience. Some clearly relished the opportunity to be in a leadership role.

OVERALL IMPRESSIONS OF THE DAY

Overall the students enjoyment had remained high for day three, out of the 651[9] responses to the survey, the vast majority said that they had enjoyed the day, however with a slightly lower than day one and two.
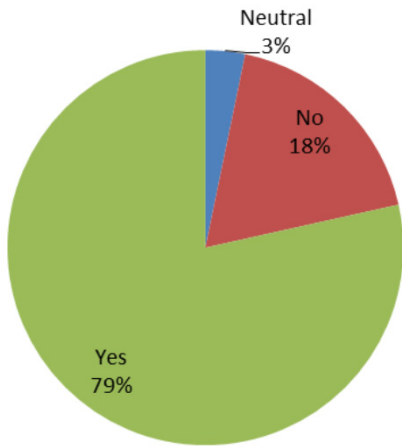
The students response to how much they had learned on day revealed that out of the 657 who responded 86% believed they had learned something during day three.
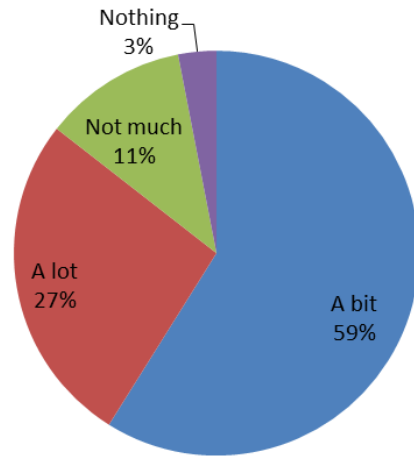
Figure 6: Did you enjoy day 3? (n=651)

Figure 7: How much did you learn today? (n=649)

Out of the 649[10] students who responded to the question about whether day three had improved the students presentation skills the majority believed they had, which is shown in figure eight below.

The survey also revealed a sense of improved self-confidence with 70% of the students believing it had improved during day three[11].

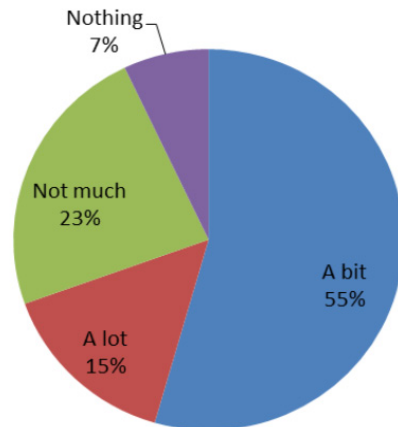*Figure 8: Do you feel more confident in your presentation skills after today? (n=650)*

Figure 9: Do you feel that the activities today improved your self-confidence (n=650)

[9] Response rate 77%
[10] Response rate 76%
[11] Response rate 76%

ACHIEVEMENTS OF THE DAY AGAINST - KEY STAGE 3 FRAMEWORK'S

Day three of the programme encapsulated a number elements of useful practice measured against best practice identified in frameworks. The introduction of the Brightside e-mentoring platform and the careers information contained with fits well with the DCSF framework, for comprehensive information and advice and challenging stereotypes and the CDI framework to be aware of what job and labour market information is available, particularly as it has a focus on local labour market information. The introduction of the Big challenge fits well with the CDI Framework to learn to negotiate (where team working is recommended) and learning how to present yourself (element 16 of the CDI Framework at key stage 3).

DELIVERING THE PROGRAMME: DAY FOUR

THE DAY IN DETAIL

OVERALL AIM OF THE DAY

The overall aim of day four was to develop students employability, time management and presentation skills. A key element of the day was interviews and feedback from employers which was observed to be one of the most useful and successful features of the entire programme as observed by the evaluator and demonstrated by the students' intense level of focus.

PLENARY

The day began similarly to the other days with a review of what had happened on day three, with Steve Beckles-Ebusua again demonstrating his ability to motivate and engage with the students through a series of icebreakers (see formative recommendation eight). An interesting and useful feature of the recap was using six student volunteers to explain what they had done and learnt on day three. Although the majority of students were clearly excited and engaged with the programme there was a small element who wished to test the boundaries and at one point a teacher intervened which successfully refocused the students. Teacher as one teacher observed:

> *"The majority are very engaged; those that embraced it are getting a really great day. However, some just don't get it, but most can see the benefits".*

WORKSHOPS AND INTERVIEWS

The second session involved separating the students into groups in break out rooms, the break out rooms were small and difficult to manage for FF facilitators and resulted in some groups working in the plenary area which made it noisy (see formative recommendation one). All the groups then either completed workshop one in-tray exercises or were interviewed by employers based on their application forms written on day three. The intray exercises proved to be difficult for students with many complaining they didn't have time to do everything, to some extent this was the point of the exercise (see formative recommendation four).

> **"Don't tell you what to do - too much paper I am not in the sixth form."**
>
> *Student, George Green's School.*

The evaluator observed that students who had completed the interview first were better engaged in the tasks than the students waiting to be interviewed who were clearly nervous and excited by meeting with the employers. Student, employer and teacher feedback and evaluator observation all demonstrated that students gained a great deal from the interviews. The employer interviews seemed to focus the students on their current situation (their current effort and achievements at school and the need to work harder and do better) and their potential future. Interviews feedback included

> **"Meeting the employers was very educational."**
>
> *Student, George Green's School.*

PRESENTATIONS

The final session offered students the opportunity to present their pitches to the other groups to reflect and identify areas for improvement. Although all students presented well there was evidence that once a team had presented their pitch some students became disengaged and deliberately tried to put other teams off, but teachers intervened to refocus the students and the rest of the session worked well.

The activities of day four reinforced the belief that teacher involvement and contribution and venue choice is vital to the success of the project. Best group practice occurred when a teacher was present, particularly to manage behaviour. However as one deputy head argued we don't have the resources to send more teachers. The management of behaviour and also management of the project is also greatly helped by effective venue choice with adequate space for break out activities as one Teacher articulated "Location is important the Stratford venue was too hot but a better space for activities"(see formative recommendations one, two and three).

OVERALL IMPRESSIONS OF THE DAY

Overall the students' enjoyment had remained high for day four, out of the 500[12] student responses to the survey, the vast majority said that they had enjoyed the day, however overall enjoyment levels had fallen from day one to three.
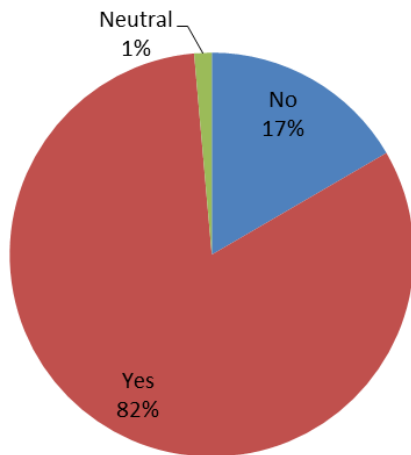

Figure 10: Did you enjoy day 4? (n=500[13])

The students believed they had learnt something on day four, 79% believed they had learnt something, although this was lower than day three (86%).
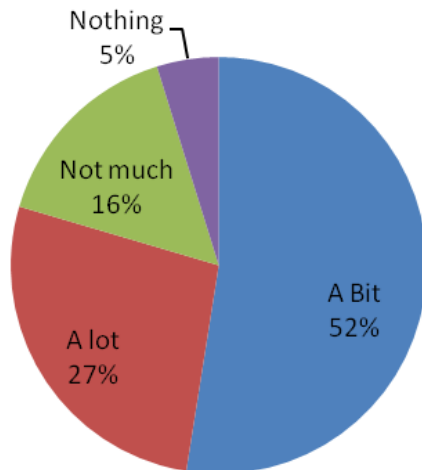

Figure 11: How much did you learn today? (n=499[14])

The qualitative feedback indicates that the students overall enjoyed the experience. When asked what the best part of the day was, 252 students highlighted the interviews, as one pupil expressed:

> **"The best bit was getting interviewed because gave me confidence for when I have a real interview."**
>
> *Student, Heathcote Secondary School.*

37 students indicated the team working or working with their fellow students.The assembly was again popular with 13 students highlighting this as the best element of the day. When asked what they would like to change or improve 97 pupils indicated nothing should be changed, however 42 students said they would like it to be more fun and 13 said they would like to change everything. 32 students expressed a need for more groupwork activites which is surprising as the majority of the day consisted of groupwork, 38 students requested more time to complete tasks (see formative recommendation four). When asked to summarsie the day in a sentence 93 students mentioned having fun as one pupil expressed this

> **"Fun, eye opening day to work to the future."**
>
> *Student, Heathcote Secondary School.*

64 also described it as a good day and 17 pupils said it was better than day three, however, 36 students described it as boring.

[12] Response rate 59% (impacted by no data from George Green)
[13] Response rate 59%
[14] Response rate 59%

ACHIEVEMENTS OF THE DAY AGAINST – KEY STAGE 3 FRAMEWORK'S

Day four builds on the earlier elements of the programme but in addition contains the link with employers and realistic interview skills development. This supports the DCSF framework elements five and six as it helps young people to progress and the varied employers on display also challenged stereotypes. Day four contained a number of elements that the CDI framework identifies as being important to key stage 3 development that include describe yourself, your strengths and preferences(element 1), recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school (element 11), recognise when you are using the qualities and skills you need to be enterprising (element 12), know how to prepare and present yourself well when going through a selection process (element 16) – the interviews by employers goes a stage further than the CDI framework by using real employers.

DELIVERING THE PROGRAMME: DAY FIVE

OVERALL AIM OF THE DAY

The fifth day was the culmination of what the students had learnt and achieved during the programme, it offered time to reflect on what they had achieved and learnt. The main focus was on communication, presentation and time management skills.

THE DAY IN DETAIL

PLENARY

The day began with a recap of what the students had learnt on days one to four, followed by students volunteering to introduce their team. There was a real air of excitement with all students wanting to contribute and volunteer to complete activities. The session focussed on four areas, tips to be a winner which focussed on, time management, communication, presentation skills and relaxation activities to allow you to perform to your best and reflection. The students were also offered an opportunity to reflect on what they had learned which was developed further in the workshops. The finale of the plenary focussed specifically on the final presentation and to build excitement to the culmination of the programme. Throughout this session all the students were fully engaged and clearly excited about the opportunity to present and win the competition. A good example to understand the level of commitment and desire to win, was a team leader who pointed out that her group had:

"stayed until 6.00 the previous week to complete their presentation and we have been working really hard to win"

Team leader, St Angela's Ursuline School.

WORKSHOPS AND TEAM REFLECTION

The first break out activity offered the students the opportunity to reflect on what they had learnt during the programme and complete feedback. There was observed to be a lack of understanding from some of the students on the point of reflection, they clearly would have preferred to spend all of this time preparing for their final presentations. Best practice was when in teams of two they identified the strengths they could identify in another person in their group and they wrote some moving tributes to other student. This section would also be enhanced if the importance of reflection had been given more emphasis in the plenary.

The rest of the session the students organised and practised their presentations, culminating in the two teams presenting to each other and offering constructive feedback. This session worked well and an interesting feature was that Future Foundations facilitators only needed to introduce the session with team leaders fulfilling their role and managing the students almost completely on their own; as one team leader expressed it "I am now obsolete".

FINAL PRESENTATIONS OF THE BIG CHALLENGE

In the afternoon, the students travelled to the University of East London (UEL) to make their final presentations. The session began with Steve introducing and building excitement for the students' final presentations. It was followed by four student ambassadors from UEL who gave the students an introduction to what it was like to be at University; however the evaluator thought it was too focussed on what it was like to be at UEL. All the students presented well and enjoyed the experience and were keen to show vocal support to the other teams presenting. An interesting tension existed throughout the final day with teachers concerned about managing pupil behaviour and keeping the quiet and well behaved due to concerns about governors and parents' presence at the final event.

OVERALL IMPRESSIONS OF THE DAY

Overall the students' enjoyment had remained high for day five, out of the 463[15] student responses to the survey, the overall enjoyment had risen to 89% the same level as day three and higher than all the other days.
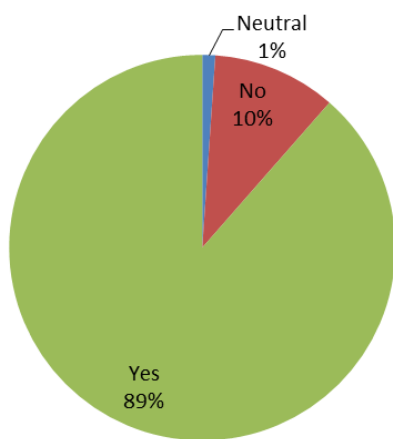
The students' response to how much they had learned on day 5 revealed a high level of learning out of the 436[16] who responded 78% believed they had learned something during day, which is represented in Figure 13.
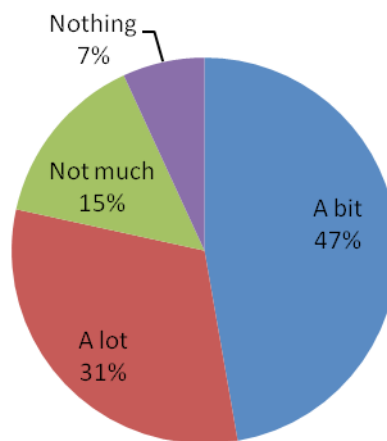
Figure 12: Did you enjoy day 5? (n=463)

Figure 13: How much have you learnt today? (n=436)

For the final evaluation of day five, the students were asked to identify whether their self-confidence, leadership, creativity, entrepreneurial aspirations, risk taking or energy and motivation had been improved by the day, based on the skills identified by NESTA as important to the Future World of Work. The results are shown in table 1 below and revealed that the highest number of students thought their self confidence (60%) creativity (50%) had been developed and the lowest was entrepreneurial aspirations (18%).

	Self confidence	Leadership	Creativity	Entrepreneur-ial aspirations	Risk taking	Energy and motivation
Number of students	278	118	231	81	151	197
Percentage of students[17]	60%	26%	50%	18%	33%	43%

Table 1: How do you feel you have developed in the following future world of work skills - self confidence, leadership, risk taking, motivation and energy?

ACHIEVEMENTS OF THE DAY AGAINST - KEY STAGE 3 FRAMEWORK'S

The qualitative feedback from day five was also positive; the most popular part of the day was presenting the final pitch which was highlighted by 186 students. Assembly was rated the highlight by 15 people, 16 students thought the best part of the day was creating posters for their final presentation eight students said everything and 14 students said nothing. When asked what they would change/improve about the day the most popular answer was 'nothing' mentioned by 104. 53 students expressed a need for more time to prepare (see formative recommendation four). Similar to days one and two some students focused this question on themselves with 18 saying they would like to be more confident. When asked to summarise the day in a sentence 124 students responded that they found it fun or enjoyable, although there were very few negative comments (15 said it was boring) a selection of the responses is given below.

"I was full of energy and excitement."

Student, St Angela's Ursuline School

"An amazing inspirational day."

Student, St Angela's Ursuline School

"Today was a fun, learning day because we did our final presentation."

Student, St Angela's Ursuline School

"Today was fun, inspirational and reflective."

Student, St Pauls Way Trust

Day five of the programme contained all the elements of the previous days of the programme, but had a particular focus on developing presentation skills and reflecting on the students learning. The reflective element of day five supports the CDI framework Self-improvement as a learner which encourages students to understand what they have learnt and how it aids their future career and recognises the importance of planning, review and reflection, the specific element this process supported element 3 of the CDI framework for Key stage 3' review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences'. Day five contained all six elements of the DCSF framework, however in particular, the personal reflective element of the morning of day five fits closely with the DCSF framework to relate how the students' personal skills and knowledge relate to their future career goals. The final presentations supported the handling applications and interviews element of the CDI framework as the day involved all the elements of self-presentation and marketing skills that the framework suggests young people will need to develop throughout their working lives.

DELIVERING THE PROGRAMME: FINAL CELEBRATION EVENT

THE OVERALL AIM OF THE EVENING

The evening was a celebration to recognise the achievements of all those involved in the project and was also where the winning teams from five secondary schools went head to head in the 'big challenge'.

THE EVENING IN DETAIL

The final event was held on the evening of the 2nd December 2013 at Stratford Circus in Stratford, East London. The event was comprised of four key parts, namely the young people's presentations (split into two timeslots), talks from two members of the judging panel, awards, and announcement of the winning team.

The evening was a lively celebration but was well organised and school teachers ensured that good behaviour of their pupils. Each team was given a maximum of five minutes to present their 'big challenge' business idea for a new product for Queen Elizabeth Olympic Park to a judging panel of industry experts from the LLDC, in front of a live audience of fellow pupils, teachers and Future Foundations team members. After much deliberation the judges deemed St Angela's Change4Life Adventure Playground business proposal as the unanimous winner, however outstanding members from all of the teams received recognition in the awards ceremony. The talks given by the judging panel employers and the course director Steve Beckles-Ebusua

were interactive, engaging and had many positive messages about work ethic, self-determination and learning as a journey (see formative recommendation eight). Pupils were asked to reflect on what they had learnt over the process and school teachers provided positive feedback on the project. Comments included:

"There has been an overall enjoyment of the process and there has been a positive impact on the pupils."

Teacher, St Angela's Ursuline School

"The students have gained lots of confidence through working with others and presenting to their peers."

Teacher, Heathcote Secondary School

"The project has been hands-on and interactive. Being outside the classroom was good for the students."

Teacher, St Angela's Ursuline School

"The students have had a positive and proactive attitude towards the project and it got them thinking about jobs and careers early, even jobs they didn't know existed."

Teacher, St Pauls Way Trust School

TEAM LEADER ROLE

TEAM LEADER TRAINING FEEDBACK

One of the best ways to understand the experience of the team leaders is through their own words.

"It has been one amazing and wonderful experience, it really has opened up my eyes and made me more confident to speak out and be myself".

Team Leader, Heathcote Secondary School

"I think I have learnt mostly how to be patient, how to be a better listener and being more confident in my ability to be a leader."

Team leader, St Angela's Ursuline School

As already mentioned a unique feature of the programme was the use of team leaders from selected students from the sixth forms of the school, who provided support and leadership to the year 8 students throughout the programme. Currently 60 of the 70 team leaders have provided feedback on the programme and form the basis of this section of the evaluation.

Before the main programme began each of the sixth form team leaders received training to provide them with an understanding of their role within the project. The survey asked the students whether they believed they had been adequately trained to be a team leader, the response is given in figure 14 below
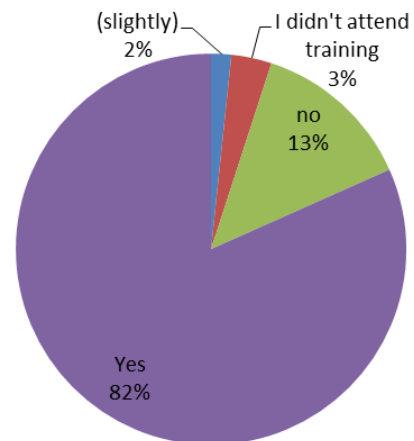

Figure 14: Do you feel you were adequately trained to be a team leader for the Legacy Careers Project ? (n= 60)

Of the 60 team leaders surveyed the overwhelming majority believed they had been adequately trained, however two students indicated that they had missed the training day.

Sixty students provided feedback on their experience on day one of how they had developed future world of work skills in the areas of self-confidence, leadership, risk-taking, motivation and energy. Of these 33 identified improved confidence, 22 identified improved leadership skills, 17 team leaders identified increased motivation including four who identified being able to motivate the other students. Only two pupils mentioned developing risk taking however as one additional person mentioned 'it wasn't essential in the two days'. In addition six team leaders identified general increases in skills by the programme. Nine team leaders also identified increased energy and enthusiasm as a result of the programme. Five team leaders identified increased ability to manage a group. Although no students mentioned this, a teacher from St Angela's Ursuline highlighted the team leaders role model role "good to see them have such a strong role and great role models for the year eights"

When surveyed about how they would improve the role 58 students gave feedback and demonstrated a high level of reflection. 14 team leaders requested a greater leadership role; of the 14, seven expressed a need to be more involved in the planning of the activities they were supporting to deliver.

Seven students expressed a need for more time to complete activities (see formative recommendation four) and nine wanted better behaviour from the younger students. Four team leaders expressed a need for smaller groups to manage and two believed that two team leaders per group would work better (see recommendation two). Four team leaders wished to receive more information, before the start of each day, as one team leader expressed this "If we were told about the activities the day before"(see formative recommendation seven). Four team leaders also reflected on the need to improve their own skills around communication and confidence. Finally the team leaders were asked to summarise their experience in a sentence, all the feedback was positive and constructive, a large number focussed on the enjoyment and challenging nature of the experience which is summed up in this one team leaders feedback:

"It was eye-opening and life changing. A fantastic opportunity that I thoroughly enjoyed."

Team leader, St Angela's Ursuline School.

At the end of day five of the project, team leaders were again surveyed on their overall impression, out of the sixty students who responded to the earlier surveys 19 responded to the final survey[18].

Of the 19 survey responses the majority (84%) believed they had been adequately supported throughout the programme. However one student raised concern in their response to this question about feeling the programme was too hectic and did not give them time to explain to the students, another raised concerns about timetabling as the programme could clash with important year 12 work, but also recognised that the project was important as it had raised important issues about students futures.
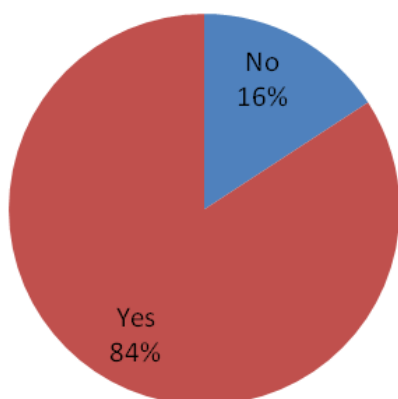

Figure15: Do you feel you were supported through Day 5 of delivery? (n=19)

When the team leaders were asked if they would recommend the programme to future year 12 students 100% who responded believed they would.

When asked in open ended questions to summarise what was good the team leaders answers to what was good focussed on skills development particulalrly around leadership (mentioned by seven students), working in a team (three students) ,working with/ supporting young people (seven students), improved confidence (3 students) and communication skills (2 students). When asked what could be improved about being a team leader, over the whole programme three students mentioned being better informed about each day of the programme, three students mentioned group size, one suggesting groups under 10 people, one student requested more support with the Brightside website and student login. Another recommendation was that team leaders should introduce the tasks to their groups instead of FF.

When asked about what was good about the Legacy Careers Project as a whole, most focussed on it being a fun and learning experience, five students mentioned developing their leadership skills including two who mentioned motivating others. One student from Heathcote Secondary School took the opportunity to compliment FF staff stating

"All staff were so encouraging and enthusiastic throughout."

Team leader, Heathcote Secondary School

[18] The response rate was affected by no feedback from St Pauls Way Trust and Cardinal Pole Catholic School.

When asked about overall improvements to the programme, the students gave a number of different responses. Four team leaders mentioned needing more time with students to complete tasks, one suggested that the programme should be held over a shorter time frame so that the year eight pupils don't forget what they had done before, three team leaders suggested better prizes and given out more often to motivate the year eights.

When asked what they believed the year eight students had gained from the programme there was again varied responses, most concentrating on team working skills (nine students) communication skills (seven students), interview skills (three students), CV writing (two students) and self-confidence (three students). Three team leaders also highlighted learning about their future careers and raising their aspirations as one team leader expressed it

"It is about their futures and how important they are how little time they have in reality to be thinking about careers. All of the different sectors [that are available] that work with a business."

Team leader, Heathcote Secondary School.

When asked to summarise what they had learnt the most by being a team leader during the programme, the team leaders highlighted a number of different team leadership skills

they had developed that included, listening, communicating, time management, remaining calm in difficult situations, building confidence in others and presenting themselves to others as two students summarised:

"How to be a good leader and motivate others."

Team leader, St Angela's Ursuline School.

"I have developed my communication skills and learned how to deal with situations in a correct and responsible manner."

Team leader, Heathcote Secondary School.

When asked about which areas the team leaders had improved their skills in self confidence, leadership, risk taking, motivation and energy. The highest responses centred on self confidence and leadership skills.

- Ten pupils highlighted increased self confidence (53%)
- Nine students highlighted improved leadership skills (47%)
- Four students highlighted more willingness to risk taking in their career (21%)
- Eight students highlighted increased motivation (42%)
- Six students highlighted increased energy (32%).

When asked to describe their main highlight of the programme there was a varied and interesting response from fifteen of the team leaders good examples are presented below:

"Day 3 and Day 4 Starting up the project with the year 9s and getting them all involved and motivated. Hearing all their ideas was fantastic and a lot of fun."

Team leader, St Angela's Ursuline School

"Having the opportunity to lead motivated and inspire a group of young people has been exciting as well as a great learning experience. Watching them grow and bloom over the 5 days throughout the project has been refreshing and fulfilling."

Team leader, Heathcote Secondary School

"Helping them realise their aspirations for the future and work towards it."

Team leader, Heathcote Secondary School

When asked to describe the experience in one sentence the team leaders were overwhelming positive a selection of their responses is given below:

"A unique life changing experience."

Team leader, St Angela's Ursuline School

"A massive learning process full of fun and new experience."

Team leader, Heathcote Secondary School

"Fun, crazy, tiring and I would recommend it to others."

Team leader, Heathcote Secondary School

TEAM LEADER ROLE OVERALL IMPACTS

Taken as a whole the feedback from team leaders training across the five days of the project demonstrates a high level of enjoyment of the programme with a number describing it as 'eye opening' and very few negative comments. There is also evidence of soft skills development particularly in the areas of self confidence, leadership and motivation demonstrated through surveying on day five. In addition team leaders qualitative feedback demonstrated that they believed they had developed their team working and management skills related to managing and supporting young people. Both feedback and evaluator observation identified a growing level of confidence and leadership skills as the programme developed with all team leaders taking more responsibility from FF facilitators, resulting in day five with them leading their teams and feeling a sense of personal achievement in their teams achievements. Although the majority of feedback concentrated on skills development, there was also evidence that being a team leader had helped the students think about their own futures as measured against the DCSF framework. The data relating to increased self confidence, motivation and energy by students particularly supports to element one empowering young people to plan and manage their own futures, and element four raising aspirations. The team leaders also used Brightside's e-mentoring platform and website more than the other student suggesting element three, providing comprehensive information and advice was supported by the programme.

However, there was also some learning points firstly similar to students they raised concerns about venue and the size of the team they had to manage and the time pressure to complete activities, secondly there were also concerns about the level of training and information supplied to them to complete each day, particularly around wanting to have more information about each day of the programme before the day so they could prepare more effectively. To enhance the training of team leaders and potential leadership role, one FF facilitator recommended combining coaches and team leader's training and allow the team leaders to run some sessions with the coaches as practice, in addition a number of team leaders called for a more enhanced leadership role for team leaders to distinguish it from the FF facilitators. Thirdly a number of team leaders raised concerns about timetabling, highlighting that it was difficult to manage the competing pressures of school work and leading a team. Fourthly it was felt by evaluators that it would be unlikely that the team leaders with support from teachers would be able to successfully run the programmes without the support and encouragement of FF facilitators, particularly on days one to three. It was felt that by day four team leaders would be able to manage the students with support of teachers.

BRIGHTSIDE'S ONLINE MENTORING PLATFORM EVALUATION

The Brightside online mentoring platform was introduced to the students on day three of the programme and students were encouraged to make use of the platform for the remainder of the programme. The use of external impartial careers information and e-mentoring through Brightside's e-mentoring platform was recently evaluated by Hooley et al. (2013) (in a separate project). This found that:

- 91% said that they were either satisfied or very satisfied with the experience of online mentoring;

- 61% said that the online mentoring experience had helped them to make decisions; and

- 49% said that the online mentoring had helped them to do things differently.

The research also highlighted that Brightside's e-mentoring platform was particularly successful in helping young people to transition to higher education by helping them to think about which university they want to apply to, and supporting them through the application process.

Table two below shows the students use of the mentoring platform during the project. It revealed that 37% of students and 46% of the team leaders used the platform. On average students spent approximately 30 minutes of the platform, although a small number of students used it for considerably more time (nine students used it for over 2 hours with one student using the site for nearly 20 hours. There was also a high level of online mentoring activity on the site as shown in table two, but again a small number of students sending a high number of messages.

Although the evaluation did not seek students' qualitative feedback, and no year eight students provided direct feedback, two team leaders expressed concerns about not understanding the purpose or being able to login to the website. This suggests a need for more information/training on using the resource for future programme design.

BRIGHTSIDE'S ONLINE MENTORING PLATFORM EVALUATED AGAINST KEY STAGE 3 FRAMEWORK'S

The Brightside platform supports the DCSF framework requirement for comprehensive information and advice and challenging stereotypes and the CDI framework to be aware of what job and labour market information is available. It is particularly valuable as it provides impartial local and national labour market information which is supported through mentoring.

	Number using the site	Number of logins	Time spent on the site	Messages Sent to Coordi- nator	Messages Sent to Leader	Messages Received from Leader	Messages Received in Period	Modera- tion
Students (n 755)	282 (37%)	1343	8500	147	646	1768	7774	214
Team leaders (n 63)	29 (46%)	640	3792	76	61	61	1191	119
Experts (n 7)	7 (100%)	47	223	6	18	17	31	0
Total (n 825)	318	2030	12515		725	1846	8996	333

Table 2: Student, team leaders and usage of Brightside's e-mentoring platform?