

## Tranche 3 Impact Report Executive Summary: MADE Training Sessions

### Introduction and Aims

In Tranche 3, over 5500 students, 450 Parents and Carers, and 250 Teachers attended a range of different workshops run by MADE Training at over 30 Next Steps South West (NSSW) schools across Cornwall, Devon, and Somerset. These workshops were designed and delivered by MADE's professional trainers, and covered a range of topics that support students to progress through their studies and on to Higher Education. Sessions included study and revision skills development (with additional workshops for teachers and parents and carers), and workshops guiding students through planning their future career paths and outlining how they will achieve their goals and aspirations. As a broad spectrum of interventions, MADE Training sessions addressed the barriers of Soft Skills, Socio-economic factors to HE progression, and Influencers.

### MADE Sessions Process Evaluation

Process evaluation data was obtained from 4101 post-workshop surveys collected from 3869 students, 160 parents and carers, and 72 teachers. Figure 1 presents responses to four questions that assessed how well the workshops had gone, and whether attendees had found them useful.

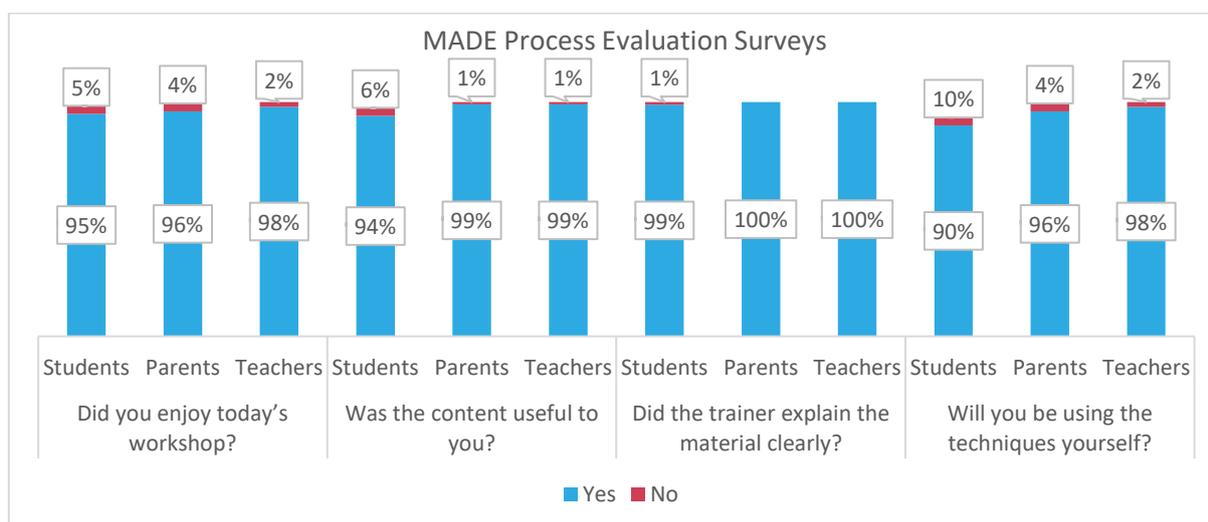


Figure 1 – MADE-issued process evaluation surveys

Analysis of Figure 1 highlights the following key findings:

- ≥94% of all three audience groups agreed that they enjoyed the workshop and that the content was useful to them, indicating a positive experience.
- 100% of teachers, parents, and carers, and 99% of students agreed that the trainer had explained material clearly.
- 10% of students stated that they would not be using techniques themselves, highlighting an area for potential development.
- Overall the data suggests that MADE successfully delivered appropriate content to support the respective audience groups in a manner that was beneficial to them.

### MADE Sessions Impact Evaluation

More nuanced data relating to the impact of the MADE sessions on the different attendees was collected through surveys issued to different audience groups that focused on evidencing specific areas of potential impact.



Figures 2 and 3 show results from a survey collecting pre- and post-activity data from student workshops focused on Aspirations, with a sample size of 1881 survey responses.

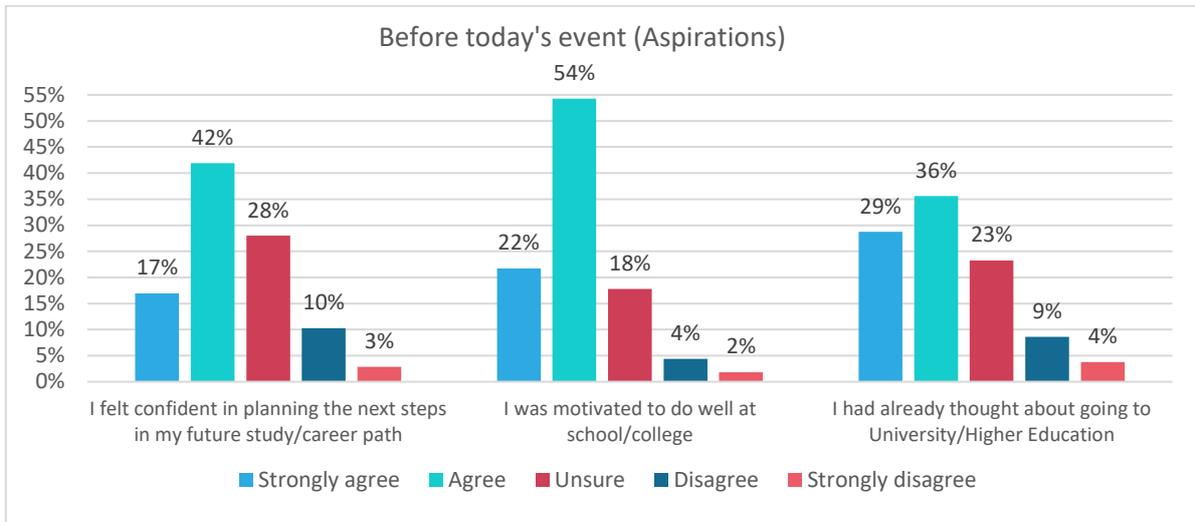


Figure 2 – NSSW Aspirations Pre-survey

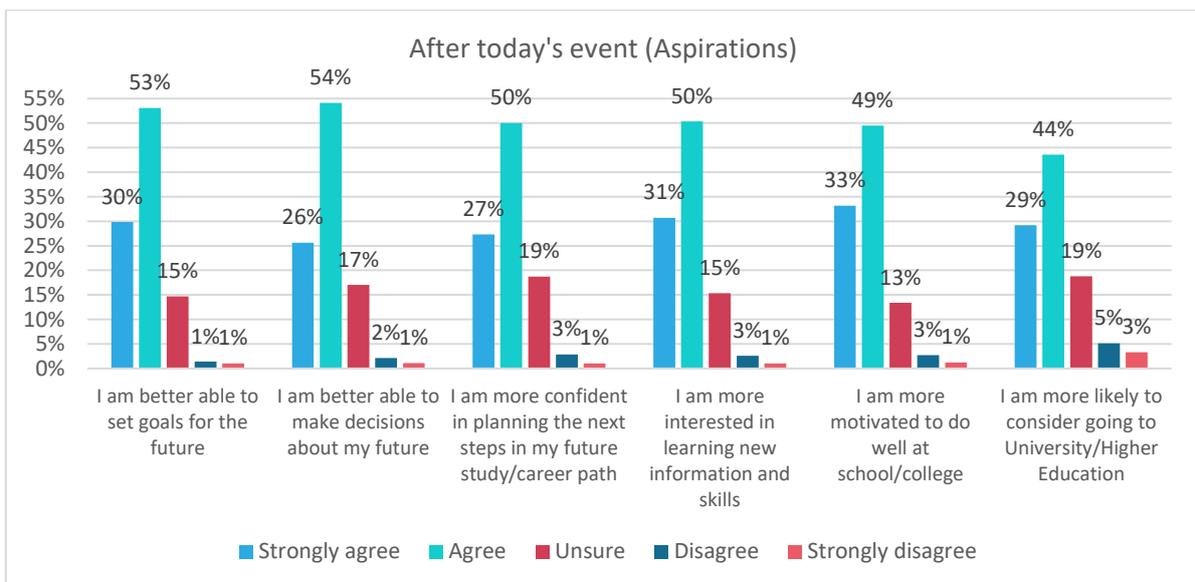


Figure 3 – NSSW Aspirations Post-survey

From comparing these figures, the following findings emerge:

- 77% of students agreed that they were more confident to plan their next steps after the session.
- 80% agreed that they were better able to make decisions about their future, and 83% felt more able to set goals.
- Students' motivation to do well at school or college also increased to 82% (+6%), with 81% reporting that they were more interested in learning new information and skills.
- This data indicates that the workshops may have had a positive impact on Socio-economic factors, particularly surrounding students' motivation and aspirations for the future.
- 73% agreed or strongly agreed that they were more likely to consider going to university or HE study after the sessions, suggesting that the workshops may have raised students' aspirations for HE.



A separate survey for workshops focusing on developing students' study skills was issued to attendees at these workshops during Tranche 3. Figures 4 and 5 present the data collected from 1007 surveys.

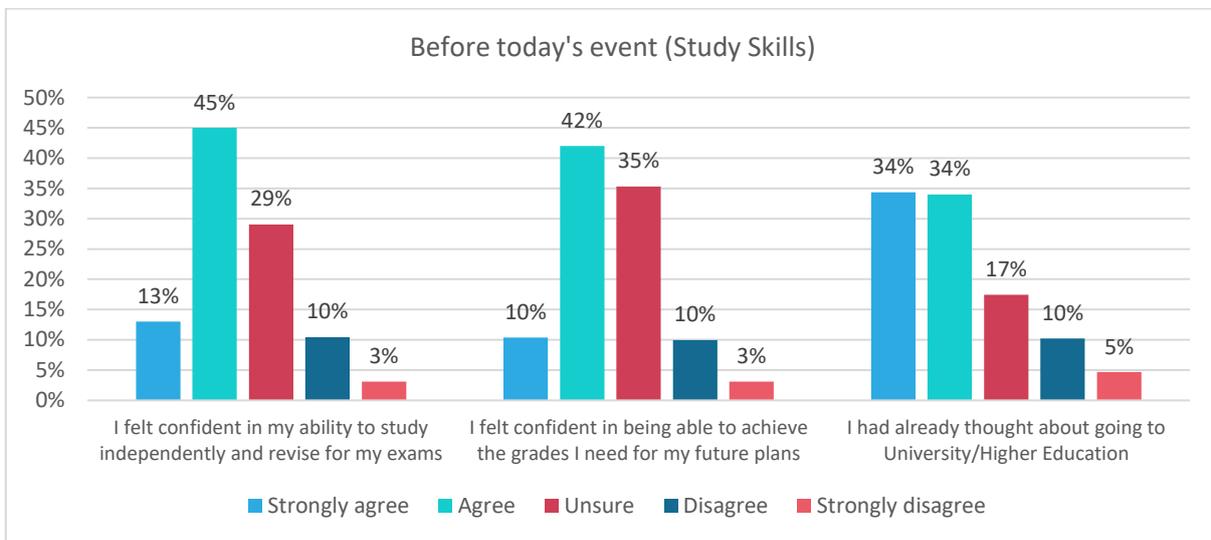


Figure 4 – NSSW Study Skills Pre-survey

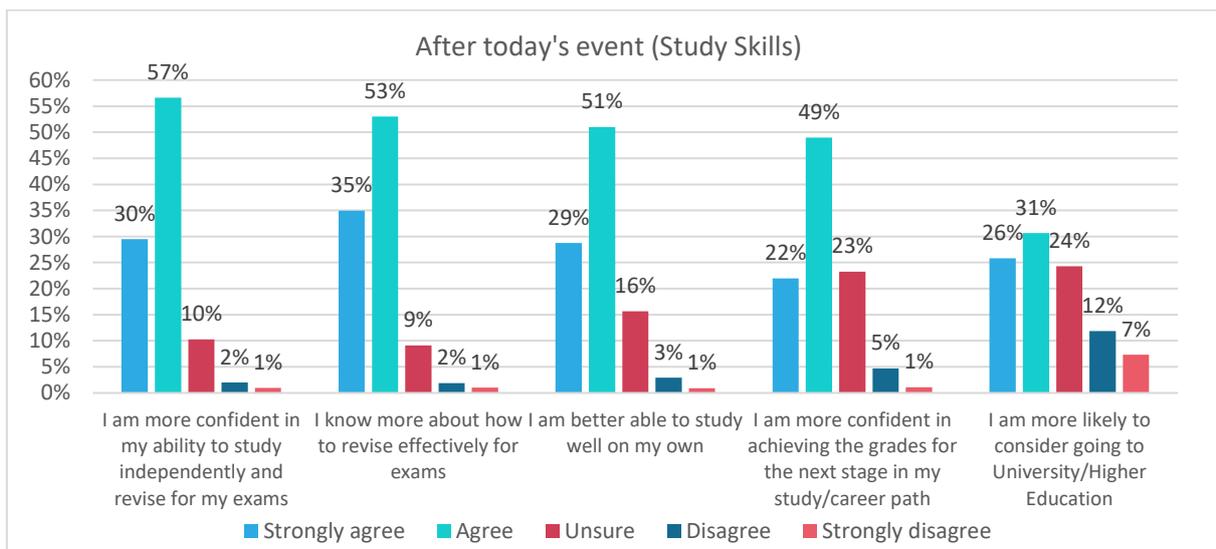


Figure 5 – NSSW Study Skills Post-survey

Comparative analysis of this data highlights the following key points:

- 87% of students felt more confident in studying independently after the sessions, with 88% agreeing that they knew more about how to revise effectively for exams, and 80% stating that they felt better able to study on their own.
- It can be argued that this data indicates impact on the barrier of Soft Skills, as the sessions helped students to develop their ability to study independently.
- 71% indicated that they felt more confident to achieve the grades they needed for their planned study or career path, showing an increase of 19% compared to pre-workshop responses. This suggests impact on students' aspirations and the barrier of Socio-economic factors to HE progression.

Impact evaluation was also gathered at sessions delivered to key influencers (teacher CPD sessions and workshops with parents and carers on tools for supporting their children with study and revision



at home). Surveys were collected from 116 parents and 30 teachers, and Figure 6 presents the data analysed from these responses.

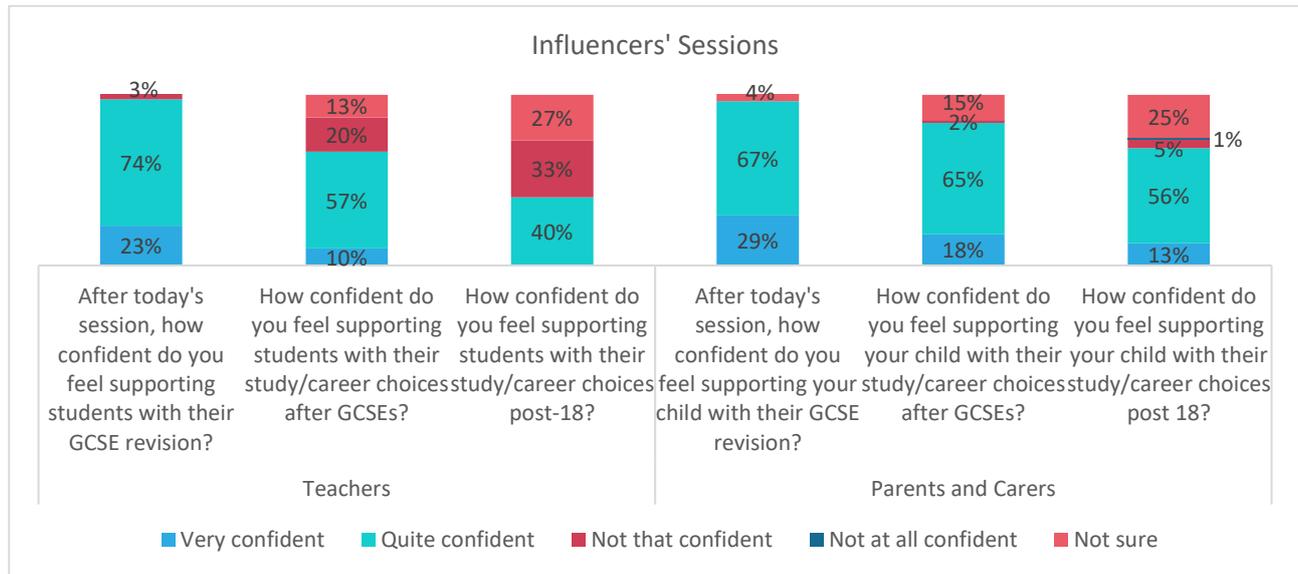


Figure 6 – NSSW Influencers' Workshops Surveys

Analysis of this data leads to the following observations:

- MADE sessions were successful in increasing influencers' confidence to support their students or children with GCSE revision, with 97% of teachers and 96% of parents and carers stating that they felt 'Very confident' or 'Quite confident' in this area.
- In contrast, data suggests that both groups of influencers required further support to feel confident in providing young people with support when making study and career choices for the future.
- Although support for post-16 and post-18 options were not specifically addressed by the intervention, and therefore this data should not cause concern with regards MADE Training workshops, Figure 6 nevertheless highlights the importance of NSSW continuing to engage with influencers and providing them with relevant support.

**Teacher Feedback (ISC Survey data)**

In order to counteract self-report bias in the student surveys, we also collected data from NSSW In School Coordinators (ISCs) relating to the MADE Training Sessions. In three ISCs surveys conducted in Tranche 3, 22 ISCs provided feedback relating to their perception the different MADE workshops run in their schools and the impact of these activities on their students (Figure 7). This triangulated data supports the findings from the student surveys in the following ways:

- 86% of respondents agreed that the majority of students had learned something about HE or career planning and that the sessions had raised students' aspirations, indicating impact on the barrier of Socio-economic factors.
- 91% of ISCs agreed that students talked positively about their experience.
- 100% of respondents stated that they wanted to arrange the intervention in their school again, aligning with the other positive responses shown in analysis of the process and impact evaluation of MADE Training sessions.

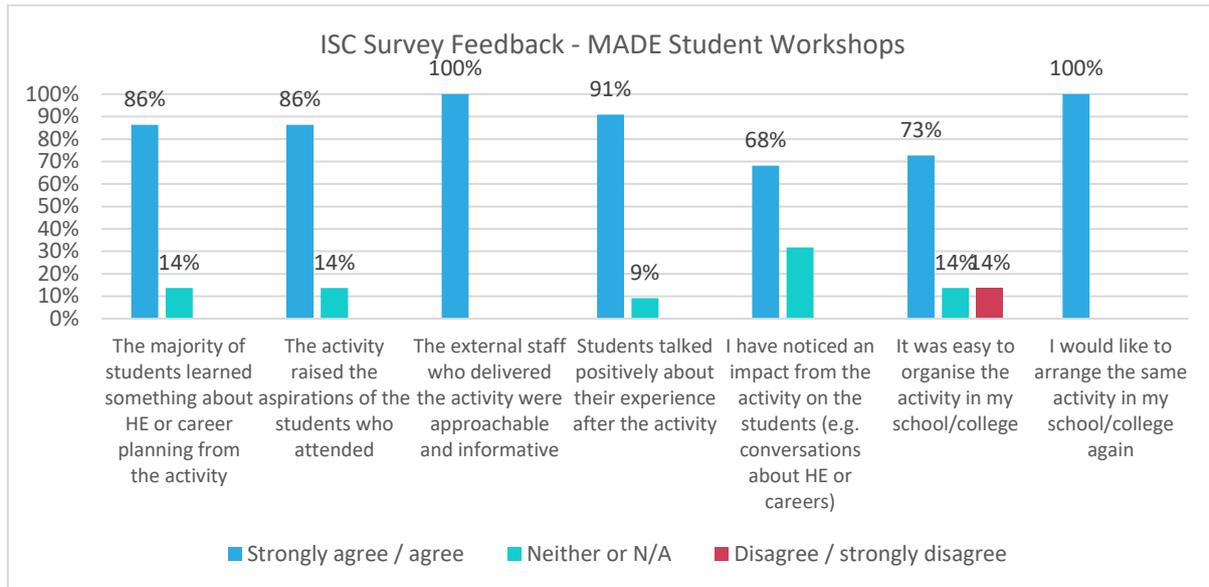


Figure 7 – ISC Survey MADE Training sessions feedback

Qualitative comments left by ISCs also highlighted the positive reception of the workshops:

- *'I love the Made Training sessions and so do my students. They are engaged and responsive. The Lighthouse sheets are then useful for staff to promote conversations around GCSE options, careers and HE choices.'*
- *'Fantastic workshop took a fair bit to arrange but well worth it.'*
- *'The external staff were fantastic and the whole session was great in raising aspirations.'*
- *'Good activity to get Year 9 talking about future plans and then enables a discussion with tutors during mentoring sessions referring to the worksheets.'*

### **Conclusion and recommendations**

The evaluation data relating to students' and influencers' perceptions of the MADE Training sessions indicates that these workshops were successful in meeting their key aims and addressing two barriers to HE progression (Soft Skills and Socio-economic factors to HE progression). These findings are supported by the data collected in the Tranche 3 ISC surveys analysed above, and process evaluation data further evidences the positive reception and impact of MADE on NSSW students and influencers.

Overall, the data suggests very few recommendations for changes to the sessions, and those that can be made are summarised below:

- Only 73% of ISCs agreed that the workshops were easy to organise, and qualitative comments highlighted some logistical challenges in planning the activity. It is recommended that IOs and ISCs organising MADE Training workshops in Phase 2 are aware of these potential difficulties, and liaise with schools to ensure that they are aware of the logistical requirements for the event well in advance.
- Some data indicates that influencers were lacking in confidence to support students with post-16 and post-18 career and study choices after the MADE interventions. As the workshops did not aim to specifically address this area of influencers' knowledge and confidence, it is recommended that the evaluation of these sessions in Phase 2 is reviewed, so that it evidences the specific aims of these workshops.
- Finally, it would be beneficial to collect qualitative data from students in order to better explore the impact of the MADE Training workshops, such as asking students to provide examples of specific skills or techniques they have learnt.