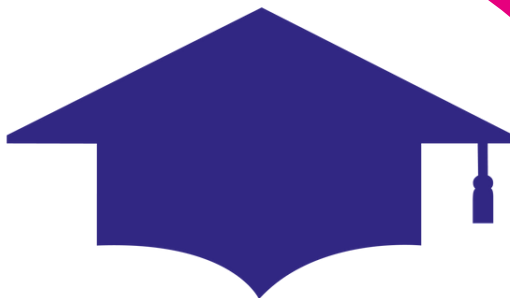


Care to Go Higher CPD Programme for Key Influencers of Children in Care

2022 Programme Report



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Introduction

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The third iteration of Go Higher West Yorkshire's (GHWY) CPD programme for key influencers of young people in care was held from March to July 2022 with 11 participants graduating from the programme.

The large majority of the participants were foster carers and the programme was adapted between sessions to better accommodate the needs of the participants. The sessions were run via online meetings including both session content and talks from guest speakers delivered to the participants. Each participant was given access to session resources and slides after each session and additional links/resources of relevance to follow on from the presentation. Four of the sessions included guest speakers on varying topics including both Higher Education (HE) professionals and care-experienced students. The guest speakers were sourced via our partners and provided a variety of unique insights.

Feedback from the programme from participants has been incredibly positive in terms of both quantitative and qualitative data. In addition, anonymous feedback has also yielded encouraging responses highlighting the value of the programme. When considered in conjunction with the feedback from previous iterations, this further reinforces that the project should be continued and expanded on to support care-experienced young people.



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Survey Data Analysis

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To measure the effectiveness of the programme the participants were asked to complete a baseline survey before the programme and a post-programme version of the baseline survey. In addition, there was, a pre-session survey before each session and a post-session survey after each session. Each survey asked participants to rate their understanding on a specific topic from 1-10. There has been statistical analysis conducted on the surveys on how much benefit the participants acquired from each session.

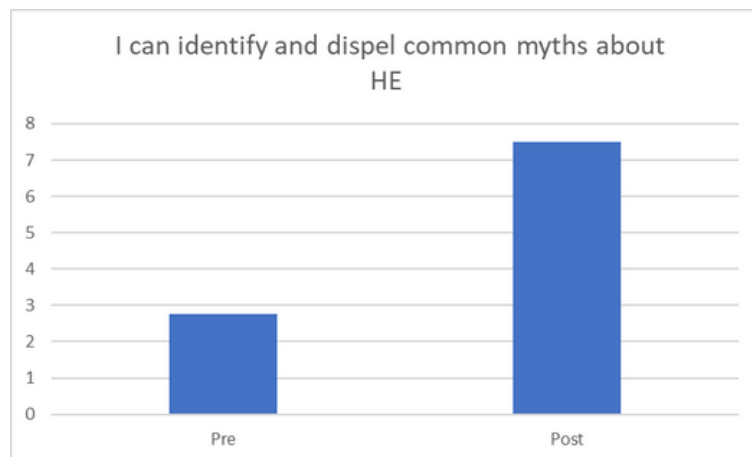
The surveys covered a variety of topics, some session specific and others general. The participant responses have demonstrated a marked improvement consistently throughout the sessions and the participants themselves have remarked on how useful they have found the sessions. Participants also mentioned that they feel better equipped to answer questions from and have discussions with their respective care-experienced young people in relation to Higher Education.

Pre and post session comparisons

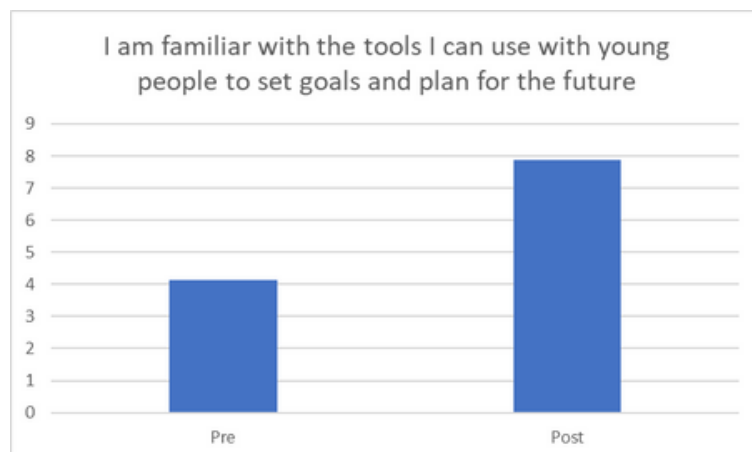
The pre and post session surveys related to content included in each session showed significant improvement regularly. Each session had three questions, all of which showed improvement, often significantly. Some of the highlights of each session include the below:

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Session 1 (172,73% Increase)

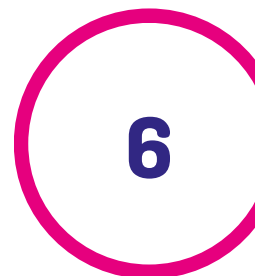


Session 2 (91.02% Increase)

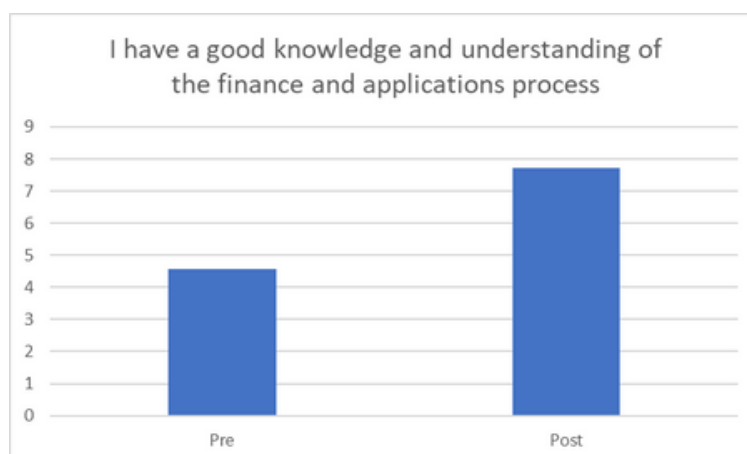


Pre and post session comparisons

Session 3 (68.42% Increase)

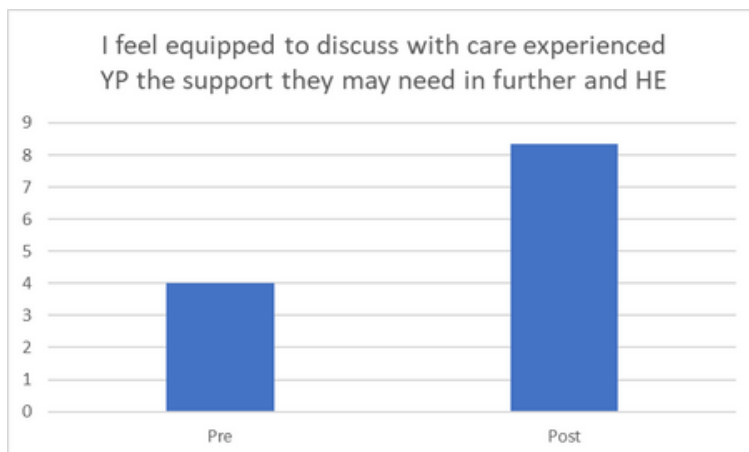


Session 4 (68.71% Increase)

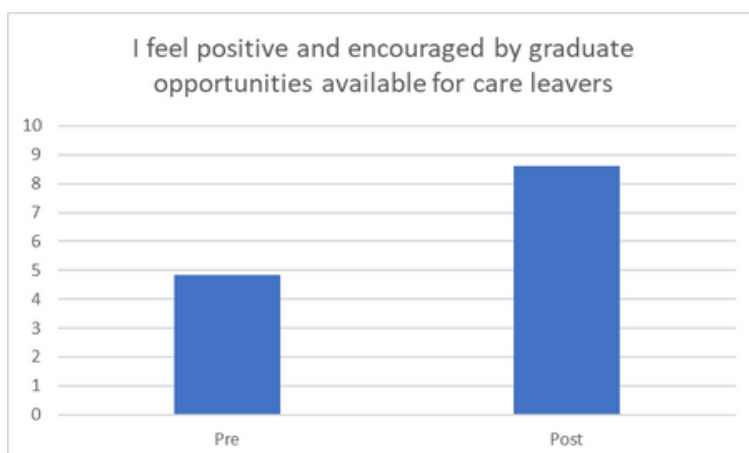


Pre and post session comparisons

Session 5 (108.25% Increase)



Session 6 (77.32% Increase)



As demonstrated by the above, the sessions were able to effectively deliver the key messages consistently with large increases in key areas. While each individual question showed an increase, the average increase was approximately 64% further confirming the consistency and value of each session.

After the programme, participants were asked to provide written feedback in the form of both anonymous comments and a questionnaire. Once again, the feedback was extremely positive and some quotes from the participants are included below.

Programme Feedback & Comments

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“Brilliant Course. I have now a understanding of Higher Education to which I feel I can pass on to the young people within my care and hopefully be able help plan their access to education and future careers.”

“Thoroughly enjoyed the whole course. Particularly interested in the Care Leavers Covenant and the related Charter.”

“I feel I’m now more able to give advice and information to my young person about Higher Education. To help them make informed decisions about their future.”

“The programme has been very helpful and insightful. I have learned about numerous new resources and gained a better understanding of the support that is available for care leavers wishing to enter Higher Education.

I will be using the information I have learned in the programme in my role supporting care leavers and will be able to better support young people who wish to enter HE”

“Brilliantly delivered. I now feel more confident about all the options available to care leavers to access Higher Education. It's really encouraging to know there are so many options and support available to them.”

“An excellent course, with the subject information and useful resources being an invaluable addition to our foster carer "tool belt". I feel it was of particular benefit to those of us who haven't experienced any form of Higher Education, but yet need to be able to support those young people we care for to reach their potential. And although the course was delivered online, Dominic is personable and approachable and the cohort of students participated throughout the course. Ten out of ten from me!”

Delivery Format

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In previous years the programme has been in-person for the first iteration and then online for the second iteration. For accessibility it was decided to keep the sessions online but to foster a sense of community the graduation was held in-person. The programme was delivered via 6 online two-hour sessions followed by an in-person graduation event hosted by University Centre Leeds at Leeds City College. There were two separate sessions per week with different attendees based on their availability. While participants were encouraged to (and largely did) stick to the same groups the multiple sessions allowed for some flexibility.

As part of the feedback, the participants were asked on their opinions about the programme being delivered primarily online rather than in person. The majority of participants had only positive feedback relating to the online delivery as evidenced to the right.

There were however two participants who shared that they felt that in-person delivery held its benefits. One attendee mentioned they would prefer in-person sessions, and another response can be seen to the right. This second comment is useful information on how the programme should adapt depending on the format it is delivered in. This will be addressed at a later point in the report.

“I’d prefer online sessions. I found everything straight forward and easy to access”

“The virtual nature of the programme made it more accessible for all people interested in the programme”

“Receiving the course content online has been excellent – can't really see any major benefit to in-person delivery”

“It worked well this time as it was easier to fit it in around childcare, however if it was on campus then perhaps fewer, longer sessions would work better.”

Graduation Event

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While the programme was held online, it was felt the opportunity for in-person interaction and to meet participants from different sessions would be of benefit. As such the graduation event was held in-person with both groups invited to attend. To differentiate the event from the programme sessions, we arranged for a campus tour of a campus that offers Higher Education study in a Further Education setting. This was chosen as the participants were more familiar with Higher Education in a university setting rather than a college environment. The campus tour was really well received, and the participants were able to see some of the areas of study for specific subjects including e-sports, dance and music.

The tour was followed by a series of short talks from guest speakers including the head of the Leeds Virtual School and chair of the National Association of Virtual School Heads, Jancis Andrew, the Head of Go Higher West Yorkshire, Helen Sykes and current University of Leeds Medical Student and Care to Go Higher Student Consultant, Mike. Each of these speakers covered a different topic and were informative for the participants while sharing their own knowledge on the interaction between care-experience, Higher Education and the Care to Go Higher programme itself. The event proceeded to a presentation of certificates and ended with a networking opportunity for all those involved. We also heard some personal stories from the participants, which further highlighted the importance of the programme and gave a more personal insight into the value of the programme itself.



The evidence in the report has reaffirmed the value of continuing the programme. Given its consistent success over the last three years, the question of how to continue this success is more open than after prior iterations.

The initial concern is clearly to keep the content relevant and accurate. The programme content was reviewed prior to the commencement of the programme to achieve this. The two-week gap between each module allowed for the content to be adapted reactively to meet the needs of the attendees. This has aided the effectiveness of the programme as it means subject matter will always be more relevant to the programme attendees. In future, this should be implemented where possible, however, if the number of attendees is higher this may not be a viable option.

One of the focusses moving forwards is to increase the size of the programme and the number of attendees. We have held multiple discussions as to the options available and will be looking into the viability of each over the coming months.

The first means to increase the reach of the programme is to look at offering it more widely than West Yorkshire. This can be achieved due to our pre-existing relationships with organisations that have national reach. As we have similar goals as other national organisations, we may be able to promote the programme through their channels for additional reach. With a potential increase in attendees, the delivery will need to be re-assessed. However with a strong base structure of course content and an increase in expertise in delivery the content can be finalised in advance. This allows additional information to be prepared on potentially relevant subjects to include if relevant. With additional participants also comes the need for additional sessions. With adequate preparation, it would be possible to run additional sessions. It has also been discussed that the timing of the sessions may not make the programme easily accessible to all participants. As such, GHWY will need to consider whether running some sessions in the mornings, some in the afternoons and potentially an evening session.

Potential Programme Expansion

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The Care to Go Higher programme has had three successful iterations. With this success the potential for expansion and adjustment is high and as such future variations are currently being planned.

One series of discussions has led to a trial of a condensed session being planned to be delivered to designated teachers who are responsible for promoting educational achievement of children in care within their schools. This will need to be a shorter programme but has opportunity to be expanded in to teacher training days. Initially to be delivered digitally, future versions may be delivered in person.

We are also currently in early talks with charities who help organise foster care so that some of the foster carers who use their services may also benefit.

Lastly is the plan to keep the programme digital but to offer it on a national basis. This allows for the benefits of the programme to reach much wider audiences and further support care-experienced young people across the country.

There are many forms the programme can take and with multiple options being considered in addition to these the future is bright for the Care to Go Higher programme.

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General information about the programme can be read here:

[Care to Go Higher - A programme for care professionals,](#)



Graduation Event 2022