



Activity Name	Articulatory Programmes
Date	20 Programmes delivered throughout Tranche 4 (October 2019 – July 2020) <i>*Articulatory programmes were delivered at school until March 2020</i>
Location	23 Target schools and colleges across Cornwall, Devon and Somerset
Total number of students	255 Target and Non –Target Students
Number of target students	212 Target Students
Schools involved in the event	<p><u>Articulate</u>: Great Torrington School, Pilton Community college, Holyrood Academy, ISCA, Egguckland CC, Plympton Academy and Notre Dame RCS.</p> <p><u>Future Me</u>: Fowey River Academy, Teign School, Taunton Academy, Hayle Academy, All Saints Academy Plymouth, Clyst Vale CC, St Ives School, Exmouth CC, West Exe School</p> <p><u>Articulate your way to HE</u>: Notre Dame RCS and Plymouth College of Art</p> <p><u>Articulatory Summer School (Online)</u>: Bodmin College, Bucklers Mead, Hayle, Academy, Holyrood Academy, ISCA, Stoke Damerel Community College, The Blue School and Tiverton School</p>

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Introduction

This report outlines the impact of the Articulatory programmes that were delivered by Next Steps South West (NSSW) to Year 9 and Year 12 students across the South West throughout the 2019-20 academic year, which corresponds to the Tranche 4 (T4) period for NSSW.

Articulacy worked in collaboration with NSSW to deliver three programmes to students in Year 9 and Year 12 in 19 Uni Connect schools across Cornwall, Devon and Somerset. Students work with an Articulatory tutor to increase their confidence and develop their communication skills. At the same time, they develop their understanding of and aspirations towards higher education (HE) through sustained interaction with Student Ambassadors (SAs), who support all sessions. From mid-March 2020 and as a result of school and colleges' closures, scheduled Articulatory programmes were cancelled. In response to these circumstances, Year 9 students were invited to an online Articulatory Summer School workshop. The table below provides a summary of the different programmes delivered throughout T4.

Table 1. Articulatory Programmes

<p>Articulate (Year 9 students) 5-day workshop</p>	<p>Through self-led research, group demonstrations and presentations with visual aids, participants become more confident articulating their life achievements and ambitions. The workshop culminates with students taking the English Speaking Board (ESB) qualification at the end of the week.</p>
<p>Future Me (Year 9 students) 5-day workshop</p>	<p>Through self-led research, group demonstrations and presentations with visual aids, participants become more confident articulating their life achievements and ambitions. The week ends on a celebratory note with students formally presenting their work to a panel, receiving an NSSW certificate to acknowledge their dedication and progress.</p>
<p>Articulate Your Way to HE (Year 12 students) One-day workshop</p>	<p>An intensive one-day activity that aims to help students reflect on how they present themselves as they move beyond school and college into the world of HE and careers. Through a mix of interactive games and discussions, students develop their understanding of how to present themselves in a way that will encourage future success.</p>
<p>Articulacy Summer School (online) (Year 9 students) 4-day workshop [3hours per/day]</p>	<p>Similar to the Future Me workshop, with integrated online activities that aimed to enable young people to develop communication skills. Over three morning sessions, an Articulatory teacher helped students to present themselves in a positive way, in a video presented to parents and peers on the last day. Students received a certificate of completion and had an opportunity to meet students across the project.</p>

NB: Due to the school and college closures, the number of programmes delivered in T4 is lower than T3.

Aims

With its focus on encouraging students to present in front of an audience and listen to their peers, the Articulatory programmes aim to support pupils

- To develop their communication, speaking, and listening skills
- To increase their confidence and self-belief
- To encourage them to consider HE as a possible option for their future

These aims align with key barriers identified by NSSW relating to students' *Soft Skills* and *Socio-economic factors*.



Evaluation Design and Data Collection

Evaluation of Articulatory programmes across the NSSW consortium in T4 consisted of pre- and post-activity evaluation surveys, except for the Articulatory Summer School Programme that only issued post-activity evaluation surveys. These surveys were designed to evaluate the short-term outcomes by using indicators (see Table 2).

Table 2. Anticipated outcomes for Articulatory programmes

Barrier to HE	Short-term outcomes	Indicators
<i>Soft Skills</i>	<ul style="list-style-type: none"> Increased confidence and motivation to succeed Improved spoken communication skills 	<ul style="list-style-type: none"> Students report increase in confidence across at least 3 of 6 areas assessed, including spoken communication ESB Exam* results show successful completion of ESB exam from all students who are entered.
<i>Socio-Economic factors</i>	<ul style="list-style-type: none"> Increased identification of self as potential HE student (through interaction with SAs) 	<ul style="list-style-type: none"> Students report increased intention to progress to HE

**ESB Exam indicator used only for the Articulate workshop*

Each survey included a series of quantitative and qualitative questions that related to these barriers, in the context of the workshop, to evaluate whether these programmes helped students achieve these short-term outcomes. Surveys for all programmes gathered data relating to students’ perception of their spoken communications skills, and regarding their intentions to progress to HE. Furthermore, students were asked to provide any additional feedback about their experience in the programme.

For workshops delivered at school, comparison of pre- and post-activity responses enabled the evaluation of the success of the intervention in supporting students to increase their overall confidence and motivation to succeed. To present a robust data analysis, the dataset has been cleaned to remove any incomplete surveys. It should be noted that in some cases a thematic area was coded twice within an individual comment, hence, the count of thematic responses (TR) is not always equivalent to the total number of individual responses (IR). The sample size for the impact evaluation surveys was different in each workshop. Details for the number of participants and types of questions made in each programme are presented in the following sections.

Student Cohort Selection

As high-intensity interventions, NSSW has always asked target schools to select students from their target student cohort to participate in Articulatory programmes. In exceptional circumstances, such as last-minute illness or absence, places have been taken by non-target students, and NSSW closely monitors target student participation rates.

The vast majority (89%, N=210) of participants in Articulate, Future Me and Articulate your way to HE programmes in T4 were Uni Connect target students. These students live in areas with low levels of HE participation (POLAR4 Q1-2) and have been identified as medium-high attaining students, which mean they are on track to achieve five GCSEs at grade 4 or above. Additionally, NSSW In-School Coordinators (ISCs) liaised with teachers to allocate places to target students for whom they felt the programme would present the greatest benefit, such as those with lower confidence to talk in front of peers and present to the class.



Articulate

English Speaking Board examination

In order to take the ESB examination, students that take part in the Articulate programme are required to recite a poem or song, read a passage from a book, and give a 4-minute presentation about an area of interest to them. The following figures illustrate exam results recorded from 89 entries to the ESB qualification, Grade 2 during T4.

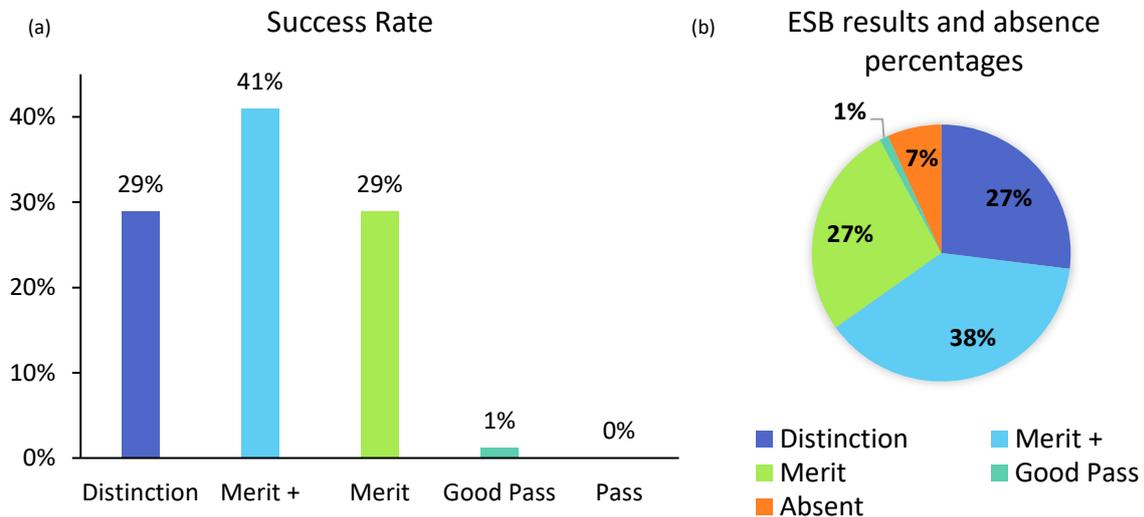


Figure 1. Articulate ESB exam results from NSSW school and colleges (Academic year 2019-20)

Figure 1a indicates that the programme supported students to complete the ESB examination successfully. All students that completed the workshop (n=83) surpassed the minimum qualification needed (i.e. pass), achieving a good pass (1%) or one of the three highest qualifications (99%), which highlights the 100% success rate of the workshop. Figure 1b illustrates that the majority of students (65%) achieved the highest two grades, Distinction (27%) and Merit+ (38%) and only 7% were absent for the examination.

Comparison between T3 and T4 might be skewed since sample size are considerably different (T3=698, T4=89). However, it is worth noting that the proportion of absent students were nearly the same in both tranches, with 6% (n = 44) for T3 and 7% (n = 6) for T4. This data suggests that the programme continues to be highly successful in ensuring that the great majority of students selected for the intervention completed the programme and examination, indicating positive progress in the delivery of this activity for NSSW target students.

Although schools were not supposed to enrol non-target students on this course, the presence of some non-target students has enabled a comparative study. The comparison of ESB results was made between target vs non-target and female vs male students to ascertain whether the programme presented an additional benefit for one group of students in particular. However, when making these comparisons, it is important to take into account that the sample size differs between groups of students, especially between Target and Non-Target students (see Figure 2a and 2b).

The differences are in the percentage of students that achieved a Distinction grade and the absent students. There was a higher proportion of Non-Target students achieving a Distinction grade (38% Non-Target compared to 26% Target students) and the absentees were only amongst the Target students. The percentage of female students that achieved a Distinction grade was 10% higher than the percentage of male students. These results are similar to those reported T3, and they illustrate that the impact these variables have on the outcome of ESB exams is minimal. Nevertheless, in both tranches, the absentee percentage remains higher among Target students. This finding suggests a



better engagement with the programme for Non-Target students, which provides further evidence of the need to deliver outreach for identified target students according to Uni Connect criteria.

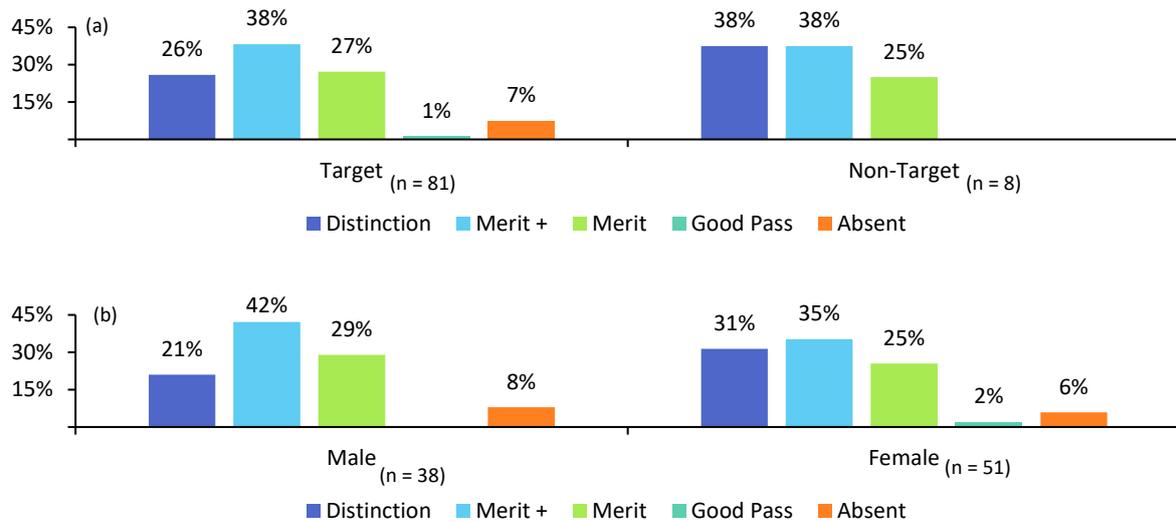


Figure 2. Comparison of Articulate ESB exam results between a) Target vs Non-Target Students and b) Male vs Female Students

Overall, ESB examination results for this programme, in both tranches, continues to evidence positive impact on the significant majority of students that participated in the workshop, and on all students who attended the examination. Furthermore, most students achieved a high pass mark (Distinction or Merit+), which is likely to have helped them raise their aspirations and confidence, providing them with a successful and tangible outcome that demonstrates their commitment and hard work during the programme.

Impact Evaluation

The following section illustrates findings from the impact evaluation of the Articulate workshop where students completed Outcome Star pre- and post-surveys, rating from 1-10 (1 = low , 10 = high) six statements related to their confidence, communication skills and intention to progress to HE (see Table 3). After removing incomplete surveys, the sample size for these results has been reduced to 83 clean surveys for pre- and post-activity comparison analysis.

Table 3. Statements evaluated in the Articulate programme

Statement 1	I can present information to an audience using visual aids
Statement 2	I am a confident person
Statement 3	I understand how to communicate using different methods such as tone of voice, body language, gestures
Statement 4	I can respond to questions
Statement 5	I can listen carefully and positively throughout the work of a small group
Statement 6	I am considering university as an option for my future

Figure 3 indicates the average increase for pre- and post-activity outcome star surveys. Findings indicate a positive impact across all areas evaluated by the outcome star, evidencing the programme was successful in supporting students increase confidence across the six areas assessed, including spoken communication. Average increase (AI) suggest that the areas where the programme had the greatest success (AI > 2) were those were students reported an improvement in their presenting skills and an increase in their confidence. The AI for the statement related to the likelihood of students



progressing onto university seems to indicate that the programme had a small impact in this area (AI = 1.2). These results reflect that the main purpose of the course is to address a lack of soft skills, not to specifically focus on progression to HE.

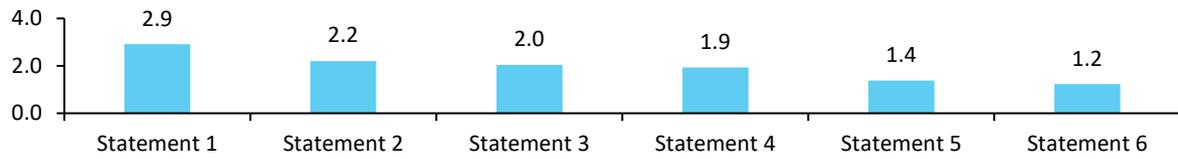


Figure 3. Average Increase (AI) for the Articulate pre- and post-activity outcome star surveys

To have a more nuanced understanding of this quantitative data, a comparison was made between the three measures of central tendency, mean (average), median and mode ratings of the pre- and post-activity outcome star statements (see Figure 4a and 4b). Findings in the pre-survey are broadly similar, except for statement 6 (likelihood of progressing to university). The mode rating (10) for this statement indicates a high frequency of students that were already considering university as an option for their future before the programme, which explains the small AI reported in Figure 3. This result is surprising, as the majority of participants are target students, and there is an OfS assumption that they are less likely to be considering HE. It is possible that the increased presence of NSSW in these schools in previous years and with older age groups has resulted in target students now having a higher baseline likelihood of considering studying at HE level: "The young people are starting to get excited for future workshops and outings; they seem to know more about Next Steps South West and want to get involved. There is less of a barrier" – In-School Coordinator (NSSW ISC T4 2019-20 Feedback Report). However, more nuanced data is needed to make claims in regards to this result.

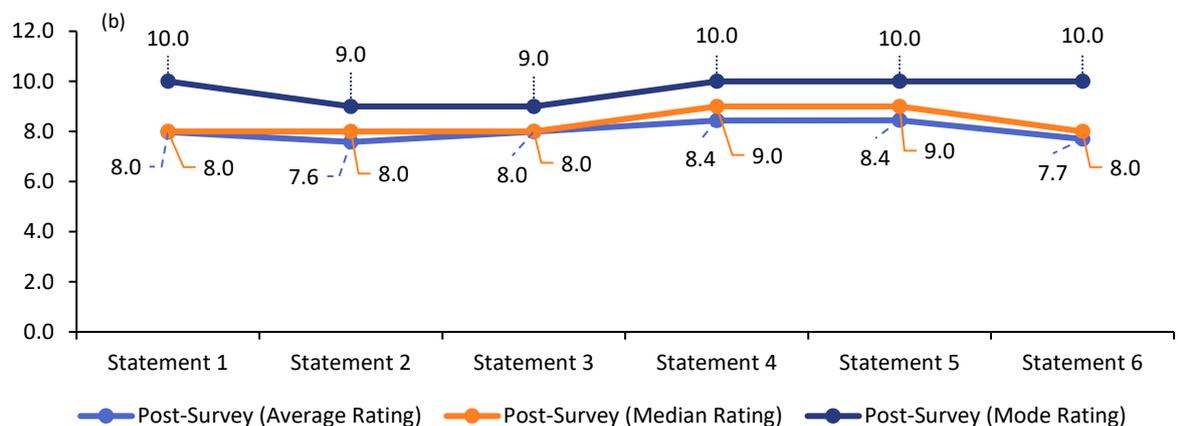
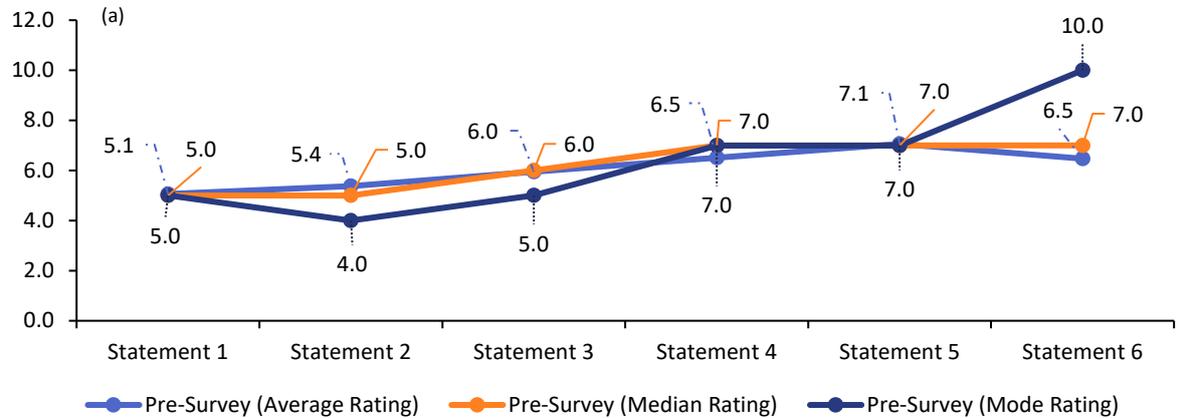


Figure 4. Pre- and post-measures of central tendency for each statement on the Articulate outcome star survey



In addition to this, Figure 4b shows that the mode for all statements is higher than the mean and median by one or two points in the post-activity survey. This indicates that as a result of the programme a high frequency of students rated all areas with 9 or 10.

It can be argued that an increase in confidence in any of the areas evaluated in this survey is a positive outcome, no matter how small the increase is. Figure 5 illustrates the percentage of students that reported an increase, decrease or no change in each of the statements. These results, along with those presented above, reiterate the positive impact the programme had on the majority of students that participated. Although this is self-reported data, it is clear that the programme was successful in helping students improve their communication skills and self-confidence, and through active engagement with student ambassadors as role models, it inspired most students (>60%) to think about university as an option for their future.

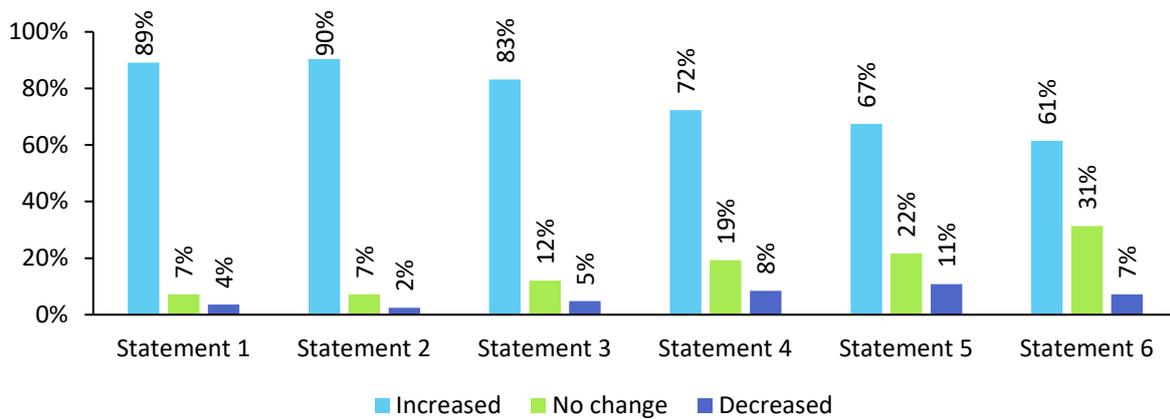


Figure 5. Changes in percentages for each statement on the Articulate outcome star survey

Finally, students were asked to provide any additional feedback concerning the experience they had throughout the programme. Figure 6 illustrates the categories that emerged from a qualitative analysis of 83 individual responses that resulted in 201 thematic responses. Quotes that exemplify emerging categories are illustrated in Table 4.

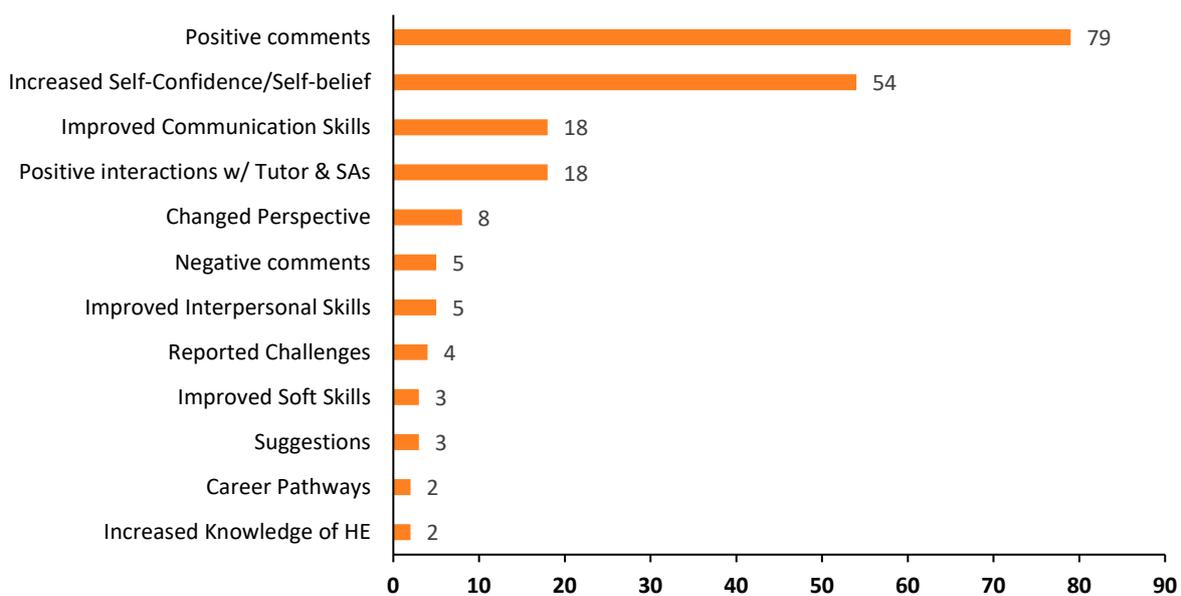


Figure 6. Number of thematic responses emerged from the qualitative feedback



Findings indicate that the clear majority of students provided positive comments that related to the delivery and content of the session, saying it was enjoyable, helpful and educational. Moreover, the second category that was mentioned the most related to students reporting an increase in their self-confidence and self-belief as a result of the activities they undertook in the programme.

Table 4. Quotations that illustrate thematic responses

Positive comments	<i>"It was really fun. It was really good socially. I enjoyed it..."</i>
Increased Self-Confidence/Self-belief	<i>"I think it was really enjoyable and it boosted my confidence a lot. I am really proud at myself and everyone else for putting themselves out of there comfort zone and still doing brilliantly"</i>
Positive interactions w/ Tutor & SAs	<i>"...I liked how I could talk to university students and how the games improved how social I am."</i>
Improved Communication Skills	<i>"I think it has helped me with my presentation skills..."</i>
Changed Perspective	<i>"Very different than what I thought. I've enjoyed this lots. I'd want to do this again."</i>
Negative comments	<i>"I found it a little boring but the tasks where good and I got a chance to read."</i>
Improved Interpersonal Skills	<i>"Got to talk to people I would never talk to."</i>
Reported Challenges	<i>"I hated learning the poem."</i>
Suggestions	<i>"It would have been nice to have some final editing on the day."</i>
Improved Soft Skills	<i>"This week has helped me feel a lot more confident and helped me know how to remember stuff. The games were good as it helped me with my skills like playing memory games..."</i>
Career Pathways	<i>"It was fun and I learnt a lot about confidence and definitely opened my eyes of what to do in the future."</i>
Increased Knowledge of HE	<i>"It was good we got to meet people in uni so we can get an idea of what is like."</i>

Future Me

Similar to Articulate, Future Me was delivered to support students with their communication skills, self-confidence and raise their aspirations to progress onto HE. However, the content and activities of this workshop were tailored to include more information about career choices. Therefore, the Outcome Star pre- and post-surveys aligned with the content and activities delivered in this workshop.

Students were asked to rate from 1-10 (1 = low, 10 = high) six statements related to their confidence, knowledge of career pathways, communication skills and intentions to progress to university (see Table 5). After removing incomplete surveys, the sample size for these results has been reduced to 109 clean surveys for pre- and post-activity comparison analysis.

Table 5. Statements evaluated in the Future Me programme

Statement 1	I am a confident person
Statement 2	I am confident making decisions about my future career plans
Statement 3	I know how to find out about course and study options for my future
Statement 4	I am confident presenting my work to an audience
Statement 5	I know about university and Higher Education courses linked to my career plans
Statement 6	I am considering university as an option for my future

Figure 7 indicates the average increase for pre- and post-activity outcome star surveys. Findings indicate a positive impact across all areas evaluated by the outcome star, evidencing the programme was successful in supporting students increase confidence across the six areas assessed. Average increase (AI) suggest that the areas where the programme had the greatest success (AI > 2) were those



where students reported an improvement in their presenting skills (AI = 3), researching skills to find career pathways (AI = 2.5) and an increase in knowledge of HE (AI = 2.4). The AI for the statement related to the likelihood of students progressing onto university seems to indicate that the programme had a small impact in this area (AI = 1.6). The following analysis (Figure 8), provides a better understanding of these results.

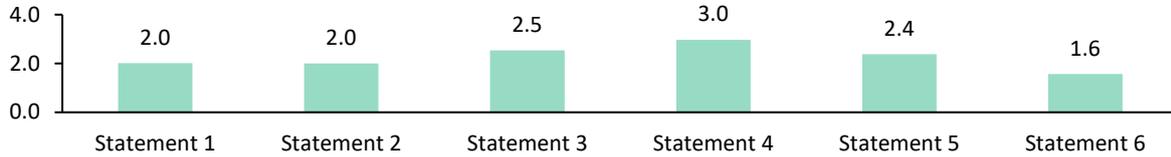


Figure 7. Average Increase (AI) for the Future Me pre- and post-activity outcome star surveys

The comparison between the three measures of central tendency, mean (average), median and mode ratings show more discrepancy in the pre-activity results (Figure 8a) than it does for the post-activity results (Figure 8b). The most noticeable difference is for the statement that relates to the self-confidence (Statement 1). The mode indicates there is a high frequency of students that rated that statement with a value of 8, which explains why the AI in Figure 7 is not as high as the other statements. Overall, Figure 8b shows that the mode for all statements is equal or higher than the mean and median of results in the post-activity survey. Furthermore, when comparing Figure 8a with 8b, results indicate that most students increased their rating by ≥ 4 points in all areas assessed, including their likelihood to progress to university.



Figure 8. Pre- and post-measures of central tendency for each statement on the Future Me outcome star survey



Figure 9 illustrates the percentage of students that reported an increase, decrease or no change in each of the statements. These results along with findings reported above indicate that the programme had a positive impact on the majority of students ($\geq 65\%$) that participate, showing that the workshop was successful in helping students develop their communication skills, knowledge of HE and raise their aspirations. It must be noted that this is self-reported data, this is likely to explain the percentages of students that reported a decrease since, as illustrated in Figure 8a and 8b, most statements had a positive change in all areas.

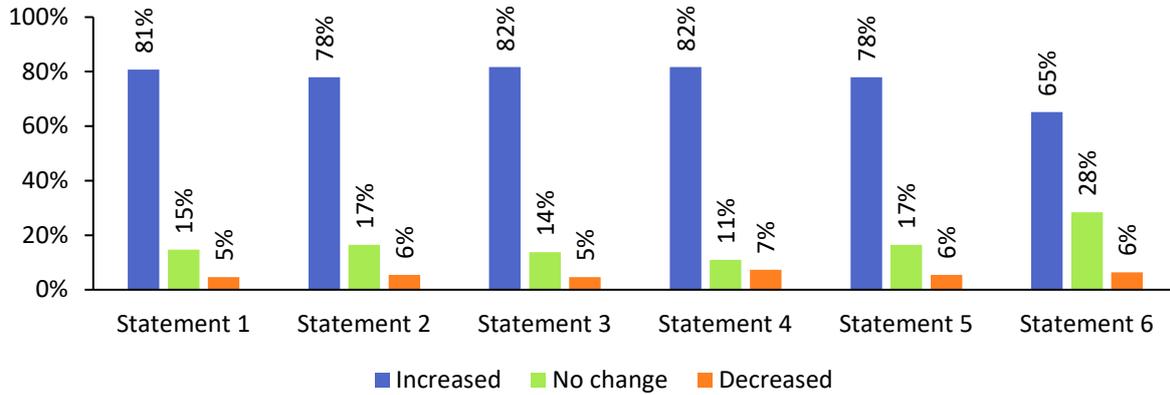


Figure 9. Changes in percentages for each statement on the Future Me outcome star survey

Students provided 108 responses when asked if they had any additional feedback about their experience in the workshop. The qualitative analysis produced 238 thematic responses, results are illustrated in Figure 10 and partial or total quotations of students' comments are shown in Table 6.

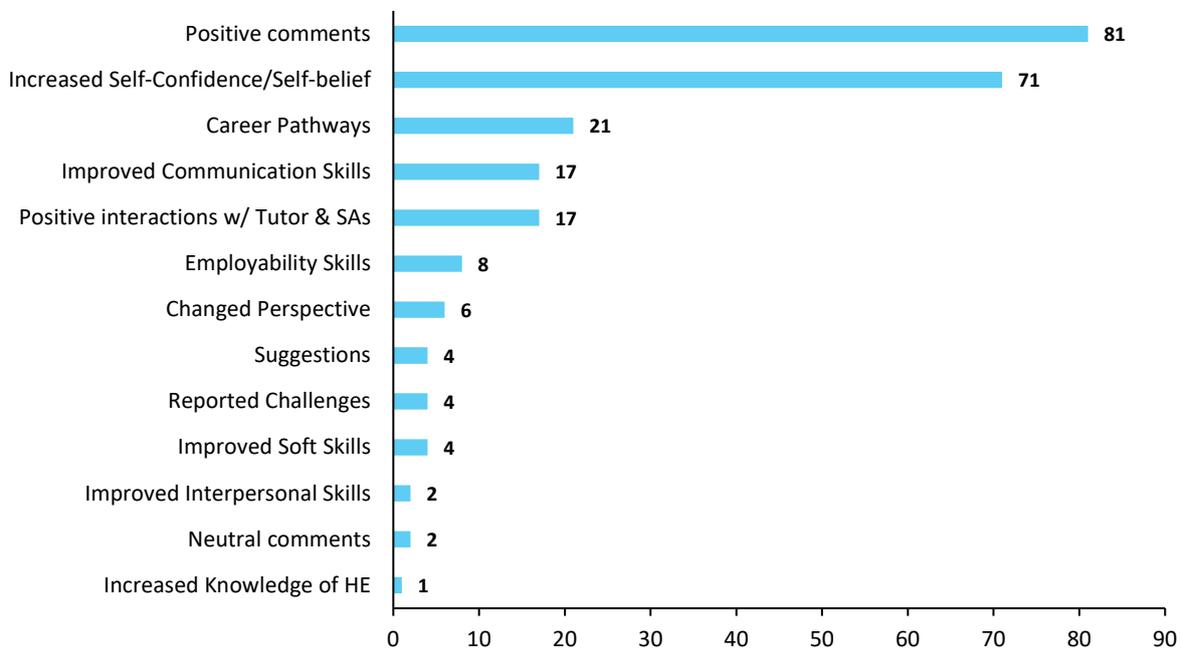


Figure 10. Number of thematic responses emerged from the qualitative feedback

Most students provided positive comments about the delivery and content of the session; they said that the activities were fun, useful and educational. The second category mentioned by most students was about an increase in their self-confidence and self-belief, some said they felt more confident when talking to other people, presenting or they reported feeling better about themselves. Importantly, some of the students in this programme mentioned they have started to consider the next steps they



would like to take about their future, which indicates that the information disseminated in the programme helped students about their career choices and it is likely to have helped raised their aspirations.

Table 6. Quotations that illustrate thematic responses

Positive comments	<i>"It was fun the games helped regain confidence. The people were really nice and helpful..."</i>
Increased Self-Confidence/Self-belief	<i>"I am so much more confident than I was at the start of this week! I have learnt techniques to use when I feel nervous"</i>
Career Pathways	<i>"Enjoyable and Educational: Telling me about my future concerns what I need to work to get there..."</i>
Improved Communication Skills	<i>"It has definitely boosted my confidence of public speaking and I think I've got better at doing presentations."</i>
Positive interactions w/ Tutor & SAs	<i>"I had lots of help from the uni students Learning about university fascinated me."</i>
Employability Skills	<i>"This was an amazing opportunity and I have learnt so much about presenting and how to make a CV."</i>
Changed Perspective	<i>"At first I was really nervous and I didn't want to do the presentation but I am really glad that I did as it has made me more confident."</i>
Suggestions	<i>"... maybe do more games to make it better."</i>
Reported Challenges	<i>"I thought it was quite challenging but also enjoyable as in the end, even though I was nervous about presenting my PowerPoint, I enjoyed it and am proud of what I have achieved and am excited for my future."</i>
Improved Soft Skills	<i>"I loved this week. It boosted my confidence. I wish we could do it next year. I am definitely going to use the different skills I have learnt."</i>
Improved Interpersonal Skills	<i>"I thought that it made talking to people easier. The games had made me more comfortable with other people."</i>
Neutral comments	<i>"It was okay some things I wanted to do some things I didn't."</i>
Increased Knowledge of HE	<i>"It's been a fun week learning about jobs, careers and courses at university."</i>

Comparative Analysis - Articulate vs Future Me

Anecdotally, the Future Me programme was delivered in schools that saw this as a more affordable option than Articulate, and that wanted to use this workshop as part of their focus on career pathways. Future Me is often requested by the school Careers Lead, whereas Articulate is often preferred in schools where the lead contact is in the English department.

These workshops provided an opportunity to make a comparative analysis between findings encountered in both sets of analysed data. Findings suggest that both workshops were successful in achieving the anticipated short-term outcomes (see Table 2). Students reported an improvement in their communication skills, an increase in self-confidence and in the likelihood of progressing to university. However, looking at quantitative and qualitative data in conjunction suggests the Future Me programme was slightly more successful in making their students think about the university as an option for their future. Due to the focus of the workshop, tutors likely had the opportunity to encourage more conversations around HE options and career pathways. The Articulate programme might benefit from including some of the Future Me elements to motivate more students to increase their likelihood of progressing to HE to achieve short term programme outcomes as well as longer term goals of Uni Connect.

Articulate your way to HE

Following the success of the Articulate your way to HE workshop in the previous tranche (T3), and as part of the NSSW Phase 2 provision, the one-day intensive intervention was delivered again in T4 to Y12 students. The sessions discuss a toolkit of tips and ideas for helping students with their preparation for HE and careers; including making a first good impression, using positive body



language, speaking confidently about themselves and their abilities, developing employability skills (i.e. telephone and interview skills) and linking school achievements to future careers.

The six areas evaluated in this workshop, and shown below (Table 5), are closely linked with the anticipated outcomes mentioned at the beginning of this report (i.e. communication skills, self-confidence and likelihood of progressing to HE). After removing incomplete data, the sample size for this comparative impact evaluation analysis was reduced to 21 equal pre- and post-surveys.

Table 7. Statements evaluated in the Articulate your way to HE programme

Statement 1	I can communicate well with other people
Statement 2	I know how to present myself when meeting new people
Statement 3	I know how to use the telephone in a professional context
Statement 4	I understand my strengths and know how to talk about them
Statement 5	I feel confident attending interviews
Statement 6	I am considering HE study

Figure 11 shows the average increase for pre-and post-activity outcome star surveys. It can be argued, that an increase across the six areas assessed highlights a positive impact on the students that attended the programme. The greatest increase (AI = 2) is shown in students’ confidence in attending interviews, second to that is an increase (AI = 1.9) in understanding the telephone etiquette they need to communicate in a professional context. In contrast, the lowest increase (AI = 0.4) is concerning their intentions to progress onto HE. However, it is important to reiterate that the aim of the session is to enable students who are considering HE as an option to secure offers, not to promote HE as such. It can be argued that the content and aims of this workshop did not align with the expected indicator, which explains why the target was not achieved for this outcome (see Table 9). To make a more nuanced interpretation of this result is useful to see the central tendency measures in Figure 12a and 12b.

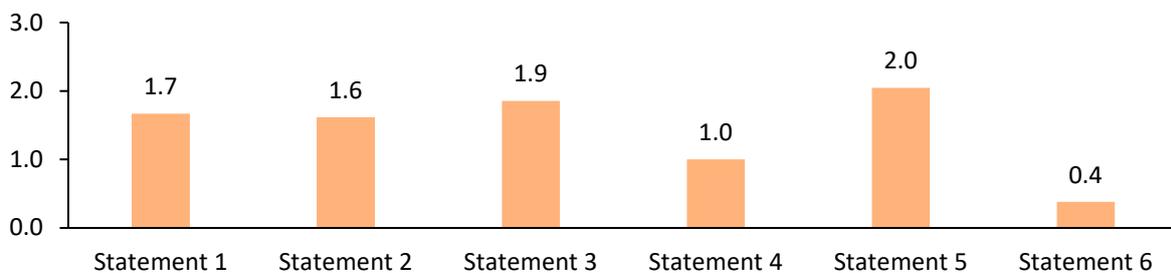


Figure 11. Average Increase (AI) for the Articulate your way to HE pre- and post-activity outcome star surveys

Figure 12a illustrates broadly the same ratings for all statements across the three measures of central tendency, except for statement 5. Although the mode suggests there was a higher frequency of students that rated with 6 their confidence to attend interviews, the mean (average) and median ratings indicate most students with a rating noticeably lower than 6, which explains why this statement has the greatest average increase (Figure 11).

When comparing results for students’ likelihood to progress to HE (statement 6), results of central tendency (Figure 12a) show there already was an intention from most students to consider HE study as an option for their future. Figure 12b illustrates that there was a high frequency to which students rated this statement with the highest value (Post-survey Mode rating = 10). Hence, the small AI illustrated in Figure 11 it is likely to be showing how the workshop helped reiterate students’ intention to consider HE study.

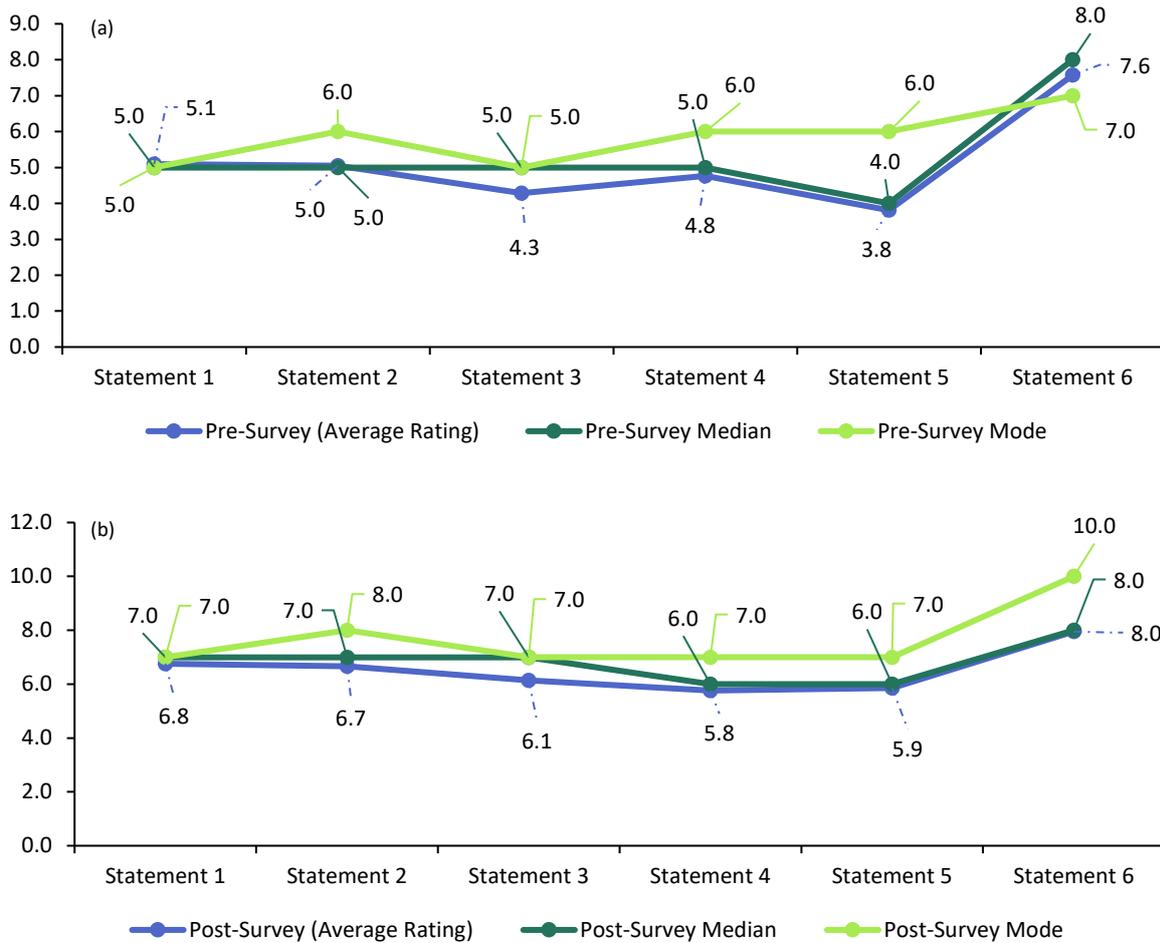


Figure 12. Pre- and post-measures of central tendency for each statement on the Articulate your way to HE outcome star survey

The following figure (Figure 13) shows the percentage of students that reported a change in each of the statements they rated. Results in this figure reiterate that students' confidence in attending interviews (statement 5) increased for the majority of participants (95%). Although the statement related to the telephone skills (statement 3) had the second-highest AI (Figure 11), the second area of improvement reported by most students (90%) was related to their communication skills (statement 1).

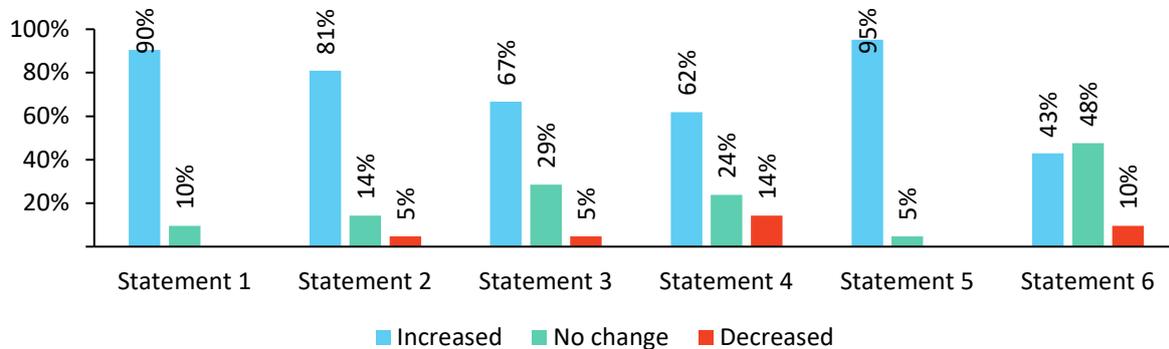


Figure 13. Changes in percentages for each statement on the Articulate your way to HE outcome star survey

Participants were asked to state their level of agreement with three additional statements about how the skills they learned or improved in the workshop were going to support them in their future (See Figure 13). Findings indicate that the majority of students either strongly agreed or agreed with these



statements; they reported they understand the presentation skills needed to transition to HE study (85%), feel more confident in the communication skills that will help them transition to HE study (86%) and they developed skills they will use in their future (95%). Overall, results clearly demonstrate that the workshop was successful in helping students develop their communication skills, confidence and raising their aspirations.

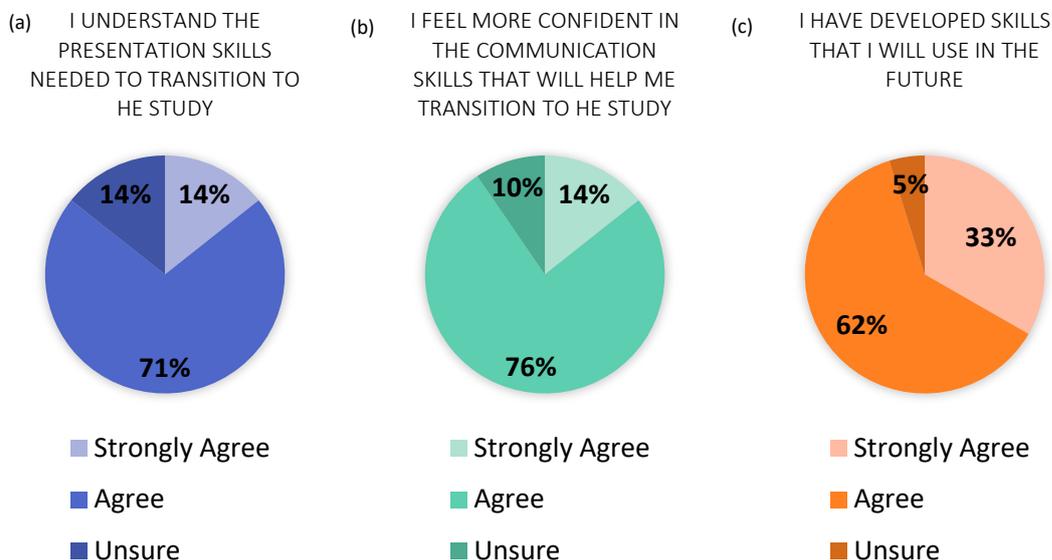


Figure 14. Articulate your way to HE post-activity survey

Finally, students provided additional qualitative feedback to share their opinions on the positive impact of the workshop and to provide suggestions on what they think they need further support or information, 20 individual responses were collected from each question (see Table 8). The majority of students indicated that the workshop helped them improve their Soft Skills. The longer-term impact of the workshop is evidenced through most of the responding stating that they want to continue developing these skills, as well as learning more about different career pathways and improve their employability skills.

Table 8. Quotations that illustrate thematic responses from qualitative feedback

What went well today?		What would you like to see more of / would you still like to know?	
Category (Thematic Response)	Total or Partial Quote	Category (Thematic Response)	Total or Partial Quote
Increased Self-confidence/Self-belief (3)	"I spoke to other people/in front of other people and I did something that was unfamiliar"	Other (1)	"Maybe some advice on anxiety/stress"
Increased HE Knowledge (4)	"Being able to learn about HE..."	Delivery/Content of the session (2)	"If we did more on the presentations to do with our works or goals as it would help implement workshop better."
Improved Employability Skills (7)	"I learnt how to conduct myself in an interview"	Employability Skills (4)	"More time spend on face to face interviews"
Positive comment (9)	"Informative and exciting"	Career Pathways (4)	"Pre university information"
Improved Soft Skills (14)	"Learnt how to present myself better and skills needed"	Soft Skills (7)	"Different ways to develop skills" / "More team building skills"



Articulacy Summer School (online)

Similar to the other programmes and in response to schools and colleges’ closures, the Articulacy Summer School was delivered to help students develop their digital communication skills and confidence. The content and delivery were adapted from the Future Me programme to an online shorter version. Therefore, there was an element of supporting students in using the software needed to communicate virtually with other people. Twenty students participated in the Articulacy Summer School, from which a total of 17 online post-activity surveys were collected and analysed.

The four charts below (Figure 14), illustrate students’ responses to statements that relate to their communication skills, which include their knowledge on using digital communication tools (i.e. Zoom). As a result of participating in the summer school, all students (100%) either strongly agreed or agreed with statements that said they can communicate well with other people, know how to present themselves when meeting new people and have developed new communication skills they will use in the future. A combined 94% stated they know how to use video meeting software like Zoom in a professional context, whilst 6% stated they did not.

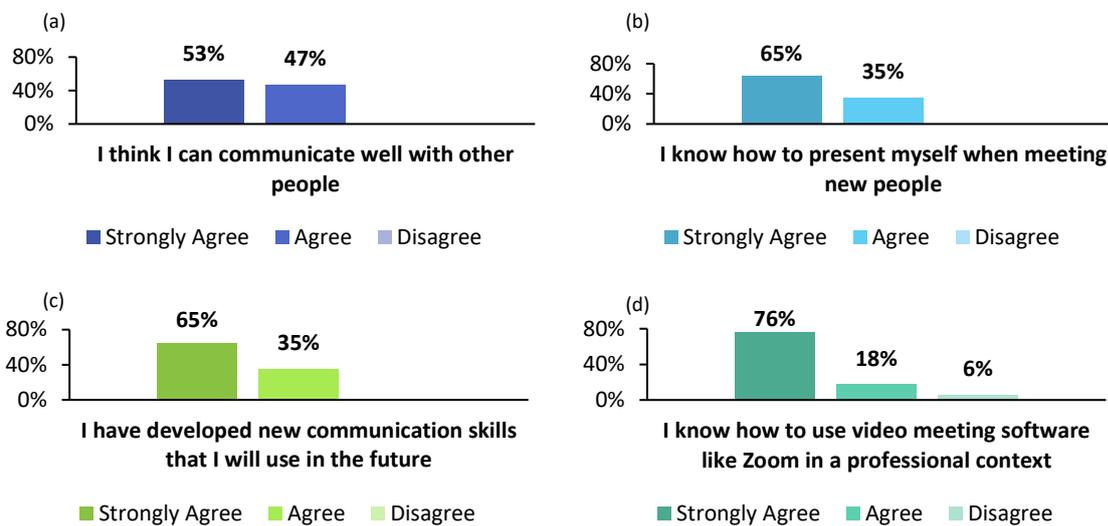


Figure 15 Communication skills in different contexts

Figure 15 shows that all (100%) students strongly agreed or agreed they had become confident with their team-working skills, networking skills, communication skills they would need to HE study and understanding their strengths. Furthermore, the majority said they had become confident in presenting their work to an audience (76%).

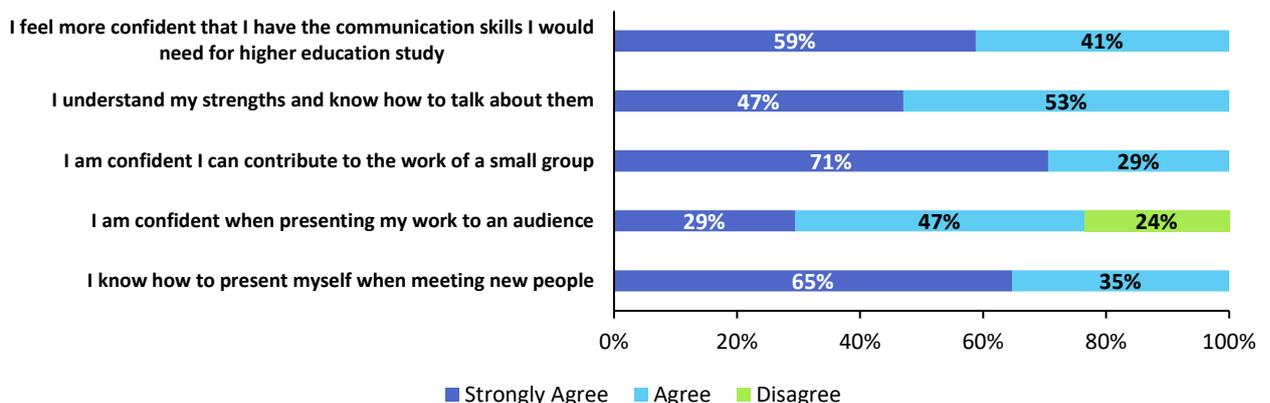


Figure 16 Level of Confidence in five different areas



Overall, students that participated in this event are likely to have started overcoming barriers that may prevent them to progress onto Higher Education (i.e. Soft Skills). As shown, participants have improved their communication skills and they have increased their self-confidence. However, some students can benefit from further support to use some communication tools (i.e. Zoom) and present their work to an audience. It must be noted that quantitative and qualitative evaluation was designed to ask students’ opinions about being taught remotely and different elements that affect the content and delivery of online sessions. However, the analysis and interpretation of these results are presented in the NSSW Remote Learning T4 2019-20 Report.

Outcomes Achieved (T4)

Targets were established in the Phase Two Evaluation Framework to monitor how successful the Articulatory workshops were in achieving the short-term outcomes concerning NSSW barriers to HE. The following table illustrates the results measured and evaluated against these short-term outcomes:

Table 9. Articulatory Workshops – Outcomes achieved in T4

Activity Title and HE Barriers (italics)	Short-term Outcomes and Outcome Targets (bold)	Indicators <u>Students report/are able to</u>	Evidence	Target Outcome Achievement
Y9 Articulatory (Articulate) week-long programme <i>Socio-economic factors Soft Skills</i>	Increased confidence and motivation to succeed of ≥ 30% for ≥ 70% of students	Increase in confidence across at least 3 of 6 areas assessed, including spoken communication	Over 60% of students reported an increase in confidence in the six areas assessed: 61% Likelihood of going to HE 67% Listening skills 72% Responding to questions 83% Oral communication 89% Presenting with visual aids 90% Self-Confidence Target 70% for at least 3 of 6 areas: T4 achievement over 70% for 4 of 6 areas	Achieved
	Improved spoken communication skills for ≥ 60% students	Successful completion of ESB exam from all students who are entered	89 students entered into the ESB examination 100% of students that completed the workshop gained a good pass mark or higher 65% of which achieved the highest grades (Distinction and Merit+) Target 60%: T4 achievement 65%	Achieved
	Increased identification of self as potential HE student (through interaction with SAs) for ≥ 60% students	Increased intention to progress to HE	61% reported an increase in their likelihood to consider university as an option for their future Target 60%: T4 achievement 61%	Achieved
Y9 Articulatory (Future Me) week-long programme	Increased confidence to succeed for ≥ 70% of students	Increase in confidence across at least 3 areas assessed	Over 75% of students reported an increase in confidence in the three assessed areas: 78% Decision making 82% Presenting to an audience 81% Self-Confidence Target 70% for at least 3 areas: T4 achievement over 75% for 3 areas	Achieved



<i>Socio-economic factors Soft Skills</i>	Increased knowledge of graduate opportunities for ≥ 60% students	Increase knowledge of graduate opportunities	Over 75% students reported an increase in: 82% knowing how to find out about course and study options for their future 78% understanding about university and HE courses linked to their career plans Target 60%: T4 achievement over 75%	Achieved
	Increased identification of self as potential HE student for ≥ 60% students	Increased intention to progress to HE	65% reported an increase in their likelihood to consider university as an option for their future Target 60%: T4 achievement 65%	Achieved
Y12 Articulate your way to HE one-day activity	Increased confidence to succeed for ≥ 70% of students	Increase in confidence for employment purposes, including communication skills	95% Reported feeling confident attending interviews 90% Stated they can communicate well with others Target 70%: T4 achievement 90% and over	Achieved
<i>Socio-economic factors Soft Skills</i>	Increased knowledge of employability skills for ≥ 60% students	Increase knowledge networking, telephone and to understand and talk about their skills	Over 60% students reported an increase in their knowledge of: 81% Networking skills 67% Telephone skills 62% Presenting their strengths Target 60%: T4 achievement over 60%	Achieved
	Increased identification of self as potential HE student for ≥ 60% students	Increased intention to progress to HE	43% reported an increase in their likelihood to consider university as an option for their future Target 60%: T4 achievement under 60%	Not Achieved
Y9 Articulatory Summer School 4-day online workshop <i>Soft Skills</i>	Increased confidence to succeed for ≥ 70% of students	Increase in confidence across at least 3 areas assessed	100% of students strongly agreed or agreed they had become confident with the following skills: Team-Working Networking Communication Target 70% for at least 3 areas: T4 achievement 100%	Achieved
	Also to note: 94% Participants reported they know how to use video meeting software like Zoom in a professional context			

These results illustrate that nine out of ten targets were met or exceeded, indicating the effectiveness of the different programmes in helping students address the barriers to progress to HE identified by NSSW: lack of Soft Skills and Socio-economic factors.



Statistical Analysis

Articulate Data Analysis

Table 10. Descriptive statistics for students who participated in the Articulate course

	Pre-Articulate		Post-Articulate	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
I am a confident person.	5.4	2.06	7.61	1.95
I can present information to an audience using visual aids.	5.11	2.14	7.94	1.78
I understand how to communicate using different methods such as tone of voice, body language, gestures.	5.99	1.97	7.98	1.71
I can listen carefully and positively throughout the work of a small group.	7.09	1.81	8.44	1.7
I can respond to questions.	6.54	1.93	8.43	1.59
I am considering university as an option for my future.	6.41	2.7	7.7	2.25

The data in Table 10 shows that student’s scores increased for all questions after taking part in the Articulate course. A paired samples *t* test showed a highly significant difference in Pre-Articulate scores and Post Articulate scores for all questions whereby all scores were higher following the Articulate course. This data suggests that the student’s self-perception of the characteristics surveyed increased following participation of the Articulate course.

A repeated measures *t* test showed a highly significant difference in the Pre-Articulate and Post-Articulate scores for all the questions:

‘I am a confident person,’ $t(80) = -10.68, p < .01$.

‘I can present information to an audience using visual aids,’ $t(80) = -10.57, p < .01$.

‘I understand how to communicate using different methods such as tone of voice, body language, gestures,’ $t(80) = -8.9, p < .01$.

‘I can listen carefully and positively throughout the work of a small group,’ $t(80) = -6.14, p < .01$.

‘I can respond to questions,’ $t(80) = -7.68, p < .01$.

‘I am considering university as an option for my future,’ $t(80) = -6.29, p < .01$.



Future Me Data Analysis

Table 11. Descriptive statistics for students who participated in the Articulatory Future Me course

	Pre-Articulate		Post-Articulate	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
I am a confident person.	5.38	2.36	7.47	1.2
I am confident making decisions about my future career plans.	5.97	2.18	8	1.7
I know how to find out about the course and study options for my future.	5.26	2.15	7.86	1.73
I am confident presenting my work to an audience.	4.52	2.57	7.45	2.34
I know about University and Higher Education courses linked to my career plans.	5.01	2.26	7.41	2.01
I am considering university as an option for my future.	5.69	2.83	7.28	2.57

The data in Table 11 shows that student's scores increased for all questions after taking part in the Articulatory Future Me course. A paired samples *t* test showed a highly significant difference in Pre-Future Me scores and Post-Future Me scores for all questions whereby all scores were higher following the Future Me course.

A repeated measures *t* test showed a highly significant difference in the Pre-Future Me and Post-Future Me scores for all the questions:

- 'I am a confident person,' $t(108) = -12.48, p < .01$.
- 'I am confident making decisions about my future career plans,' $t(108) = -11.01, p < .01$.
- 'I know how to find out about the course and study options for my future.' $t(108) = -12.79, p < .01$.
- 'I am confident presenting my work to an audience,' $t(108) = -12.39, p < .01$.
- 'I know about University and Higher Education courses linked to my career plans,' $t(108) = -12.98, p < .01$.
- 'I am considering university as an option for my future,' $t(108) = -8.34, p < .01$.



Conclusion and recommendations

The analysis of the quantitative and qualitative data from four different impact evaluation surveys provides a body of evidence that indicates a positive impact on the students that attended the Articulatory programmes delivered throughout T4.

The table illustrated in the previous section particularly highlights the success of the Articulate programme in achieving the targets outlined in the Phase Two Evaluation Framework. Results from T3 and T4 reiterate that the programme has continued to achieve positive outcomes for the clear majority of its participants, concerning both the ESB examination results and the perceived impact that the intervention has had for two of the barriers that affect HE participation (i.e. lack of Soft Skills and Socio-economic factors). Although this is not a short-term outcome of the Articulatory programmes, encouragement for students to consider university as an option for their future could be increased to support initiatives later in the NSSW progression framework. A recommendation would be to consider embedding some of the elements used in the Future Me programme, which was just as successful in supporting their students with their communication skills and confidence but had better results than Articulate in making participants think about HE as an option.

The Articulate your way to HE programme results indicate that participants benefited from developing their soft skills in a way that can support them with future employment. Findings from the post-survey Articulatory Summer School (online) suggest that, even though this was a shorter and online version of the Future Me programme, the students benefited greatly from having a sustained framework of sessions that address the lack of Soft Skills barrier.

Overall, the data analysed in both tranches indicates that all Articulatory programmes were successful in supporting students' development of Soft Skills and Socio-economic factors. Finally, it is suggested to explore the long-term impact of these workshops with delayed post-activity surveys or longer-term follow-up study with participants.



NSSW Articulatory Programmes 2019-2020

Articulatory workshops are designed to nurture effective communication skills, build confidence, encourage debate and raise aspirations – whilst introducing higher education.

Engagement

No. of students	255
No. of schools	26
No. of survey responses	230

'It was fun and I learnt a lot about **confidence** and definitely opened my eyes of what to do in the **future**.'

Year 9: (Articulate) week-long programme



61% reported an **increase in their likelihood to consider university** as an option for their future



100% of students that entered into the English Speaking Board exam gained a pass mark or higher

Year 9: (Future Me) week-long programme



75% of students reported an **increase in confidence** in decision-making, presenting to an audience, self-confidence



75% of students reported an **increase in their knowledge about university and HE courses** linked to their career plans

Year 9: Summer School (online) 4-day workshop



100% of students strongly agreed they had **become more confident** in team working, networking and communicating



Year 12: Articulate your way to HE one-day workshop

90% of students reported an **increase in confidence** attending interviews and communicating well with others