alterline

Hello Future

Breaking the Mould Evaluation 2026



August 2026

hello future.

Contents

Key summary **3**
Introduction and method 3
Stories of Most Significant Change 3
Learner Survey 3
Further reflections on the programme and evaluation 4
Introduction and method **5**
Introduction and aims 5
Breaking the Mould 5
Most Significant Change 5
Learner survey 6
Staff reflection session 6
The Stories of Most Significant Change **7**
The selected stories 7
Further stories 9
Common themes across the story selection 10
Learner Survey **12**
Academic self-efficacy 12
Knowledge of higher education 13
Consideration of future options 14
Reflections **16**
Programme delivery 16
Evaluation delivery 16

Key summary

Introduction and method

The Breaking the Mould programme engaged with 60 Year 8 boys across four schools in Cumbria, and learners took part in a series of trips and reflective sessions as part of the programme. The programme was evaluated using a combination of the Most Significant Change method, a participatory approach to evaluation through story-telling, and a learner survey based on TASO's ASQ.

Stories of Most Significant Change

Four overarching themes arose through the story collection, indicating where learners felt the programme had the most impact: increased confidence in their future, exploration of careers, time and space for exploration, and changing aspirations. Discussions around the stories gathered from learners highlighted a number of key valued impacts from the programme. Stories were particularly favoured when they featured:

- Learners challenging pre-conceived ideas about what their future should look like;
- Learners considering their future options more flexibly than they had done before;
- Exposure to new experiences and opportunities; and
- Reflection on what they had learned and how that applied to learners' futures, not the act of learning something new in and of itself.

In many stories, learners did demonstrate some change in their thinking, however, these were often not selected because the change was too small or too focussed on one way of thinking. Concerns were raised about how achievable it was to consistently create the desired level of impact in learners, given their differential starting points, age and the length of time the programme engaged with them, and led to discussion about the need for a progressive follow-up with these learners.

In some instances, learners also demonstrated that their thinking had changed but not in the way the programme intended by moving from one fixed idea of their future to another fixed idea of their future. This may in part reflect some of the challenges around delivering reflection sessions during the programme and suggests the need to review the delivery of these in the future.

Learners' ability to articulate their thoughts around the programme and its impact was also discussed during story selection sessions, and this was further reflected in conversations about learners' engagement in the evaluation. In the future, further training for learners on their participation and the incorporation of creative methods to tell stories was considered.

Learner Survey

The learner survey shows a small significant increase in learners' academic self-efficacy, driven by learners' increased confidence that they could get the exam results required to progress into higher education and that they had the academic ability to do well in higher education. Learners' knowledge of higher education showed a medium increase, with higher levels of learners reporting that they knew what studying in higher education would be like and how it would differ from school or college.

However, learners' intention to enter higher education decreased slightly between the pre- and post-surveys though this change was not significant. When learners were asked which options they were considering in the future instead, there was a significant increase in those who reported they were open to an undergraduate degree. The difference in these two outcomes may be driven by the former being more about concrete intention to enter higher education, whereas the latter focused on which options

they were considering but that they did not have to have decided on that yet. Notably, the latter measure is more aligned with the valued outcomes from the story selection around flexibility in learners' approach to their future.

Further reflections on the programme and evaluation

Further reflections on the programme and evaluation included:

- The impact that variation in buy-in from schools and organisations delivering the trips had on the experience of learners during the programme;
- The need to review the number of trips included in the programme;
- Review of the measures included in learner surveys to ensure understandability;
- Review of who undertakes interviews with learners and the provision of further training for those who do;
- Incorporating observational methods in future evaluation;
- Review of the intended programme outcomes aligned with findings from the story selection.

Introduction and method

Introduction and aims

Hello Future is the Cumbria consortia forming part of the OfS-funded Uni Connect programme. It is a targeted programme that works with local partners to reduce the gap between those least and most represented in higher education through the delivery of outreach activity in Cumbrian schools and colleges. It commissioned Alterline, an independent research agency, to produce evidence about the impact of Hello Future's Breaking the Mould programme.

The evaluation had two parts: the collection of stories of Most Significant Change and a pre- and post-survey exploring changes to key outcomes, including:

- Increased academic self-efficacy
- Increased knowledge of higher education
- Increased intention to enter higher education.

Breaking the Mould

The Breaking the Mould programme engaged with 60 Year 8 boys across four schools in Cumbria. Learners took part in a series of trips and reflective sessions as part of the programme, including trips to:

- The University of Cumbria
- BAE Systems
- A local further education college (based on the location of the school)
- The University of Lancashire.

Between trips, reflective sessions were held with learners, and a final celebration event was held at the University of Cumbria on completion of the programme.

The evaluation ran through the course of the programme and ethical approval for the evaluation was sought, and obtained, from the University of Cumbria.

Most Significant Change

Most Significant Change is a type of participatory evaluation which seeks to understand the changes a programme has produced that are most significant to both the participants in the programme and the stakeholders involved in its design, delivery and oversight.

Stories were collected by delivery staff across the duration of the programme through short, informal interviews using a semi-structured guide. During the interviews, learners were asked to reflect on what they had been involved in during the programme, what changes they felt had occurred as a result of the programme, and why those changes were significant to them.

As this was the organisation's first time using this method, domains of change that staff were looking for were not defined at the outset, and instead staff were instructed to collect stories which related to any topic of change. This means that learners were selected to take part in these interviews either because delivery staff observed high engagement during trips and activities, or learners themselves volunteered to take part.

During the celebration event, further stories were also gathered through peer interviews. Learners were provided with a selection of questions to guide the interviews, and a member of staff was available to support learners during this process. These interviews served a dual purpose (collecting stories and preparing learners for the afternoon session at the celebration events), meaning that not all interviews

resulted in stories relevant to the evaluation. Only examples of changes which occurred as a result of the programme were taken forward for the purpose of the evaluation.

In total, 31 stories were gathered from 20 learners. These stories were then reviewed and thematically organised into four domains:

- **Confidence in my Future (9 stories)**: Stories which demonstrated that learners had increased confidence about their future options, including in their GCSEs, further education, higher education and in their career path.
- **Exploring Careers (8 stories)**: Stories in which learners discussed the careers they were exploring and the impact the programme had made on their considerations.
- **Time and Space for Exploration (7 stories)**: Stories in which learners discussed the time and space provided by the programme to explore careers and the impact of this. This was a broad ranging theme which focused specifically on the impact that having time and space to explore had, as opposed to the actual exploration itself (which was contained within the Exploring Careers domain).
- **Changing Aspirations (7 stories)**: Stories in which learners demonstrated a move towards considering or wanting to pursue higher education.

These stories were taken into a story selection committee made up of operational team members, with the aim of reducing the number of stories under each domain to five. Participants in the story selection read each of the stories under the domains, voted on the stories, and discussed their reasons for selecting or not selecting each story. Where consensus was not reached in the first vote, a second vote took place.

The stories under each domain with the most votes at this point were taken into a second story selection committee with Hello Future's Executive team. Four stories across the first three domains and five stories in the Changing Aspirations domain were reviewed in this committee. The second story selection committee reviewed these stories and voted on the singular story that demonstrated the most significant change under each domain.

Learner survey

A survey instrument was designed using TASO's ASQ to measure the outcomes in the theory of change and a further question was designed to understand which pathways learners were considering for their future.

Three surveys were administered during the course of the programme: a pre-survey during the University of Cumbria trip, a mid-survey during the BAE Systems trip, and a post-survey during the University of Lancashire trip.

In total, 35 learners completed the pre- and post-surveys. Due to differential uptake in the mid-survey, 25 learners could be matched across to the mid-survey and, given the low numbers involved, results have not been analysed across the mid-survey as it was unlikely to be able to detect any change over this period. In future evaluation activities, it is recommended that the mid-survey is removed to ensure better uptake.

Staff reflection session

A reflection session was also held with operational staff to discuss what had gone well about the programme and evaluation, and areas which could be improved upon in the future. The reflections from this session are included for contextual information throughout this report.

The Stories of Most Significant Change

The selected stories

A single story was selected to represent the most significant change under each domain. In three domains, the selection was unanimous among the second story committee members and aligned with the most popular stories from the first story selection committee. This demonstrates high alignment across the organisation in the valued outcomes of the programme in terms of how it builds confidence, allows learners to explore their future options, and provides the time and space for that exploration.

The domain which had higher variation in opinion was Changing Aspirations. In the second story selection, all but one member of the committee voted for this option, though it was noted that this was not because the selected story was not powerful, but because another story resonated with this individual more. This also reflected mixed feelings about the stories under this domain from the first story selection committee, with little consensus on which were the most powerful examples under this domain.

Confidence in my Future: Story of Most Significant Change

"I think Breaking the Mould is a good thing because a lot of people can go to college or uni and I've learnt more about what I can do. All I knew before was just when you do good, you have a chance to go to uni. But now I realise that if you try your hardest to get a job, you're really likely to get it.

I've thought about going to uni but I didn't know if I was able to. Before, everyone I talked to about it didn't believe in it. But when I went to the University of Cumbria, I believed I could. I was talking to one of the staff and they said about someone else who didn't believe they could do it, and then they do, so I think I can too. That was the first time I'd ever been to a university."

Reasons for selection:

This story provided clear evidence of a transformed mind-set, from self-doubt to self-belief, and a move towards feeling that university is a space for them. It was considered to represent the entire rationale behind the Breaking the Mould programme. There was also a clear link between their changed mindset and the activities they had taken part in during the programme – visiting a university and speaking to others about similar experiences. This demonstrated that the programme was providing the right opportunities for young people.

There was also much discussion about how the learner expressed themselves during this story, which contributed to its selection. It left people with a warm feeling because it was an emotive and authentic story.

Exploring Careers: Story of Most Significant Change

"The significant thing about Breaking the Mould would be giving people more options to explore for what they want to do later on in life. Just opening your mindset and giving you more ideas on what you want to do. I think I've changed in creativity and mindset. My Dad's teaching me to do butchering but I don't know if I want to do that either. I think I'd like to do more creative stuff like building or fixing, like a mechanic."

Reasons for selection:

This story was considered a concise and powerful reflection on what the crux of the programme is: enabling learners to 'break the mould'. As an example which highlighted a challenge particularly prevalent in the region, the way in which this learner was questioning the expectations of their family and a path they were being shown was powerful. Compared to other stories, this learner also demonstrated that they had not, through the programme, become fixed on a particular path, but instead was open, flexible and willing to engage in the uncertainty which is to be expected at this stage in their career journey.

Time and Space for Exploration: Story of Most Significant Change

"I've enjoyed all of the opportunities and seeing all the opportunities and also having more time to speak to my friends more about it. And also going out of school to see more things, more than others normally do. I've spoke to my friends more about our futures and stuff and what we're all going to do in the future. It's just opened my future to more things. Honestly, I didn't actually know [about the University of Cumbria] until I went. I thought it would be further out of Carlisle. I knew Brampton Road was there, I didn't know it was a University."

Reasons for selection:

This story demonstrated two desirable impacts of the programme. First, the opportunities provided for this learner to speak with their peers about their future, and the permission and space which enabled that. This was particularly valued because of the known influence of peer-to-peer support and the potential that this learner could further impact others outside of the programme with their new knowledge.

Second, exposing the learner to a local university, which they were familiar with the place but not the fact that there was a university there, showed that the programme helped this learner to understand that universities are closer to them than they think, and that universities outside of the well-known ones exist.

Changing Aspirations: Story of Most Significant Change

"It's made a difference to me because basically I wanted to do woodwork and joinery but I went to BAE and the universities and it's opened a lot more doors of what jobs are linked to woodwork and joinery that I can do in the future. Basically, originally I wanted to do an apprenticeship but now I also want to do an apprenticeship still but I also want to do a degree. I want to do a degree in the future as well because if I get a degree, I'll be able to do more jobs linked to that in the future and stuff. It's important to me because, say I had one job, since I had other ideas in the future, I could work up to more higher jobs and keep moving up until, you see what I mean? Going to the universities and colleges and stuff, because all of the universities and colleges, they had a bunch of other jobs that I could do as well, instead of construction and stuff."

Reasons for selection:

This story was selected because it demonstrated how the programme had opened this learner's mindset to different options. Even though they had not made a decision on an exact pathway, they recognised a journey that they could take, and that higher education does not have to be completed immediately. This clear change in aspiration was brought about by the learner engaging in long-term thinking, by considering their ambitions beyond getting a job, and by recognising that their future career is not fixed.

Unlike other stories, this learner also had an existing career interest, and their participation in the programme expanded that interest, rather than made them change their mind about what they wanted to do. This made the story feel more authentic.

Further stories

Two further stories were gathered during the staff reflection session based on observations from staff involved in the programme. This means that they had similar themes to those captured in the story collection phase, however, they demonstrated different outcomes:

Story 1 – Openness to new opportunities

A member of school staff involved in the programme noted that two learners had later gone on a school skiing trip. The member of staff did not believe that these learners would have gone on the trip without their involvement in the programme, and felt that their experiences of going on trips outside of school and engaging with others outside of their friend group had improved their confidence and willingness to explore new opportunities.

Story 2 – Application of learning through the programme to other environments

Through a different programme, a member of staff was running a workshop which included learners involved in the Breaking the Mould programme. During one of the activities, these learners discussed one of the activities they took part in during Breaking the Mould, and how they could approach the problem they were tackling in that workshop through a similar method. This demonstrated that learners were taking their learnings from the programme and applying them within other areas of their education.

Common themes across the story selection

Challenging pre-conceived ideas

There were many examples across the stories where learners challenged pre-conceived ideas. These may have been ideas about what university or workplaces are like, ideas about who they are and what they are good at, ideas about what pathway they should take (particularly those conforming to entrenched local challenges around desires to go directly into work, pursue competitive apprenticeships, or pursue specific vocational career paths), and the opinions of family members or friends. When stories demonstrated this, both story selection committees commented on this element of the story as a positive focus.

Flexibility

Overall, flexibility in mindset was valued over learners taking away from the programme that they should go into a specific career or educational pathway. When stories demonstrated that learners had become fixed on a pathway as a result of the programme, members of the story selection committees tended to question whether this was the intended aim, particularly given the age group that Hello Future is working with. Instead, stories which demonstrated that learners were open to the range of opportunities available to them and had not settled on a specific pathway yet tended to be received more positively.

Exposure

Stories which demonstrated the exposure the programme gave learners to new things and new opportunities were valued, including the ability to visit universities and the ability to speak to peers about their future.

Movement from learning to reflection

Stories which demonstrated that learners had learnt about new things were often not powerful in and of themselves, despite increased knowledge of higher education being a key outcome of the programme. Instead, the stories where the learner had moved beyond the things they had learnt and started to reflect on what that meant for them and their future options were more valued.

Novel takes on the programme

While stories which offered novel takes on the programme were not often selected, often due to lack of development in the learners' thinking, they did create discussion and reflection. For example, one learner reflected on the independence they would have if they went into higher education, in a way which did not conform to the usual stereotypes of financial independence. Another learner discussed how they had gained confidence speaking with others as part of the programme. These more isolated examples often demonstrated a wider range of impacts of Breaking the Mould, however, there was a need to further solidify the impact of these for learners, and move them into understanding how this applied to their future.

The desired level of impact

Stories which focused too heavily on one particular activity or trip within the programme were less compelling as they were too narrow in scope. While these stories did often show that learners had changed in their thinking, the thinking was often too focused on specific learning from a single trip, rather than benefitting from the wider range of activities in the programme. This was also the case when learners demonstrated a change which was quite vague (e.g. realisation that they could do whatever they wanted when they grew up, but not necessarily what they wanted to do), as it did not push learners far enough.

There was, however, much debate about whether, given the year group the programme is aimed at and the low baselines some learners had in terms of their career exploration, these types of change should

be considered sufficient in and of themselves. However, it was agreed that this evidenced that the level of activity with learners was not enough to move many learners towards the desired level of impact, and a progressive follow-up with this group would help to take learners further on this journey.

Leaning into narratives the programme seeks to dispel

While some learners did demonstrate a change in their thinking around their future options, if this had moved the learner towards a different but rigid pathway, this was less valued. For example, in one story a learner moved from wanting to go directly into work after school, towards an apprenticeship. However, this was less valued because their motivation for being an apprentice still revolved around pursuing financial independence immediately and did not demonstrate a flexible approach to their future. Another example was of a learner who had moved from wanting to go straight into a job to wanting to go into higher education; however, because this was framed as a binary choice between a job and university, there were concerns that this learner had not taken away the message the programme sought to deliver.

Learners' level of articulation

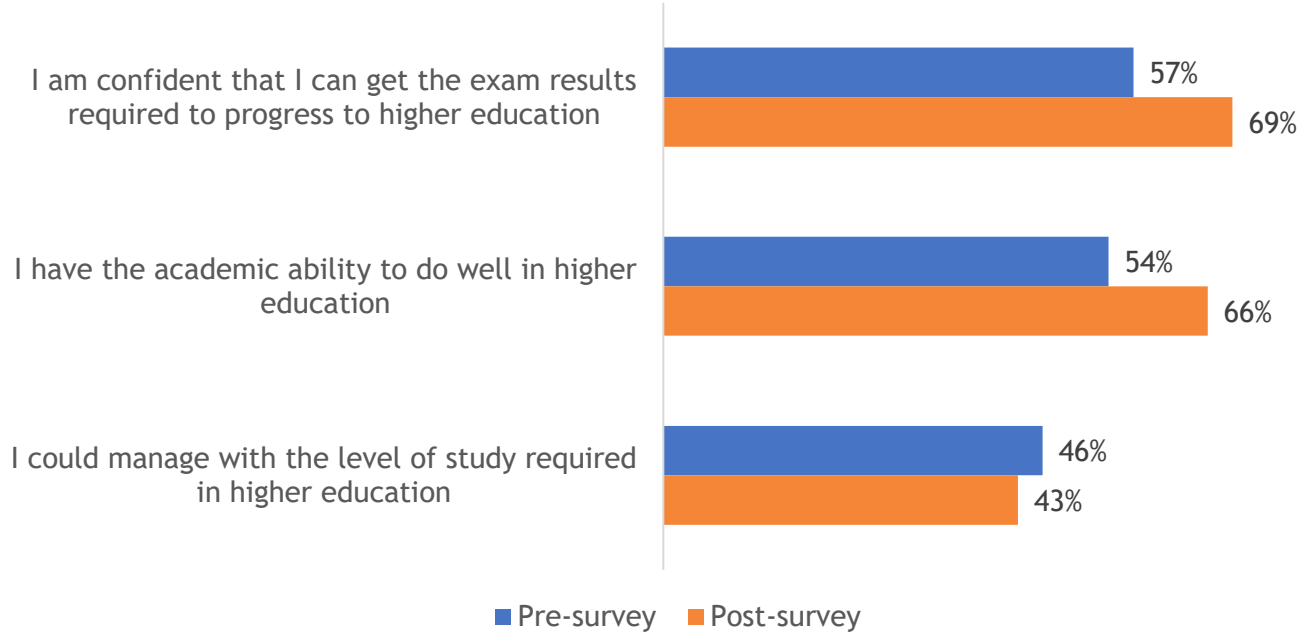
Some learners were more able to articulate their thoughts and feelings than others, and stories where learners were unable to articulate their thoughts clearly, or did so too clearly, tended to be questioned. Challenges that came up with these stories included being unable to genuinely understand the change that the learner wanted to express or feeling that they lacked authenticity. However, it was also recognised that learners in this age group may struggle with this, and indeed a key component of the programme was to work on learners' oracy skills.

Learner Survey

Academic self-efficacy

Learners' academic self-efficacy saw a small significant increase from 3.47 in the pre-survey to 3.66 in the post-survey (p=0.047, d=0.317). The items which increased, and were therefore driving the significant change in scores, were learners' confidence that they could get the required exam results (57%, compared to 69%) and learners' confidence that they had the academic ability to do well in higher education (54%, compared to 66%).

Agreement to the academic self-efficacy items (sample size=35)



The two measures which changed aligned with stories learners provided about changes to their levels of confidence, which focused on their changing attitudes to what studying in higher education was like and how that influenced their thinking about whether they would fit in there, and their increased understanding how GCSE attainment impacts their future options.

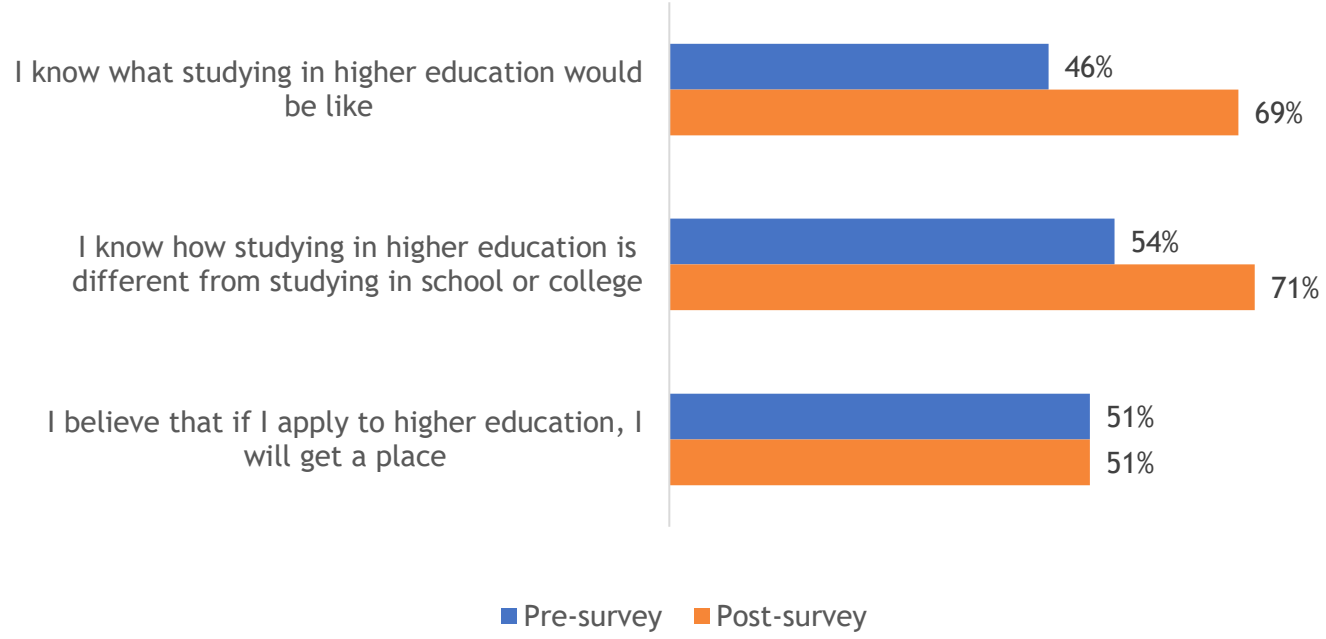
"I think I've learnt quite a bit because I've gained the confidence that I can do whatever I want when I grow up. The biggest change this project has made for me is that you have more opportunities than you think. For example, when you have low GCSE grades, there's still job opportunities for you. And if you're smart, and you have like 5, you can earn higher and better jobs and there are a lot of opportunities depending on your GCSE grades."

However, learners often did not demonstrate an understanding of the level of work involved in higher education when telling their stories. Their comments on this element often related to having a better understanding that university work can be creative and practical, and is not always about writing essays. This may explain why this measure did not increase and, in future planning, consideration should be given to whether this is an important outcome and, if it is, how this can be further developed within the programme.

Knowledge of higher education

Learners' knowledge of higher education saw a medium increase from 3.37 in the pre-survey to 3.69 in the post-survey (p=0.005, d=0.525). This change was driven by an increase in learners reporting that they knew what studying in higher education would be like (46% compared to 69%) and that they knew how studying in higher education would be different from studying in school or college (54% compared to 71%). While these changes were not statistically significant, there was a significant decrease in the proportion of learners who disagreed they knew what studying in higher education would be like (37% compared to 11%).

Agreement to the knowledge of higher education items (sample size=35).



Belief that learners could get a place in higher education was unchanged between the two surveys (51%). In the stories, when learners discussed increasing in confidence, this was often not in relation to getting into higher education specifically. Instead, they described increased confidence that:

- There is a range of options available to them to get a good job in the future;
- They could work out how to pursue those options;
- They could learn the skills needed to get a good job in the future;
- Good job opportunities would be available to them regardless of their GCSE performance if they work hard;
- They have the knowledge needed to make their GCSE choices; and
- They can become more comfortable communicating with others and speaking out.

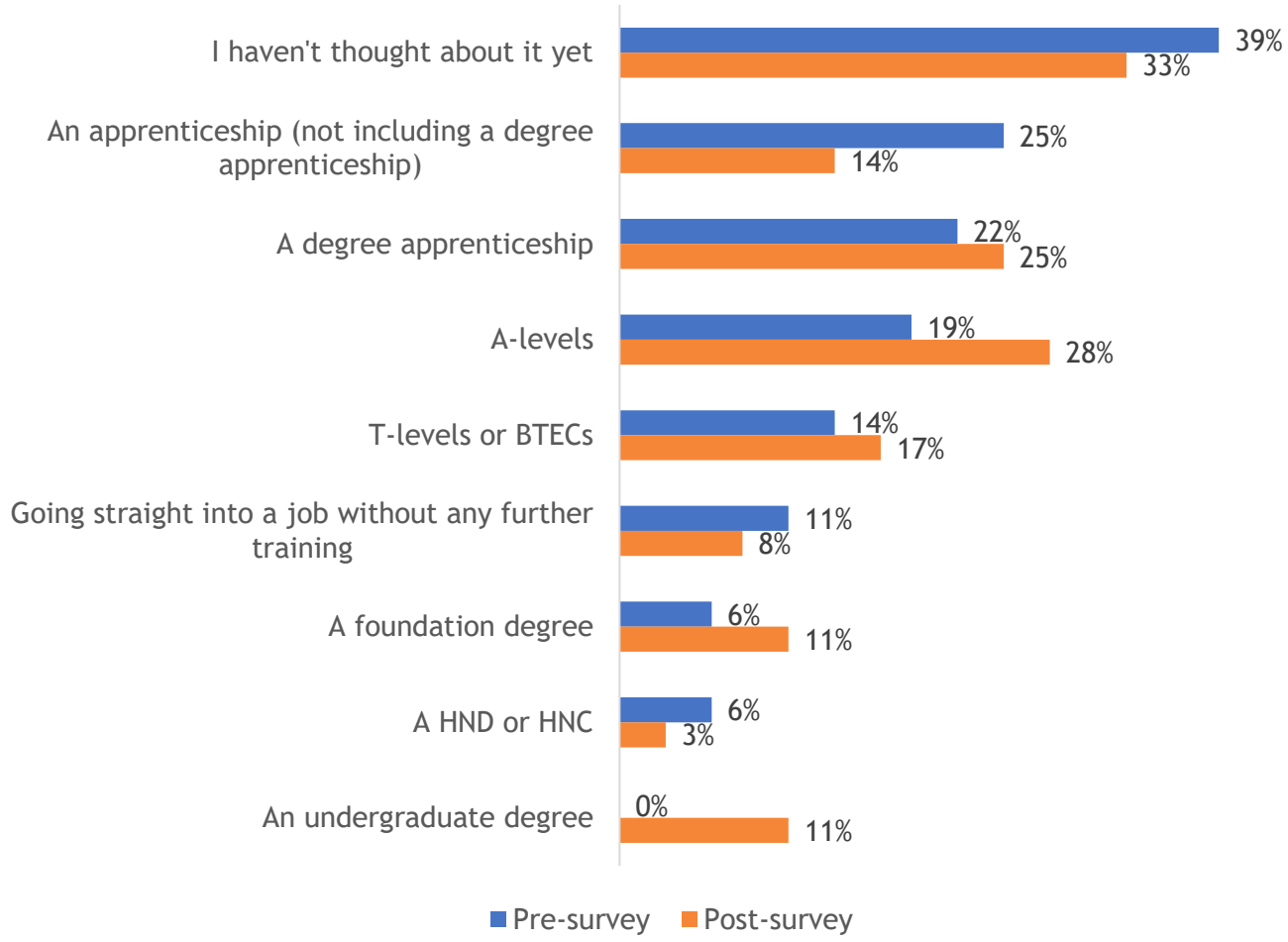
Such examples demonstrate the impact of the programme on confidence, though it is noted that many of these examples would need to be instilled within learners before they considered whether they could get a place in higher education. This particular measure may not be meeting learners where they are, and consideration could be given to whether it is an appropriate outcome.

"I think Breaking the Mould is a good thing because a lot of people can go to college or uni and I've learnt more about what I can do. All I knew before was just when you do good, you have a chance to go to uni. But now I realise that if you try your hardest to get a job, you're really likely to get it."

Consideration of future options

There was a slight decrease in learners' intent to enter higher education between the pre- and post-surveys (2.64 compared to 2.42), though this decrease was not statistically significant. When learners were asked which options they were considering for their future, however, there were a number of differences between their responses in the pre- and post-surveys. Fewer learners reported that they had not thought about it yet (39% compared to 33%) and that they were considering an apprenticeship (25% compared to 14%). More learners were considering A-levels (19% compared to 28%), a foundation degree (6% compared to 11%) and an undergraduate degree (0% compared to 11%). The only change which was significant, however, was consideration of an undergraduate degree (p=0.04).

Options learners were considering in their future (sample size=35).



There are several reasons that may explain why learners' intent to study in higher education declined, yet their consideration of an undergraduate degree increased. Firstly, delivery staff noted that learners did not always understand the term 'higher education', which may have impacted their responses.

The second possible explanation relates to the difference in focus between the questions: the intention to study in higher education question asked learners about active interest in pursuing higher education, whereas the multiple selection question asked learners to indicate which options they were considering, without needing to have decided specifically to pursue that option. This could suggest that learners were becoming more open to higher education pathways, but not necessarily fully committed to one. This is supported by the story collection, where most learners did not express a concrete desire to go

into higher education as a result of the programme, but rather were more open to exploring the options available to them.

"I thought you could only go to uni for a certain amount of things. But now I found out there are 100s and 100s of courses to go on. I realised this on the University of Cumbria trip because that was the first one. My mam told me it was just for people who like to draw, but when I went there it was more than drawing. Then when I went to the Uni of Lancashire, it showed that there was a lot to offer there. If I wanted to do a certain subject, it's likely it's going to be there."

"From the beginning, before it, I wasn't really expecting much. Just like five subjects every place we went and not to learn anything really. But after, I learnt a lot and seeing new subjects that I could do. Before I only knew that GCSEs and A levels. But now I know, we learnt about T levels, we learnt about apprenticeships. We learnt a lot about that. I've enjoyed knowing I have a lot of options if I do good and there's more subjects than I thought there was in colleges and universities."

Reflections

Programme delivery

While staff overall felt that the programme was successful, a number of delivery challenges were noted. Buy-in from schools and the universities or colleges involved in the trips could be variable. When staff at schools or those running the trips were bought into the programme and outcomes, this created a more positive experience. This meant that further stories about the impact of the programme were shared and also meant that the trips delivered aligned closely with the intended outcomes of the programme.

However, this was not always the case, and staff noted that when schools were not as engaged in the programme or did not know the learners well, this could impact the ability to deliver the programme and evaluate its outcomes. Further, if those running the trips were not sufficiently bought in, this could lead to variable experiences for learners.

Contributing to the variability in delivery were also staffing challenges from within Hello Future, which meant that some learners worked with different people across different activities, whereas others had a more consistent delivery team.

Reflection sessions could also be challenging. When dedicated lesson time was provided for these, they worked best. However, some were delivered during form time, which meant insufficient time was allocated and attendance was lower. Some reflection sessions were delivered immediately after trips, when learners were tired, and this impacted behaviour in the sessions, particularly when paired with school staff who were less engaged in the programme.

Each of these factors has the ability to enhance or reduce the impact of the programme, however, given small sample sizes involved in the programme and its evaluation, it is not possible to look at the data at a school level to understand what impact these factors had. Suggestions to mitigate against some of these challenges in the future included reviewing the number of trips learners were involved in and having a trip dedicated to reflection, which could take learners out of the school space and allow them the time and space to reflect properly on their involvement.

Evaluation delivery

The use of Most Significant Change was positively received overall. The approach had engaged with a wide range of stakeholders who were excited about their involvement in the evaluation. This, in turn, had generated excitement about Breaking the Mould itself. The evaluation itself was considered well embedded into the programme, meaning that the learners knew what was expected of them and that they would be asked to contribute to the evaluation throughout their involvement. However, it was also considered to be challenging by staff involved in the interviews, and future evaluations should review who is involved in the learner interviews and consider further training in the interview method.

There were questions over learners' engagement with the evaluation – both the surveys and the interviews. Concerns were raised that, although the survey questions used were validated with learners in this age group, learners did not necessarily understand the questions being asked or why they were being asked. This meant that learners varied in terms of their level of engagement with and consideration of the survey questions, which could have impacted the types of change observed within the learner survey.

There were also a range of factors which impacted learners' engagement in the interviews. Timing potentially impacted this, with learners being asked to contribute to stories after they had taken part in long trips and their attention was dwindling. External factors, such as the summer's heatwaves, also contributed to learners being reluctant to engage. Staff observed that learners who had expressed

positive sentiment towards university during trips would then say that nothing had changed in their thinking during interviews, which they attributed to learners' reluctance to be involved in the evaluation. Differential levels of maturity among the learners was also considered to be an explanatory factor for this.

While this potentially prevented a wider range of stories from being collected, it should be noted that the evaluation was successful in capturing a large number of stories relative to the pool of learners involved, and positive changes which occurred as a result of Breaking the Mould. As the approach is participatory, the process is also reliant on willingness to tell these stories of change and, as a result, it is recognised that this is not a method which seeks to measure all programme impacts holistically or the extent to which any impact has occurred. However, for a more holistic evaluation approach in the future, there may be a need to incorporate different approaches into the evaluation, such as greater reliance on staff observation.

This also raised questions around the information learners received about the evaluation itself and whether this sufficiently prepared learners for their involvement, what was expected of them, and how best to contribute to this. Learners received a programme pack at the start of their engagement, which included participant information about the evaluation, and this was referred to during interviews with learners. However, it was felt more pre-work could be done with learners to help them understand why the evaluation was taking place and what types of things they might reflect on to prepare them for the conversation. Use of different methods, such as creative methods including drawing or building using Lego, were also mentioned to help learners better articulate their thoughts about their involvement in the programme.



Alterline

0161 503 5760 ◆ alterline.co.uk ◆ @AlterlineAction