

Support For Schools Pilot Activity Evaluation Report

**Social Futures Institute
School of Social Sciences, Business and Law
Teesside University**

September 2015

Dr. Ewan Ingleby
Tel: 01642 738161
Email: E.Ingleby@tees.ac.uk



Contents

Summary	3-4
Introduction and Background	4-6
Aims of the Evaluation	6-7
Research Approach	7-9
Ethics and Outputs	9-10
Key Findings	10-16
Conclusion	16-17
References	18
Appendix 1- Research Ethics From	19

Summary

The research evaluation has taken place from January - September 2015. The purpose of the research evaluation is to provide an assessment of the pilot project in view of the funding constraints that are currently being experienced by Middlesbrough Council (the evaluation had to be curtailed due to these funding restrictions). The evaluation has explored the views of selected participants associated with pilot project in order to reflect on what has been achieved as well as being able to make recommendations on how to develop the project in the future. The aim of the project is to improve the employability prospects of secondary school pupils within the Tees Valley region. Two local secondary schools have taken part in the pilot in Middlesbrough (Macmillan Academy and Outwood Academy). One of the schools (Macmillan Academy) has higher than average KS2 prior attainment scores (as noted in the proposal for the evaluation in December 2015, the Ofsted visit in May 2013 officially concluded that Macmillan Academy is a 'good school'). In contrast, Oakfield Community College was previously deemed as being a 'failing' school. It was replaced by Outwood Academy in September 2013. The pilot project has attempted to discover if there has been a raised awareness of employability in both of these school contexts. The evaluation has explored the effectiveness of the pilot project. The researcher (Dr Ewan Ingleby) has adopted a qualitative inductive methodological approach in gathering the research data. As well as being part of the formal Council meetings about employability from January-June 2015, a series of loosely structured interviews were completed with key participants through July 2015. These interviews were transcribed professionally and NVivo 10 software was used to identify key themes mentioned by the research participants about the successes and weaknesses of the pilot project. The evaluation is based on delivering a 'proof of concept', in other words, a reflection on the feasibility of the pilot project. This reflection has been generated by attending meetings about employability with key stakeholders in Middlesbrough Council through 2014-2015, the research interviews and the subsequent identification of key themes from the research participants. All the participants have identified aspects of good practice alongside making suggestions for improving the pilot project. A key outcome of the evaluation is to offer recommendations for the potential 'scaling up' of the pilot project in order to help develop the employability potential of secondary school children in Middlesbrough and the wider Tees Valley. This occurs through the

presentation of four key research themes that are presented from page 10 of this report.

Introduction

Dr Ewan Ingleby, on behalf of The Social Futures Institute (SoFI) at Teesside University submitted a proposal to evaluate the school pilot project to Middlesbrough Council in December 2014. The Council considered this proposal at a meeting on Friday 12th December 2014 and agreed to support Dr Ingleby in evaluating the pilot project. It was acknowledged that this initial evaluation holds the potential to influence the direction of future opportunities for secondary school pupils in Middlesbrough and the Tees Valley. The evaluation has aimed at considering the strengths and weaknesses of the pilot project. Dr Ewan Ingleby was chosen to do the evaluation as he has previously completed evaluative work in education as part of a developing pedagogy and practice grant from the HEA (Higher Education Academy).

Background

The pilot project has attempted to address a particular problem within Middlesbrough (the youth unemployment rate in Middlesbrough). When the proposal to evaluate the project was submitted in December 2014, the youth unemployment rate in Middlesbrough was 8.9%. This equates to 1,465 young people (nomis-official labour market statistics: Office for National Statistics, April 2014). There are a number of challenges for young people in Middlesbrough who are seeking employment. There are jobs that are available, but the ability of young people to secure these jobs poses particular challenges as they require particular sets of skills. A further challenge appears to be that the young people in Middlesbrough are competing with other jobseekers from other areas. This makes employability in Middlesbrough a complex issue. A key challenge appears to be developing awareness of employment opportunities and providing young people with the necessary employability skills that employers need. These points have been raised frequently during the youth employability meetings at Middlesbrough Council through 2014-2015. It appears that young people do not have access to the required labour market information, advice and guidance to meet current and future employment opportunities. Like many other towns and cities in the north-east of England, job vacancies have also declined. In

Middlesbrough, there was a decline of job vacancies from 1000 in September 2013 to 500 in August 2014 (Labour Insight Variances Report September 2014). These vacancies are also in specialist areas (29.3% in 'human health and social work' and 18.5% in manufacturing).

In view of these challenges, the pilot employability project was devised by Middlesbrough Council and implemented in two local secondary schools from 2014-2015. The pilot project aims to enable schools and businesses to come together and work together in order to identify key issues that need to be addressed if youth employment is to be improved. The project is informed by a philosophy of encouraging interagency working between various stakeholders. A key aim of the pilot project is to raise awareness of employability skills in young people and to make connections between schools and businesses. The pilot project attempts to improve the following:

- To bring business and schools together to identify key issues to resolve in order to improve youth employment in association with key partners.
- To carry out effective joint planning.
- To ensure all relevant partners are involved and can contribute.
- To identify how issues can be resolved by partners.
- To ensure an appropriate evaluation process is established to ensure success.
- To develop a plan for rolling out the pilot.
- To provide effective and evidence based information advice and guidance for students including careers advice.
- To support effective work experience provision for schools and colleges.
- To roll out findings and best practice at the earliest opportunity.

The evaluation of the pilot project has been informed by a number of key principles within Middlesbrough's Youth Employment strategy (2014). This strategy attempts to ensure that the number of young people who are in employment, education and training in Middlesbrough continues to rise. An emphasis is placed upon ensuring that the employment rate is increased among young people so that they are able to maximise their economic contribution to Middlesbrough and the Tees Valley region. In order to help this work, the evaluation has explored the views of key stakeholders

regarding the strengths and weaknesses of the pilot project. The challenges of ensuring maximum youth employment is a key consideration for many organisations in Middlesbrough. This has been noted during all the meetings with Middlesbrough Council's Youth Employment group through 2014-2015. Despite the introduction of a number of initiatives and a significant amount of funding to address youth employment in recent years in Middlesbrough, there is no clear strategy for dealing with this issue. Previous initiatives and funding sources have been likened to a temporary 'sticking plaster' as opposed to providing a clear solution for enhancing employability in Middlesbrough. In contrast, the pilot project has attempted to move away from this approach by addressing the fundamental root causes of the problem of youth employment. In essence, this evaluation makes a contribution to developing potential long-term changes in other schools in Middlesbrough.

Aims of the evaluation

The evaluation has explored the effectiveness of the pilot project by considering how well schools and businesses have come together in helping to reduce youth unemployment. As previously mentioned, the researcher adopted a qualitative inductive approach to the evaluation and conducted loosely structured interviews with five key individuals who have been involved with the project. These research interviews were triangulated by attending all the meetings of the youth employment group at Middlesbrough Council from December to June 2015. The interviews occurred in July 2015 as this enabled the research participants enough time to reflect on the effectiveness of the pilot project. The evaluation aims to improve the eventual project design by providing feedback about how successful the project has been in achieving its objectives. The methodology mirrored previous qualitative research in education completed by the researcher (for example Ingleby 2015 a & b and Ingleby 2014). The methodology also mirrored other successful evaluative projects that have been completed within the research institute (for example Jarvis 2014a & b). The ultimate intention led to the development of a 'proof of concept' so that larger scale interventions become possible upon completing the pilot project.

Upon considering the objectives of the pilot project as discussed during meetings of the youth employment group at Middlesbrough Council, the specific aims of the evaluation became clarified as follows:

- To consider whether a different way of working with young people, schools and employers leads to the development of key employability skills.
- To consider how schools and businesses can be supported to work differently.
- To assess the barriers to information sharing and how can these barriers be reduced in the future.
- To consider how the pilot project can be 'scaled up' in the future.

This final report is made up of the following key components:

1. A proposed 'theory of change' in order to develop the pilot project.
2. The presentation of qualitative data in order to reflect on the strengths and weaknesses of the pilot project.
3. Recommendations for how to 'scale up' the project over time.

Research Approach

As mentioned previously, the research is based on a qualitative inductive approach.

The following key components make up the evaluation process:

1. Qualitative fieldwork with key informants.
2. Analysis of this qualitative data in order to provide an effective evaluation of the pilot project.
3. Data synthesis and triangulation upon considering what has been discussed during the youth employment meetings at Middlesbrough Council.

The overall aim of the evaluation is to provide a summative assessment of the pilot project. The evaluation has:

- Identified positive achievements- all the interviewees commented on the positive aspects of the evaluation.
- Contributed to the development of the project in the future.
- Identified challenges in information sharing/ collaboration/ implementation.
- Highlighted key issues in developing employability skills for secondary school pupils in Middlesbrough.
- Provided initial recommendations for how to develop the project in the future.

The researcher has liaised regularly with those involved with the project in person and via email and telephone. The research approach was based on the following main elements:

- Evaluation of the support for schools programme.
- Interviews with key stakeholders/ decision makers (Macmillan Academy, Outwood Academy, and a representative employer).
- Triangulation of findings via attending meetings of the youth employment group at Middlesbrough Council.

The research questions have been answered as follows:

Research question/issue	Research method/s
Assessing the effectiveness of support for schools pilot activity	Completion of interviews with stakeholders.
Identify - and aim to achieve consensus on - the 'theory of change' for implementation of the intervention	One to one, face to face, qualitative interviews with key stakeholders.
Understand the issues / challenges / opportunities of new way(s) of working	One to one, face to face, qualitative interviews with stakeholders involved with the support for schools pilot activity.
Establish the 'acceptability' of intervention for stakeholders leading to improved impact	One to one, face to face, qualitative interviews with stakeholders participating in the support for schools pilot.
Assess information-sharing processes and make suggestions for improvement	One to one, face to face, qualitative interviews with stakeholders involved with the support for schools pilot.
Consider how staff can be supported to work differently	One to one, face to face, qualitative interviews with stakeholders involved with the support for schools pilot.
Identify lessons for good practice going forward	Synthesise key findings to highlight lessons for good practice

Identify recommendations for 'scaling up' going forward	Synthesise key findings to inform plans for future delivery, as part of the support for schools programme.
Overall evaluation of proof of concept and process	Synthesis of all the above

Ethical considerations, confidentiality and data protection

The researcher ensured that the work was completed according to the highest ethical standards. The research project was approved by the research ethics committee of the School of Social Science Business and Law at Teesside University. The ethical protocols associated with the research were outlined to all the participants. Information given by respondents during the interviews has been kept strictly confidential by following the ethical protocols of the school of social sciences business and law at Teesside University (please see the ethical approval form in Appendix 1). All the participants were asked to sign the consent forms ahead of being interviewed.

All the interview recordings have been kept securely during the course of the research. The tapes, transcripts and data in other forms derived from these will be kept for 5 years in a secure archive leased by Teesside University and then destroyed. All participants will be asked to give their consent to participate prior to taking part in the study. The anonymity of all participants is guaranteed. However, it is recognised that because of the nature of the project, the situation may arise that readers of the report may be able to identify the participant as the sole person performing that role. As part of the ethical approval process the researcher will inform participants of this potential eventuality which will enable individuals to decide whether or not they wish to participate.

Outputs

The final outputs are this evaluative report and an academic paper that will be written through 2015-2016 and submitted to the academic journal Research In Post-Compulsory Education. The evaluative report presents:

- Qualitative interview data from key staff reflecting on the strengths and weaknesses of the pilot project.
- Reflections on how to develop the project in the future.

This final report represents the key findings of the formal evaluation.

Key Findings

These findings are based on the transcribed interviews. The professional transcription of the interviews from five key participants led to a data set of 18, 879 words. NVivo 10 was used in order to identify key phrases that were grouped into four main themes representing the participants' views. These themes are as follows:

- **The benefits of the pilot project.**
- **The challenges to the success of the project due to its current design.**
- **The challenges to the success of the project due to the school curriculum.**
- **The challenges to the success of the project due to the personal circumstances of young people in Middlesbrough.**

Key Theme 1: The benefits of the pilot project.

All the respondents made reference to the benefits of the pilot project in raising awareness of issues that link to employability. Respondent 1 noted that 'I think one thing that I've been particularly impressed with is the vision behind what they're trying to do in raising awareness of employability'. This respondent went on to say that the pilot project has the merit of drawing attention to the vacancies that exist within Middlesbrough and the Tees Valley. 'There are actually a number of vacancies in the Tees Valley area. I think you sometimes you get that impression that there aren't these vacancies' (Respondent 1). A key benefit of the project in the view of this respondent is the enhanced awareness of the importance of working together collaboratively through partnership. 'What they're trying to do is to identify issues to resolve so that youth employment can be improved in partnership with key local stakeholders' (Respondent 1). The pilot project is seen as representing an

opportunity for developing the curricula of the two schools who have engaged with the initiative.

I was struck really with how many employers were coming to the meetings and were wanting to engage with schools and were actually doing some really good things with the schools. We see it as an opportunity, really, to involve employers with the curriculum. (Respondent 1)

In particular, attention was drawn to the opportunity for the business studies curriculum of the schools to be developed.

We tailored it to looking in particular at business and the pilot project has been successful in developing a relationship with a local employer. It has been successful from that point view, it has forced us to think really carefully about the quality of the way we deliver employability skills as all of the units that are taught have got really strong links with local businesses. So really it gets teachers to understand what's happening with local businesses. (Respondent 2)

The respondents drew attention to the way that the project is a means of getting staff from the schools, the employers and the Council to come together and work to a shared agenda in raising awareness about employability.

They've had these meetings and what they're essentially trying to do is resolve this dilemma that seems to be the case at present at the Tees Valley -- there are vacancies, there are employment opportunities for young people, but for whatever reason these vacancies aren't being filled (Respondent 3)

The practical consequences of the dissemination of this shared agenda have led to a positive development for the schools' curricula in terms of employability.

We have had a full careers day where employers have come in and met our students in a carousel. We did that two weeks ago and it was hugely successful. Our careers advisors got in touch with the Council we were given a list of employers to touch base with. We already had quite a good bank of employers that our career advisors had built up anyway from September last year, so this has been really helpful in enriching the curriculum. (Respondent 3)

This contribution to 'enriching' the schools' curriculum appears to have resulted from the improved communication between the schools, the employers and the Council.

I think what's been interesting in some of the meetings that I've been to is that some of the employer representatives who have been there were very honest and they were saying things like 'well we get children who come to us in year nine and quite honestly what we tend to do with them is we get them to do a bit of photocopying or a bit of tidying up or something which isn't going to be at all challenging'. (Respondent 4)

The raised awareness of challenging issues in employability such as its definition and its purpose were commented on favourably by the research respondents.

I think if the employers actually come and they interact with the children and they are very good in the way they communicate, it is a way of helping the children to realise

that there are opportunities for them with those employers. It sows a seed in their minds.... that perhaps they've always wanted to do something or they've thought about something but they haven't necessarily thought 'oh well I could potentially do that with that particular group of people'. And that's seems to be the strength of that kind of partnership. (Respondent 5)

Key Theme 2: The challenges to the success of the project due to its current design

As well as commenting on the benefits of the pilot project, the respondents also commented on the challenges they have faced as a consequence of its current design. The project is regarded as being 'work in progress'. Although it is acknowledged that the stakeholders 'meet together and talk about what can be done to try to improve employability' (Respondent 1), all the respondents commented on the need to develop the project- in particular with regards to its pedagogical vision. This theme is expressed by 'Respondent 2'.

We're really still in discussions about how this can fit it into the curriculum at the moment, and the project certainly seems to hold the potential to develop employability skills and all sorts of things- but this hasn't happened yet.

The message given is that the pedagogical principles of the project need to be developed by the teachers, the employers and the Council. This successful development will take time.

You could probably say it would be better to fully evaluate the project after five years of bedding this in and then you've got a real chance of seeing the impact. What we still face a challenge with is resolving some of the traditional issues that have been associated with employability- like its definition and I think communication between partners and the perception of the academic role of the school vis a vis the employers in the project needs to be developed. What exactly are our roles? (Respondent 2)

Other employability projects were mentioned by the participants and these projects appear to be based on a clearer vision of pedagogy. Respondent 1 reflected on another employability project that he was familiar with. Those designing the project 'had travelled the world, looked at best practice and then created eight bench mark statements to guide what schools should be doing.' Within the pilot project, the precise definition of what employability refers to is regarded as being 'unclear'.

The word employability is often used in a way that assumes everybody understands what the term means and how somebody's is going to get those skills. As well as making links with employers we all need to know what we're trying to develop within the project. (Respondent 1)

This theme is supported by another respondent:

The starting point has to be what do you mean by employability and at times there's almost a lack of a clear definition of what that means. Is it that you are very good at

English or that you're good at maths and science, computing? Or is it more that you can look somebody in the eye and shake someone's hand. This precise definition of employability should be apparent in the project. (Respondent 3)

The need for 'longevity' (or 'being in it for the duration') was also identified by the respondents.

There is a huge barrier to employability skills as things stand at present- I mean, if you take the view that you're developing employability skills it can't happen through an hour here an hour there, it's a long game and the project can only work if you've got a really broad perspective on opportunities that can be engaged with. As the length of the project narrows, so those opportunities lessen. (Respondent 3).

The rationale behind the project needs to be established clearly. Exactly who is it for? What age will the students will they be when they begin the project and how long will they be involved with the project? Not all of the school settings have provision beyond year 11 and this is regarded by the respondents as an issue needing to be resolved.

I think a main difficulty we have is that we don't have post-16 provision and sometimes I feel like employers would rather engage with sixth formers or students who are in that post-16 setting because they have developed more? Has this been considered in the project as it stands at present? (Respondent 4)

This theme is reinforced by Respondent 1 who reflects that 'it's how you bring the teachers in to work with the players that's the most important point- I can't do this on my own'. Additionally it is recommended that 'past students' who have found employment are incorporated into the project:

We just received the Quality Award for our careers guidance and careers replacement education guidance and we spent all year building the evidence for it. And one of the strong points that came out of it was that in our links with employers we were bringing ex-students back in to demonstrate their work to our current art students to show them what they could go on and do. (Respondent 3)

Respondent 3 went on to recommend the importance of developing awareness of what 'enterprise' actually means.

Enterprise is about taking a bit of a risk and doing something that you wouldn't normally do. So even just standing up and presenting something to somebody in the class because you would never have done that before is realising an awareness that you took a risk. You stood up, you created it yourself and -- keep doing things like that because then your confidence will increase. That's what you need for employability.

Respondents 4 and 5 asked whether the students fully understood the rationale behind the project. The following reflection from Respondent 4 amplifies this point:

'you'll find sometimes you've done a whole week and it's like well, I didn't really want to do engineering anyway, my dad said I had to do engineering.' In other words, the students need to understand the purpose of the project in order to avoid having a situation where there are 'kids who just don't have a clue.' (Respondent 4). The communication between the schools and the employers appears to be in need of enhancement so that the employers receive 'students who are interested' (Respondent 5). The suggestion was made that this could happen by 'perhaps delaying the project from year 9 and having students coming to placement later, so that they can connect what they're doing in placement with their academic studies.' (Respondent 4). A further 'design issue' is commented on by Respondent 5.

I think a lot of these issues probably should have been thought through beforehand and that the programme should have specific components- I'm not sure it does at present-they could be developed. My impression is that the Council have been given this responsibility and they've gone to two of the local academies and they've said 'look, there are these employers, do you want to send your students there?' But I don't think the complexity has really been fully thought through and of course that's what has to happen over time. (Respondent 5)

Key Theme 3: the challenges to the success of the project due to the school curriculum.

As well as reflecting on the need to develop the current pilot project in the future, all the respondents commented on the pressures within the existing school curriculum. This can result in a lack of emphasis being placed on employability. This point is amplified by Respondent 1:

We have a traditional difficulty of getting schools to focus on the employability issues when there's so much pressure with GCSE results, A levels and everything else. And it's almost as if these other skills - these vocational skills - can at times go on the back burner.

Even though Respondent 1 acknowledges that the project can only be developed 'through the curriculum' an emphasis is placed upon developing academic skills within this curriculum as opposed to producing employability skills.

The difficulty is that really, the accountability for skills is focused on English and Maths. The moral compass for schools is much broader than that. And I think employers aren't going to come in and deliver employability skills, they're going to support the school over a seven year period to make those skills more explicit, but I'm convinced it's got to go through the curriculum, really. (Respondent 1)

Respondent 2 also comments on this issue:

Because there's so much pressure on the school to get a good set of results for these children, they've taught the curriculum within the classroom and within the school with only 'role play' for the vocational side. And they haven't let the students out into the

workplace because they're frightened that if they go out into the workplace they won't have as much classroom time and their final marks won't be as good.

Respondent 2 referred to the 'pressures' that are placed on the schools to meet academic agendas to the detriment of employability skills.

Again it's just coming down to the pressures that are in the schools. And the other agendas. It's okay for the Council to become involved with the schools but the schools have got all sorts of pressures on them to meet academic targets.

The complexity of the school environments, with their different forms (Academies and so on) and different professionals with different backgrounds can lead to projects like this one 'stuttering'. This point is made by Respondent 4.

I spent 10 years in the private sector before I came into education and I worked for a firm of architects and we had very important clients and we also dealt with contracts business plans, surveyor reports, the lot. And I know exactly how you need to look after employers. But I would be wary about inviting the employers into work with the teachers if they have never worked in the private sector- It sounds really strange, but teachers need training on how to work with employers.

Respondent 5 summarised this challenge to the success of the project by noting that 'it's these differing agendas that are at play. The schools have their own agenda and this is a challenge for the Council and for the employers.'

Key Theme 4: The challenges to the success of the project due to the personal circumstances of young people in Middlesbrough.

The other mitigating factor within the current pilot project that was commented on by all the respondents concerns the challenging personal circumstances that young people in Middlesbrough appear to be facing in 2015. This theme is made in the following reflection.

I don't think they need to be taught a lesson on employability. I think it's about being on time for school, presenting yourself well, meeting people who you've never met before, representing your school, being proud of who you are and where you're from. It's to do with understanding what you're capable of doing, being inspirational. So many of our young people are not able to be like this because of their challenging circumstances. (Respondent 1)

A consistent series of views were expressed by the respondents about this theme. The social and emotional intelligence to deal with employability appears to be less evident than it could be.

There are a number of young people that don't seem to have if you like, the kind of softer skills for employability. They could be bright as buttons in their own way, they could be very literate or numerate, but they can't shake somebody's hand or they can't look at somebody in the eye. (Respondent 2)

These challenges are not 'sudden' or 'recent' developments. They appear as 'entrenched problems' (Respondent 3).

It's starting to change, but our intake, our catchment area has children from all over and some of these students live in the most deprived areas of Middlesbrough and have come from really supportive families who work hard. But we also have a lot of students who are from generations upon generations, upon generations of unemployment, non-academic, but we've got young children coming to our school that have the potential to do really well and we should push their aspirations, but that's not coming from home so it's a huge battle. (Respondent 3)

The consequences for employers who believe that 'time' literally is 'money' are significant. This point is made by the following respondent.

I'm sick of meeting these young people that can't even shake somebody's hand and they can't even look somebody in the eye. It's pastoral care and manners, I do think it should be taught in the school, you know, how to look somebody in the eye and how to shake their hand. They have these challenges from their home environments and their communities and that that is actually a barrier to employability. (Respondent 4)

No matter how well designed the project is and how it develops in the future, there are challenges to a current generation who appear to be unlike previous generations of young people. This view is expressed by Respondent 5.

I'm thinking of my father-in-law who came over from Ireland when he was 19. And he said when he arrived in Paddington Station in London, the station was bigger than the village that he left. And he said he had nothing, he came over with his brothers because there was nothing in Ireland at the time and he became a successful accountant and it would be again that hunger, that need, that perhaps the young people don't have- or for whatever reason it's not being made evident. (Respondent 5)

Conclusion

This evaluative research has identified 4 key themes. If the positive aspects of the project are retained and the work between the Council, the schools and the employers progresses with a clear pedagogical vision, there is much potential within the project. In conclusion there are the following key findings:

1. There are significant benefits within this pilot project. Awareness of employability has been raised and key stakeholders (schools, employers and the Council) have come together to try to develop a shared agenda.

2. The success of this project depends upon developing the design of the project. The respondents say it needs a 'clear pedagogical vision' (Respondent 1) and a clear interpretation of how the project can link to the existing school curriculum (Respondents 2,3,4 & 5).

3. Beyond the remit of this project is the challenge of the school curriculum. The emphasis on academic achievement results in employability being placed 'on the back burner' (Respondent 1)

4. The project has also occurred within the socio-economic background of Middlesbrough. There are significant challenges to the success of the project due to the personal circumstances of young people in Middlesbrough.

References

Ingleby E. 2015a. The house that Jack built: neoliberalism teaching in higher education and the moral consequences. *Teaching in Higher Education*. Volume 20, Issue 05, pages 518-530.

Ingleby, E. 2015b. The impact of changing policies about technology on the professional development needs of early years educators in England. *Professional Development in Education*. Volume 41, Issue 01, pages 144-157.

Ingleby, E. 2014. Selected student and tutor perceptions of ICTs in further and higher education in England. *Journal of Further and Higher Education* Volume Volume: 38, Issue: 03, pages 287 - 304.

Jarvis, A. 2014a. *Horizon young adult carers' project final evaluation*. Teesside: Social Futures Institute.

Jarvis, A. 2014b. *Evaluation of Horizon young adult carers project*. Teesside: Social Futures Institute.

Appendix 1: Ethical Clearance Form

REQUEST FOR ETHICAL APPROVAL EthAppV8- CONFIDENTIAL

Before completing this form, read Section 1.3 of 'Policy Procedures and Guidelines for Research Ethics'

Please return completed form to:
The Secretary,
Research Ethics Committee
School of Social Sciences, Business, and
Law

Academic Year 2014-15

You must answer every question. Incomplete forms will be rejected

By using this form you are requesting a Research Ethics Committee to review your proposed research for ethical issues. To answer these questions appropriately, you should understand the University's six Principles for Research Ethics. The ethical issues underlying these principles are laid out in detail in the Guidelines section of 'Policy Procedures and Guidelines for Research Ethics' on pages 23-48.

It is recommended that you consult the Guidelines in order to answer specific questions on:
risk (pp 23-28); consent (pp 29-36); confidentiality (pp 37-44); regulated materials (p 45); conflicts of interest (p 46).
Researchers' liabilities in the conduct of research are laid out on page 48.

1) Project title: Project title:

Proposal to evaluate support for schools pilot activity.

2) Discipline(s) or area(s) of research: Education

3a) Name, position and address of project supervisor/Director of Studies: N/A

3b) Name(s) and position of other Supervisor(s): N/A

3c) Names of other collaborators on project: N/A

4) Name(s) of researcher(s)/student(s) working on this project:

Dr Ewan Ingleby

Please indicate type of
Researcher:

Taught Postgraduate	<input type="checkbox"/>	PG Research Student	<input type="checkbox"/>	Staff - higher degree	<input type="checkbox"/>	Staff - other research	<input checked="" type="checkbox"/>	Final Year Undergrad Student	<input type="checkbox"/>
--------------------------------	--------------------------	------------------------------------	--------------------------	--------------------------------------	--------------------------	---------------------------------------	-------------------------------------	-------------------------------------	--------------------------

5) Expected duration of project from: March 23rd 2015 to: May 25th 2015

Note: projects can be audited at any point during the length of the project following ethical Clearance

6) Basic aim(s) of project:

15 participants will be selected from those involved with the pilot project (teachers, employers and members of Middlesbrough council). The pilot project is designed to improve awareness of how 'employability skills' can be integrated into the academic curriculum within two local schools. For further details about the project, please see the document outlining the nature of the evaluation that is provided alongside this application. The research participants will be interviewed and asked questions relating to their experience of the pilot project.

7) Does this project involve the recruitment of human participants for data collection or the collection of samples from human subjects? YES

If NO, then go to SECTION B (question 16a on)

If YES, then complete SECTION A followed by SECTION B

If you will be recruiting human participants who are patients in NHS facilities, inmates of HM Prisons, or who are legally defined as being without mental capacity under the Mental Capacity Act 2005, as well as gaining ethical approval from Teesside University, you must make an application through the National Research Ethics Service (NRES) using an electronic Integrated Research Application System (IRAS) form.

See Section 1.3.3 (pages 12-13) and pages 35-36 of 'Policy Procedures and Guidelines for Research Ethics'
Also refer to <https://www.myresearchproject.org.uk/>

SECTION A

8) Will the recruited participants be:	Teesside University		Teesside University staff ?
<i>indicate as appropriate</i>			<i>If YES, then read Section 1.4.5 of 'Policy, Procedures, and Guidelines for Research Ethics'</i>

Other: (Please indicate all that apply):

- i) Members of the public over the age of 18: YES – teachers, employer representatives and staff from Middlesbrough Borough Council**
- ii) Members of the public between 16-18 years of age
- iii) Children, under the age of 16
- iv) Elderly people
- v) Vulnerable adults
- vi) Patients of drug or alcohol rehabilitation clinics
- vii) Persons engaged in criminal activity

9a) How many participants will be involved?

15 participants will be selected

9b) What are the criteria for selection? How will participants will be selected?

Purposive sampling will be used to select 15 participants who can comment on the effectiveness of the support for schools pilot activity.

9c) Will participants be given monetary or other inducements to participate? NO

If YES, please describe the inducement/incentive and how this will be administered:

10a) Describe the design of your project (e.g., observational, controlled trial, cross-over, case study).

In order to meet the aims, the research will be situated with an Interpretive qualitative research paradigm drawing upon data collated from 15 loosely structured interviews.

10b) Provide a description of the full range of topic(s) that participants will be asked about and the methods employed within the study (e.g., use of interviews, surveys, questionnaires, focus groups, case studies, observations or other forms of surveillance etc).

Participants will be interviewed and asked questions relating to the support for schools pilot activity specifically in relation to:

- Their perception of the benefits of the initiative.
- What they ideally would like to see within future employability programmes.
- How they evaluate the impact that the project has had on embedding employability skills within the curriculum.

10c) Provide a description of the full range of any physical interventions or methods, such as participants ingesting substances, being asked to undertake physical treatments, or performing physically demanding activities. Include the specific treatments and activities to be undertaken (both intervention and outcome measures) such as the dosage of ingested substances, the frequency, duration and intensity of any physical interventions.

N/A

11) What are the risks to participants because of the research design and/or methods? (indicate all that apply): Please explain the nature of the risks identified and the procedures in place to minimise risk.

- i) **physical injury** N/A
- ii) **side effects due to ingestion of substances or other invasive procedures** N/A
- iii) **psychological or emotional distress** N/A
- iv) **significant discomfort or inconvenience, whether physical or emotional** N/A
- v) **damage to a participant's personal reputation due to disclosure of personal details** N/A
- vi) **other (describe):** NONE

12a) Will informed consent be obtained from all participants? YES (delete as appropriate)
(If written, attach a copy of the consent form to be given participants to gain consent)

Please see subsequent consent form.

12b) If NO, why not? (Provide rationale.) If the project involves covert observation or surveillance then please justify why such covert methods are being used:

N/A

12c) What information will be given to subject(s)?

(Attach copies of letters or information sheets to be given to participants.)

Please see the subsequent Information Sheet.

12d) What steps (if any) will be taken if previously unknown factors become known to the researcher(s) during the course of questioning which may require disclosure to i) the participant: (ie: previously undiscovered medical condition); ii) disclosure to another professional (ie: very serious psychological problems); or iii) disclosure to the police or other authorities (ie: criminal confession or intention to commit crime):

There is little likelihood of such disclosures being made but if this arises as an issue, I will seek immediate advice from the chair of the research ethics committee (Dr Martin Tayler).

13a) If there is doubt as to a subject's ability to give consent, what steps will be taken to ensure that the subject is willing to participate

NOTE: If participant(s) would be defined as being "without mental capacity" under the conditions set by the Mental Capacity Act 2005, then approval for your project cannot be granted by the University. Please see pages 35-36 of 'Policy, Procedures and Guidelines for Research Ethics'. If you are unsure whether your proposed participants fall under the jurisdiction of the MCA2005, you should discuss your research with the Chair of your School's Research Ethics Committee.

No persons will be interviewed if there is any doubt surrounding their consent. Full informed consent will be obtained from all the participants.

13b) If children under the age of 16 are to be involved, how will consent be obtained from parents/guardians and assent from the children? N/A

14) How and where will consent be recorded?

Please state the method you will use to record consent (e.g. written consent forms, recorded at the beginning of interviews), how this will be stored (e.g. kept in locked cabinet in researcher's office) and when it will be destroyed.

Please see the consent form that is attached with this application. These forms will be kept in a locked office and destroyed once the research is complete.

15): Will participants be informed of their right to withdraw? YES (delete as appropriate)

If NO, why not?

If YES, will there be a limit on the period of time in which withdrawal will be allowed?

YES / NO (delete as appropriate)

Yes

If YES, give length of time limit and rationale for time limit on withdrawal:

The research project runs from March 23rd to May 25th. Participants can withdraw from the project up to May 25th.

SECTION B

**16a) What risks are there to the researcher(s)/student(s) conducting the project?
If NONE, write NONE**

None to my knowledge.

16b) What risks are there to property, facilities, or the environment during conduct of the project? If none, write 'NONE'

None

17a) What steps and procedures will be taken to preserve the confidentiality of participants' identities, information, or data of any kind used in the project? See pages 37-41 of 'Policy, Procedures, and Guidelines for Research Ethics' for guidance on confidentiality

Ethical approval is being sought from the Research Ethics Committee in the School of Social Sciences Business and Law, Teesside University. The Statement of Ethical Practice issued by the British Educational Research Association (BERA) will underpin day-to-day conduct throughout the project. Informed consent will be gained from all participants interviewed during the research. A consent form and information sheet will be provided to participants. The research will ensure the anonymity and privacy of all participants. Pseudonyms will replace all actual names of participants and their work settings and only information which forms a useful and justifiable element of the project will be collected. All physical materials (e.g. paper transcripts) will be stored within secure premises. Electronic (digital) data will also be securely stored, accessible only via password-protected networks.

17b) Do you foresee any circumstances under which confidentiality may need to be breached? No (delete as appropriate) (See pages 42-44 of 'Policy, Procedures, and Guidelines for Research Ethics' for guidance on possible required breaches of confidentiality.)

If YES, what circumstances are possible and what steps would be followed to deal with breach of confidentiality?

N/A

18a) Will any secondary analysis of data occur during the project (ie: data previously collected by research not as part of the current project)?

No, but literature linking to the project will be consulted by the researcher

18b) If YES (i.e. secondary analysis of data will occur during the project) – will this data previously have

been anonymised? YES / NO (delete as appropriate) N/A

If the data was not previously anonymised what steps will be taken to ensure that consent for the uses to which unanonymised data will be put in secondary analysis do not contravene the Data Protection Act 1998? (See pages 40-41 of 'Policy Procedures and Guidelines for Research Ethics') N/A

19) Will the research make use of any of the following:

a) human blood, semen, saliva, urine, bodily fluids or human tissue of any kind?

No

If YES, what steps will be taken to ensure that the research is not in contravention of the Human Tissue Act 2004? ((See page 45 of 'Policy Procedures and Guidelines for Research Ethics')

b) radioactive materials?

No

If YES, what steps will be taken to ensure that the research is not in contravention of relevant legislation regulating radioactive materials?

N/A

c) other potentially dangerous materials, such as chemicals or other agents?

No

20a) Will the project receive financial support from outside Teesside University?

The project is being funded by Middlesbrough Borough Council,

20b): If YES, specify the nature and source of the support:

Middlesbrough Borough Council.

**20c) If YES, have any restrictions/conditions been imposed upon the conduct of research?
YES / NO (delete as appropriate) - If YES, specify the nature of the restrictions/conditions:**

No

21) Will any restrictions be placed on the publication or use of research results?

No

If YES, please state the nature of the restrictions:

N/A

22) *Are there any other points you wish to make in support of the proposed study?*

No

23) I confirm that have read the University's 'Policy Procedures and Guidelines for Research Ethics', and confirm that my project will conform to the University's six Principles for Research Ethics contained therein. I am aware of University procedures on Health & Safety. I understand that the ethical propriety of this project may be monitored by the School's Research Ethics sub-Committee and that my project may be audited by the University Research Ethics Committee *at any time during the course of the project.*

(Please complete the following as appropriate)

Please Tick

▪ I have appropriate experience of the research area of the project	✓
▪ I have undertaken any research ethics training <i>required</i> by my School. <i>Note: having undertaken training is not a condition of application for ethical Approval unless a School requires that training be completed.</i>	
▪ I confirm that as Supervisor I will monitor progress of the project.	
• I confirm that the project complies with the Code of Practice of the following Professional Body (state n/a, if not applicable):	N/A

24:

Dr Ewan Ingley

Signature of Staff Researcher:

Date: 9th March 2015

OR: Signature of

Project Supervisor/Director of Studies _____ Date: _____

SECTION C

SCHOOL APPROVAL or REFERRAL

To be completed by Chair of the School Research Ethics Committee

EITHER:

- a) **Following consideration by the School Research Ethics Committee, I now authorise the above project.**

Signature of Chair of School Research Ethics Committee: _____ Date: _____

OR:

- b) **The School Research Ethics Committee is unable to reach a conclusion, and the case is referred to the University Research Ethics Committee.**

Signature of Chair of School Research Ethics Committee: _____ Date: _____

The Chair of the School Research Ethics Committee must send a copy of an APPROVED Request for Ethical Approval Form to: The Secretary, University Research Ethics Committee, Research & Development Office, University of Teesside. The original of the form should be kept in the School. The ORIGINAL of a REFERRED Request must be sent to the above address for action and the Director of the School notified.

APPROVAL / REJECTION by University Research Ethics Committee

EITHER:

- a) **On behalf of the University Research Ethics Committee, I now authorise the above project:**

Signature of Chair of University Research Ethics Committee: _____ *Date:* _____

OR:

b) The University Research Ethics Committee is UNABLE TO APPROVE the project for the following reasons:

Signature of Chair of University Research Ethics Committee: _____ *Date:* _____

INFORMATION SHEET (pre-interview)

Evaluation of Support For Schools Pilot Activity.

The aims of this study are to:

- Bring business and schools together to identify key issues to resolve in order to improve youth employment in association with key partners.
- Carry out effective joint planning.
- Ensure all relevant partners are involved and can contribute.
- Identify how issues can be resolved by partners.
- Ensure an appropriate evaluation process is established to ensure success.
- Develop a plan for rolling out the pilot.
- Provide effective and evidence based information advice and guidance for students including careers advice.
- Support effective work experience provision for schools and colleges.
- Roll out findings and best practice at the earliest opportunity.

If you agree to take part in this study you will be interviewed. The interview will last about 30 minutes and these are then transcribed (typed up). If you wish, you will be sent a copy of the transcript to check for accuracy. The interviews can be undertaken at a time, and place convenient for you, i.e. at your work setting.

Your anonymity will be preserved and full confidentiality in regard to your participation in the research will be maintained. You have the right to withdraw from the research by **31st August 2015**, without giving a reason and without your rights being compromised. To withdraw you should contact either Dr Ewan Ingleby using the e-mail address below. Any tape recordings and transcripts pertaining to those that withdraw will be immediately destroyed.

All recordings and transcripts of data will be retained by Dr Ewan Ingleby (Principal Investigator) and will not be used for any purpose other than for the research described above. The tape recordings and interview transcripts will be stored within secure premises and on computer files accessible only to **Dr Ewan Ingleby**. All information you provided via the interviews will be made anonymous - you and any other persons or locations mentioned will be provided with false names.

Thank you for taking the time to read this information sheet and I hope you will become a participant in the research.

Dr Ewan Ingleby – e.ingleby@tees.ac.uk

CONSENT FORM (PRE-INTERVIEW)

Title of Project: Evaluation of Support For Schools Pilot Activity.

Name of researcher: Dr Ewan Ingleby

1. I have read and understood the information sheet dated , for the above study and was allowed the opportunity to ask questions regarding the study
2. I recognise that my participation in the study is voluntary and I have the right to withdraw from the research up until **31st August 2015** without giving reasons and without any of my rights being affected (e.g. legal rights) by contacting the researcher using the details on the information and debrief sheets I have been given.
3. I recognise that my anonymity will be preserved and full confidentiality in regard to my participation in the research will be maintained
4. I understand that the recordings of the interview and transcripts of data will be retained by **Dr Ewan Ingleby** and will not be used for any purpose other than for the research described to me in the information sheet already provided. I have been informed that all tape recordings and interview transcripts will be stored within secure premises and on computer files accessible only to **Dr Ewan Ingleby**
5. In light of the above stipulations, I agree to take part in this study

Name of interviewee Date Signature

Name of Researcher Date Signature

Debriefing Sheet (Post-Interview)

Evaluation of Support For Schools Pilot Activity.

Thank you for taking part in the interview

The information you have provided will be used to form part of a written report and possibly academic papers that will be published via academic journals. To this end, the information you have provided will be treated in confidence and dealt with anonymously. The information you have provided will only be identified with the pseudonym (false name) that you and the researcher have agreed upon.

Only the researcher will have access to the information you have provided for the purposes of this study. Following completion of the research project the audio recording containing your information will be destroyed.

As indicated when you gave your consent to undertake the interview, you have the right to withdraw the information that you have provided. Should you wish to withdraw this information from this study then please contact the researcher using the e-mail address listed below.

If later you have any queries regarding your participation in this research please get in touch with **Dr Ewan Ingleby** using the e-mail address below

Many thanks for your help in this way

e.ingleby@tees.ac.uk