Resources

|  |  |  |
| --- | --- | --- |
| **What is the script and examples that will be used** | **Notes for Chat Management** | **Resources** |
|  |  |  |
| Webinar Aims* Understand how to get feedback on your key interventions to effectively inform your programme
* Identify an appropriate evaluation process for your school/college
* Understand how to use evaluation to develop your careers programme
 |  |  |
| Before we get started, I want to really spend a bit of time on the language of BM1 around evaluation/feedback – the bm states that the programme should be regularly **evaluated** with **feedback** from students, parents, teachers and employers as part of **evaluation process**We are going to consider today what feedback to seek, how to use it and what evaluation to seek and how to use it as well as constructing the right evaluation process for your school/college |  |  |
| First question to think about is…what is the purpose of evaluation and WHAT should be evaluated to meet this purpose. It would be great to see some reactions in the chat to pick up in the break and share thinking onPAUSEWhat we will try and do as we work through this session is to try and identify a sensible route through of an evaluation PROCESS by identifying the necessary partsContinuous improvement to your careers programme relies on evaluation based on feedback from key stakeholders.It is quite crucial to identify that although feedback and elements of evaluation may be collected from key stakeholders, the principle EVALUATION will be undertaken by you as Careers Leader |  |  |
| Let us consider then the difference between key concepts. What is the difference between feedback, evaluating implementation and evaluating impact?I’m interested to pick up on your thoughts on this in the break…to get the thinking started, **feedback** suggests capturing reactions and feelings in order to inform a review as a basis for improvementEvaluation is about making a judgement on information including feedback trends and outcomes. You may want to consider separating out evaluating implementation and evaluating impact.Evaluating implementation allows you to review how interventions are delivered effectively/ if your programme was delivered as intended for example, did each student receive the opportunities / activities expectedEvaluating implementation may also involve considering if subject teachers, SLT, governors, parents were engaged and if key stakeholders were satisfied with the programme and deliveryEvaluating impact allows you to consider **HOW** your career programme influences outcomes like student knowledge, skills and attitudes and other outcome measures such as destination data |  |  |
| Before breaking this down further, let’s stop here to reflect on the cycle ofCreating a strategic plan which informs a stable and progressive programme according to vision and key strategic objectives, delivering a programme of activities which support students to meet key learning outcomes and milestones according to the overall vision, collect data about the implementation and impact of that delivery, evaluate the evidence collected and review and reflect on the vision and strategic objectives and therefore the programme content going forward.What we will look at after a pause is being more clear about what ‘collect data’ could mean |  |  |
| Let’s start to really think about the ‘collect data’ stage…We are going to look at three elements of ‘data collection’* Key Event/Initiative Feedback
* Stakeholder Evaluation of Programme
* Outcomes

The first element we will consider is ‘key event feedback’ |  |  |
| This is a really good opportunity to share your current practice to support colleagues. How can feedback at a key intervention/event level be easily captured?And most crucially – How can it be recorded in order to be evaluated? |  |  |
| This list is in no means exhaustive and I hope that there are more ideas popping into the chat as I go through this! Your method for collecting feedback on key events/activity will depend on the activity and your cohort |  |  |
| In the resource tab there is a suggested template for capturing feedback and it comes with a health warning! Remember that some of the methods of collecting feedback are about short sharp responses i.e. an emoji chart as students leave! You may wish to use this template as it is or you may choose to lift and amend the questions in it to put in another feedback collection format There are suggested questions and a template to be used for all key stakeholders in the resource tab and available in the Resource directoryAgain – really crucial to consider how you would record feedback to support evaluation. Please share your tracking suggestions and processes in the chat!Don’t forget to use this feedback as a narrative or individual examples to strengthen and support employer engagement – employers would really value hearing positive feedback narrative from an event as an incentive to supporting again or as part of a thank you. |  | Feedback Templates |
| There is functionality within Compass+ to record ‘activity notes’ this can be used to log a summary/key feedback information per event, which can be downloaded in a report at point of evaluation. As always with ~Compass+, please contact us at education@careersandenterprise.co.uk if we can support you with any onboarding queries |  | <https://www.careersandenterprise.co.uk/schools-colleges/tools/compass/compass-faqs> |
| We are now moving into the second element of data collection: Your evaluation process may also involve asking **stakeholders to evaluate your programme**. and we are going to consider how and when stakeholders can be asked to evaluate your programme |  |  |
| Again, this list is by no means exhaustive in terms of how you would engage with stakeholders for them to evaluate your programme – this could range from passive surveys with a wide cohort to a select focus group However you choose to collect this evaluation information there must be thought given to HOW to collate response ready for YOU to evaluate to inform continuous improvementIt is important to capture emerging key strengths – these can be used to inform ‘current state’ reviews that we looked at in module 1It also important to record key recommendations to improve while starting to collate evaluation information from stakeholders in a format that you can start to evaluate the implementation and impact of whole programme |  |  |
| In the resource tab there are templates that you could use as a basis for collecting evaluation information from students, teachers, employers and parents/carersYou may choose to use them in this current format or again, you may choose to take the content and adapt for example as prompts to discussions in focus groups, etc.Before considering the final element of data collection – I am going to pause for reflection |  |  |
| The final element we are going to look at today is collecting data on outcomes…specifically destination data, attainment/progress and skills, knowledge and attitudes |  |  |
| When thinking about collecting data on outcomes – what questions would you need to ask about:Destination DataAttainment/ProgressStudent skills/knowledge and attitudes? |  |  |
| These are some example questions to ask when thinking about what data to collect about destinations data as an outcomeReading this list – are there any other questions that you would ask?PAUSE |  |  |
| These are some example questions to ask when thinking about what data to collect about attainment/progress as outcomesReading this list – are there any other questions that you would ask?PAUSE |  |  |
| These are some example questions to ask when thinking about what data to collect about student knowledge, skills and attitudes as an outcomeReading this list – are there any other questions that you would ask?PAUSE |  |  |
| If you haven’t yet seen the Future Skills survey then you may want to consider how to use this tool to collect data on student knowledge skills and attitudesThe Future Skills tool focuses on measuring skills (and skills take time to shift in a long-lasting way), it’s best to use it as a tool to use no more than once a year and with KS4 and 5 students. (ie not as a before and after around every careers activity).So – we have considered collecting the following data to use within an evaluation process:Feedback to know events/initiativesStakeholder evaluation of your whole programme Outcome dataBefore we move onto the evaluation process, let’s pause briefly |  | Future Skills Link |
| We are now going to consider evaluating the evidence |  |  |
| This is about capturing your expertise as a Careers Leader to evaluate implementation/delivery and impact of careers programme |  |  |
| We have thought about data collection as covering feedback, evaluation information from students, parents/carers, employers and staff and outcome data. Consideration needs to be given to how all this data is collated so that you can evaluate it! |  |  |
| There is a suggested template available with key prompt questions relating to the intent, implantation and delivery of your programme to allow you to apply your expertise as a careers leader to evaluate all relevant ‘DATA’ |  | Evidence Evaluation Resource |
| This then allows you to review and reflect to kick start the process where we began in terms of re-assessing the vision and key strategic objectives to inform delivery and content of programmePlease share how you keep a track on key evidence and key actions needed in order to ensure continuous improvement of your programme to support positive education and employment outcomes for students… |  |  |
| This is the final template resource and I hope you are not too overwhelmed but each template fits with different elements of the cycle right up to this one which can be amended and used to capture your evaluation ideally on an annual basis to check statutory compliance and to also ensure that feedback, stakeholder evaluation and outcomes are informing continuous improvement to your programme. In full circle – this may then prompt a review of the vision, strategic objectives and current state and therefore learning outcomes – I know I am preaching to the choir to highlight here that a Careers Leader’s job is never done!That brings this module series to an end and before closing I will run through resource and ongoing support you can access at any point of your careers leader journey! |  | Annual ChecklistResource |
|  |  |  |
| Before we consider final questions here are some key CEC resources, which are available via our website:In addition to School/College Roadmaps and Toolkits (including a SEND toolkit) there are also recent guides for governors and headteachers. A key resource is also the EIF Guide for Careers Leaders and School LeadersThere is funded face to  | Add CEC website link into chat <https://www.careersandenterprise.co.uk> |  |
| This webinar has been based on content developed by TeachFirst as part of free online modules in Careers Leadership – these can also be accessed via website |  |  |
| If these modules have kick started some thinking and you at a point where you could commit to face to face training up to Level6/7 (although non accredited options are available) then please register interest in funded face to face training up to Level 6 in Careers Leadership. This training has been delivered to over 1300 Careers Leaders and feedback from this course confirms the transformative impact in can have on careers leadership |  |  |