

Creative Forces Day Evaluation Toolkit 2021-22

Overview

A Creative Forces Day (CFD) gives Higher Education Institutions an opportunity to bring Service Children from a variety of schools together to experience a day on a university campus and explore their identity as Service Children. It is also an opportunity to build the capacity of schools to understand and support their Service Children. However, in recent times, it has been necessary to deliver these events online and we have seen diversification in the activities offered as part of the Creative Forces Days.

As Creative Forces Days are being rolled out across the country, it is important that the evaluation of these events has a consistency which would facilitate both a national collective analysis of the events, as well as a regional comparative analysis. It is proposed that this will be achieved through the following evaluation process. With the diversification of event content, this new toolkit has been developed to enable evaluation of the core outcomes expected with all Creative Forces Days, plus options to select evaluation questions to suit more specific outcomes related to bespoke content. This process is intended to be used alongside any additional evidence capturing required by participating HEIs to align with their own evaluation frameworks and targets, for example interviews, photographs or observation methods.

The document begins by outlining a logic model for the event. A logic model is a visual tool which helps to define the key elements of a project: activities, intermediate outcomes, and final goals. The model proposed in Figure 1 outlines the resources which go into the event, the activities themselves, the intended outcomes and the enablers. Mapped into this logic chain are also some key outcomes from the NERUPI (Network for Evaluating and Researching University Participation Interventions) framework. NERUPI is an established evaluation model designed specifically for HE outreach, and whilst there is no common evaluation framework across all HEIs, the NERUPI framework is favoured for this process as it was acknowledged by the Office for Fair Access to provide a 'very rigorous theoretically-informed methodology for linking WP [widening participation] aims and objectives to impact evidence'.

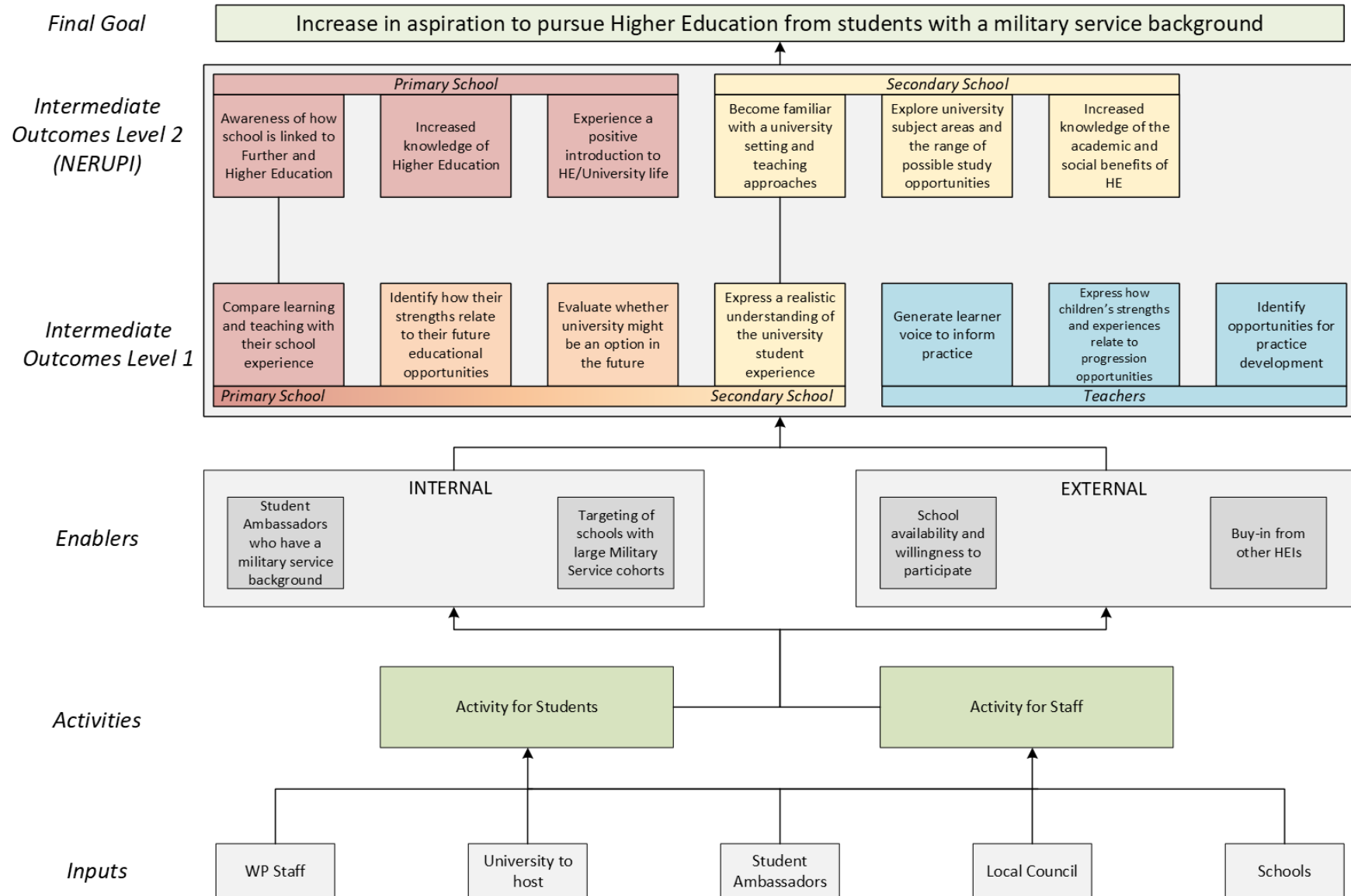
A pre-post questionnaire for both primary and secondary age students will be used consistently for all Creative Forces Days. Teachers will be asked to fill in a post-event questionnaire.

Below (and as part of the Creative Forces Days Question Summary Excel File), are core questions, which must be included on all surveys are outlined. These have been carefully mapped to the NERUPI framework and are designed to measure outcomes that would be expected of all CFDs.

In addition, there is a bank of optional questions which can be added to the secondary school survey when certain activities are included within a day, such as a subject taster session or student finance talk, for example. These too have been mapped against appropriate NERUPI objectives

Both primary and secondary questionnaires will include questions to capture information such as first in family (HE) status and whether a family member is current serving/has served in the military. Learner and teacher surveys will also include some post-activity feedback questions to enable reflection on the programme content.

Creative Forces Day Logic Chain



Longitudinal Tracking

It is necessary that the event is entered into your chosen tracking provider: Aimhigher West Midlands, East Midlands Widening Participation Research and Evaluation Partnership or the Higher Education Access Tracker (HEAT).

For HEAT – the following activity types are suggested:

Title	Activity Type	Sub-type
Creative Forces Day	HE Campus Visit	General HE
Creative Forces Day CPD	Non-Student	Staff Development

Please note: If the Event is held online, it cannot be recorded as a Campus Visit. We would suggest "General HE Information" as a suitable typology.

Data Protection

A privacy statement should be included to align with the policy and practices of the institution organising the event.

For the national evaluation of the Creative Forces Days, no personal data should be shared with the Evaluation Lead. All data should be processed internally (excel templates are included in the toolkit folder) and anonymised before leaving the host institution.

Secondary School Evaluation

Below are the intended outcomes for secondary school students participating in the Creative Forces Day. These have been mapped against the NERUPI Framework and survey questions to measure success have been developed. The Creative Forces Day Evaluation Toolkit includes a CFD secondary school survey template, which includes space to add optional questions, from the question bank, where required.

The toolkit also contains an Excel document, which acts as a template for data collection and analysis for the secondary Creative Forces Day. There is an accompanying instruction video to support completion of the paired t-test worksheet for analysis of pre and post questions.

NERUPI Pillar	Outcomes for participants	Secondary School Measure
KNOW	Increased knowledge of the academic and social benefits of HE	<p><i>Participant Question (pre/post)</i> "I am aware of the benefits of University/Higher Education"</p> <p><i>Teacher Question (post)</i> "As a result of the Creative Forces Day my students have an increased knowledge of the academic and social benefits of higher education"</p>
CHOOSE	Explore university subject areas and the range of possible study opportunities	<p><i>Participant Question (pre/post)</i> "I know about the different subject areas you can study at university and the different types of higher education course"</p>

CHOOSE	Evaluate whether university might be an option in the future	<p><i>Participant Question (pre/post)</i> "I can imagine myself as a university student when I am older"</p> <p><i>Participant Question (pre/post)</i> "I feel confident talking to an adult at my school about what jobs or careers I can do when I am older"</p>
BECOME	Become familiar with a university setting and teaching approaches	<p><i>Teacher Question (post)</i> "As a result of the Creative Forces Day my students are more familiar with a university environment"</p>
PRACTISE	Identify how their strengths relate to their future educational opportunities	<p><i>Participant Question (pre/post)</i> "I have what it takes to succeed in the job or course I am aiming for in future"</p>

Optional Addition Questions – Secondary*			
Activity	NERUPI Pillar	Outcomes for participants	Secondary School Measure
Student Ambassador/Student Life Session	BECOME	Express a realistic understanding of the university experience	<i>Participant Question (pre/post)</i> "I understand what it would be like to be a student at university"
Subject Taster Session	UNDERSTAND	Understand how GCSE curriculum relates to university subject areas	<i>Participant Question (pre/post)</i> "I understand how subjects I am currently studying at school relate to subject areas at university"
Poster Activity – 'Top Tips for Supporting Military Service Children'	BECOME	Develop confidence in their potential to progress onto and succeed at university	<i>Participant Question (pre/post)</i> "I would get enough support to make a successful application to university and start my course"

*If you have a bespoke activity where outcomes are not covered by an existing bespoke question, please contact Rebecca Harland (FutureHY Monitoring & Evaluation Officer) for advice:
r.harland@yorks.ac.uk.

Primary School Evaluation

The evaluation of the Primary School model of the Creative Forces Day would have to take a slightly different form. Younger students require different evaluation approaches because of potential issues of literacy/understanding, different outcomes being sought, and their inability to consent to their own data to be tracked and monitored.

To this end, the evaluation for the primary school pupils would be condensed in terms of the data asked for, and would be anonymous. It would be important not to make the evaluation too overwhelming and protracted, as this may lead to a lower response rate – and contravene one of the key outcomes of the event – which is to experience a positive introduction to Higher Education.

The evaluation questions use more basic statements and asks for less personal data from the participants. We suggest using core questions only for primary CFD evaluation. It is assumed that consent letters will be sent out to the parents of the participants for the Primary Creative Forces Days at the discretion, and in line with the policies of the school; this would present an opportunity for the collation of further demographic data around the students attending these days, and whilst useful, it is acknowledged that a detailed analysis would be limited due to the anonymity of the impact evaluation.

Core Questions - Primary		
NERUPI Pillar	Outcomes for participants	Primary School Measure
KNOW	Experience a positive introduction to HE/university life	<i>Participant Question (post)</i> “My favourite part of the university visit today was...”[OpenText Response]
KNOW	Increased knowledge of the academic and social benefits of HE	<i>Teacher Question (post)</i> “As a result of the Creative Forces Day my students have an increased knowledge of the academic and social benefits of higher education”
CHOOSE	Evaluate whether university might be an option in the future	<i>Participant Question (pre/post)</i> “I can see myself being a university student when I am older”
CHOOSE	Discover how school is linked to further and higher education	<i>Participant Question (pre/post)</i> “I know that what I do at school now can lead to further education after I finish high school”
BECOME	Become familiar with a university setting and teaching approaches	<i>Teacher Question (post)</i> “As a result of the Creative Forces Day my students are more familiar with a university environment”

Teacher Evaluation

Drawing on the outcomes detailed in the Logic Chain, the sharing of evaluation reports completed by their students would hopefully help to integrate learner voice in the school's practice, which is one of the key outcomes. There is also an opportunity to generate some feedback on the engagement of the students from a staff member's perspective by asking questions based around some of the key student outcomes.

As the number of teachers will be lower than that of the students, it is suggested that the evaluation from teachers should take more of a qualitative leaning. It is also anticipated that staff members would be more willing to provide detailed and descriptive feedback and suggestions for improvement, as well as richer answers as to why and how the day has met the outcomes intended.

Additionally, it is possible that the member of staff best placed to comment on the students' learning may not be the person who attended the Creative Forces Day, but who works with them day to day in the school. Therefore, reflections on the students' learning might be more considered if given in an online survey once they've had a chance to explore this with students back in school.

Core Questions - Teacher		
NERUPI Pillar	Outcomes for participants	Teacher Measure
BECOME	[Learners] Become familiar with a university setting and teaching approaches	<i>Teacher Question (post)</i> "As a result of the Creative Forces Day my students are more familiar with a university environment"
KNOW	[Learners] Increased knowledge of the academic and social benefits of HE	<i>Teacher Question (post)</i> "As a result of the Creative Forces Day my students have an increased knowledge of the academic and social benefits of higher education"
N/A	[Teachers] Generate Learner Voice to improve practise	<i>Teacher Question (post)</i> "Following the Creative Forces Day, I now feel more confident using learner voice to inform practice"
N/A	[Teachers] Express how children's strengths and experiences relate to progression opportunities	<i>Teacher Question (post)</i> "Following the Creative Forces Day, I am more able to express how my students' strengths and experiences relate to progression opportunities"
N/A	[Teachers] Identify opportunities for practice development	<i>Teacher Question (post)</i> "What opportunities for practice development has this event helped you identify?"

Creative Forces Day Evaluation Toolkit Contents

1. Creative Forces Day Evaluation Toolkit 2021.Doc [Current document]

Overview document with evaluation rationale and instructions. Appendix includes primary school, secondary school and teacher survey templates.

2. SCiP_PrimaryCreativeForcesDay_EvaluationToolkit_Pairedt-test.xlsx

Document to complete the primary school CFD evaluation. Includes evaluation planning and data entry tabs. There is a % change worksheet and one for the paired T-test.

3. SCiP_SecondaryCreativeForcesDay_EvaluationToolkit_Pairedt-test.xlsx

Document to complete the secondary school CFD evaluation. Includes evaluation planning and data entry tabs. There is a % change worksheet and one for the paired T-test.

4. DEMO_SCiP_PrimaryCreativeForcesDay_EvaluationToolkit_Pairedt-test_DEMO

A version of the evaluation document pre-populated with dummy data to demonstrate what a completed version should look like.

5. How to T-Test.CreativeForcesDays.mp4

A screencast video demonstrating how to use the paired T-test function on the Evaluation Toolkit Excel document. There is also a link to written instructions within the toolkit worksheets.

The Creative Forces Day Evaluation Toolkit was created in collaboration with FutureHY and SUN Uni Connect Partnerships and Anglia Ruskin University.































Appendix 1: Primary Creative Forces Day Evaluation Form

Please answer these questions at the **START** of the day

1. What is your home postcode? _____
2. Which school do you currently attend? _____
3. What School Year are you currently in (e.g., Year 5)? _____
4. How many schools have you attended in the past two years? _____
5. Someone in my family is a serving member of the military services (Army/Royal Navy/Royal Air Force/Royal Marines)
 Yes No Don't Know
6. Which branch of the military is your family member(s) most involved in?
 Army Royal Navy Royal Air Force Royal Marines None Don't Know
7. Someone in my family has been to university
 Yes No Don't Know

Circle the face or the number that best describes how you feel about each sentence

1= Disagree a lot 2 = Disagree 3= Don't agree or disagree 4 = Agree 5 = Agree a lot

8. I enjoy learning at school
 1  2  3  4  5
9. I know that what I do at school now can lead to further education after I finish high school
 1  2  3  4  5
10. I can see myself being a university student when I am older
 1  2  3  4  5
11. I have someone I can talk to at school if I am feeling worried about something
 1  2  3  4  5
12. I have someone I can talk to at school if I am unsure about my school work and homework
 1  2  3  4  5
13. My school helps me learn about what jobs or careers I can do when I am older
 1  2  3  4  5

14. The thing I am most looking forward to about the University visit is:

Please answer these at the **END** of the day

Circle the face or number that best describes how you feel about each sentence.

1 = Disagree
a lot

2= Disagree

3 = Don't
Agree or
Disagree

4= Agree

5= Agree a
lot

1. I enjoy learning at school



1



2



3



4



5

2. I know that what I do at school now can lead to further education after I finish high school



1



2



3



4



5

3. I can see myself being a university student when I am older



1



2



3



4



5

4. I have someone I can talk to at school if I am feeling worried about something



1



2



3



4



5

5. I have someone I can talk to at school if I am unsure about my school work and homework



1



2



3



4



5

6. My school helps me learn about what jobs or careers I can do when I am older



1



2



3



4



5

7. I enjoyed the activities I took part in today



1



2



3



4



5

8. My favourite part of the university visit today was...

9. I have had the chance to talk about my experiences of being a "service child" today



1



2



3



4



5

10. You can make the activities better by...

Appendix 2: Secondary Creative Forces Day Evaluation Form

Please answer these questions at the **START** of the day

1. What is your postcode? _____
2. Which school do you currently attend? _____
3. Which school year are you currently in (e.g., Year 9)? _____
4. How many schools have you attended in the past 2 years? _____

5. Someone in my family is a serving member of the military services (army, navy, air force)

Yes No Don't know

6. Which branch(es) of the military is your family member(s) serving with/or has previously served with?

Army	Royal Navy	Royal Air Force	Royal Marines	None	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Someone in my family has been to university

Yes No Don't Know

For each statement, please circle the number that best describes how you feel.

1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree

8. I can imagine myself as a university student when I am older

1 2 3 4 5

9. I am aware of the benefits of University/Higher Education

1 2 3 4 5

10. I know about the different subject areas you can study at university and the different types of higher education course

1 2 3 4 5

11. I feel confident talking to an adult at my school about what jobs or careers I can do when I am older

1 2 3 4 5

12. I have what it takes to succeed in the job or course I am aiming for in future

1 2 3 4 5

13. **SPACE FOR OPTIONAL QUESTION.....**

1 2 3 4 5

14. The thing I am most looking forward to about the University visit is...
