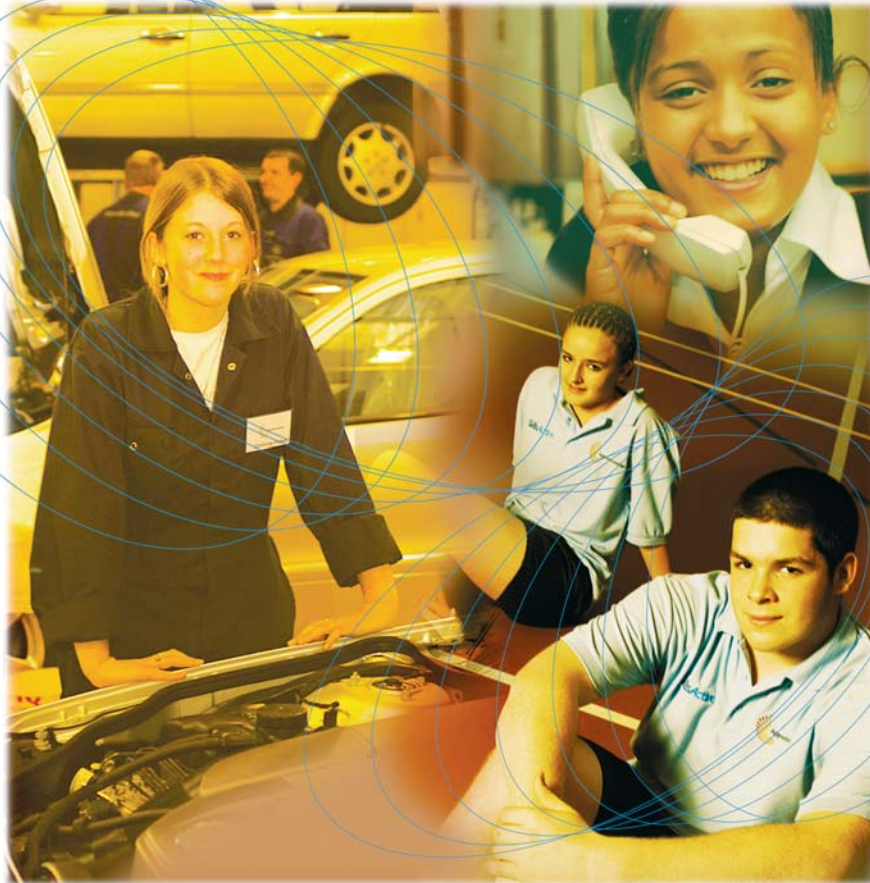


Building on Young Apprenticeships: Equal Opportunities

Appendix 4: YA Taster Design and Evaluation Toolkit

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Appendix 4: YA Taster Design and Evaluation Toolkit has been extracted from the IES report *Building on Young Apprenticeships: Equal Opportunities*, which can be downloaded from: www.employment-studies.co.uk.

Appendix 4: YA Taster Design and Evaluation Toolkit

Designing and evaluating tasters to encourage wider choices

Toolkit v2 August 2007

Developed by Becci Newton, Linda Miller and Rosie Page, Institute for Employment Studies

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Tasters in Young Apprenticeships

Ensuring equal opportunities and encouraging wider choices

This toolkit has been created to enable partnerships to design, deliver and review the tasters they offer as part of the Young Apprenticeship Programme. Tasters can be a good way to help ensure equality of opportunities across learner groups and to encourage wider choices.

The toolkit has been developed on the basis of the original evaluation of Equal Opportunities in the Young Apprenticeships,¹ which included case studies into taster provision, and a series of discussion events between Summer 2006 and Spring 2007, which sought guidance from those currently delivering tasters as well as identifying the issues that those new to tasters often need information about.

The toolkit is intended for partnerships to use within their own quality assurance and monitoring systems. It uses a similar format to the Young Apprenticeship Self-Assessment Toolkit produced by the Department to support good practice within YA partnerships more generally.² As with the Good Practice Self-Assessment Toolkit, you can revisit the Taster-Design Toolkit to further develop the design, delivery and evaluation of tasters over time, and to help you learn from your experiences.

The toolkit aims to help Partnerships to:

- Provide a resource that partnerships can use to help them to design tasters to meet the particular needs of their sectors and localities.
- Compare good practice locally and more widely.
- Evaluate tasters locally, and contribute to a national evaluation of the early signs of the impact of tasters on young people's choices.

It covers issues such as:

- The aims and purposes that tasters may serve.
- How they can be configured to support these aims.
- How they can be reviewed and evaluated to ensure they provide the most informative experience for young people.

¹ Report available in the Young Apprenticeship Repository on the LSC Apprenticeship website, Partners area or at www.employment-studies.co.uk/pubs/report.php?id=428

² Available in the Young Apprenticeship Repository on the LSC Apprenticeship website.

The tasters case study document (Appendix 5 in the Building on Young Apprenticeships report¹) provides mini case-studies, where relevant, to help partnerships understand the issues under the themes identified by the toolkit questions. The toolkit may be used in conjunction with the case studies or as a stand-alone document.

The toolkit is set out in sections that help to identify the various issues you might wish to address through the tasters you offer and how you will take this forward. However, this is only to assist you in finding the various issues, so you will probably want to keep the earlier points in mind as you move through the remainder of the toolkit.

At the end of the toolkit we have included a quick reference guide to planning your taster – this will help you move rapidly through the issues your taster could address.

The toolkit has been written to cover schools, colleges and training providers. Not all the questions will be directly relevant to your circumstances, and you may not need to answer them all, but they may provide food for thought.

In the final section of the toolkit the revised survey forms used in the National Evaluation of Tasters are published. While the IES-led part of the evaluation has now closed, providers may wish to use the surveys to help them evaluate their own Tasters. The results of the survey are published in the case studies and providers may compare their own results with the national findings.

Taster-Design Toolkit

		Response	Development needs/action	Who/when?	Case study source
1	What purpose will the taster serve?				
1.1	In your view, what issues can tasters help you to address with regard to recruitment to the Young Apprenticeship you offer? eg increasing diversity; increasing information, advice and guidance; reducing drop-out and increasing retention; increasing enrolment; outlining expectations of the YA/college or training provider/employers; assessing aptitude				cs 1.1
1.2	In what areas do young people seem least well prepared when they join the YA (eg the subject(s); the delivery format; delivery environments; practical nature of YA etc.)?				

¹ Newton B, Miller L, Page R and Tuohy S (2007) *Building on Young Apprenticeships Equal Opportunities*, Brighton: Institute for Employment Studies.

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		Response	Development needs/action	Who/when?	Case study source
1.3	What information do young people need to ensure they can best benefit from the YA in your sector? eg career routes and progression, the subject and sector, delivery format etc.				cs 1.3
1.4	If you cannot answer the questions above, how can you gain information to allow you to do so?				
2	Whom will you seek to influence through tasters?				
2.1	Are any groups of pupils less well prepared for the YA than others?				
2.2	What (if any) equality and diversity challenges do you face in the YA and the sector(s) you deliver it in?				cs 2.2
2.3	Does the sector in which you deliver the YA face any ability challenges? What are these?				cs 2.3
2.4	How far do parents influence young people's decision to take the YA in the sector(s) you deliver? How accurate is their knowledge?				cs 2.4
2.5	How far do teachers and guidance counsellors in your area influence young people's decision to take the YA in the sector(s) you deliver? How accurate is their knowledge about the YA(s) and/or sector(s)?				
3	Whom will you involve in taster delivery?				
3.1	Who has the best knowledge of and information about the issues you will address through tasters? What can the stakeholders listed below offer to your taster? What would you like them to do at the taster? How will you communicate what you would like from any you involve in your taster?				
3.2	College/Training/Other provider delivery staff? What are the resource implications?				
3.3	School or guidance staff? What are the resource implications?				
3.4	YA Co-ordinators and Placement Advisors? Staff involved in selection? What are the resource implications?				
3.5	Current or previous YAs as ambassadors? What are the implications of their involvement for them, their education providers or employers? How can you facilitate their involvement?				cs 3.5
3.6	Employers? How can you facilitate their involvement?				cs 3.6

		Response	Development needs/action	Who/when?	Case study source
4	How will you select and involve employers?				
4.1	Are your links with any placement employers particularly strong? Are any of them willing to become more involved in the YA? Do any of the employers or their staff appear interested in reaching out into schools and the community (formally eg through policy or informally eg they have indicated this in conversation with you)?				cs 4.1
4.2	Are any of the employees who supervise YAs atypical for your YA sector(s) or your region (eg female in engineering, male in social care, BME etc.)? Could they provide a positive role model for young people at the taster? How and with whom would you arrange their participation?				
4.3	What are the issues that an employer could cover better than teaching and other staff (eg the range of skills an employee in the sector requires, the types of career available, their expectations of YAs about commitment, time management etc)?				
4.4	What activities can an employer lead (if involved) eg presentation and/or Q&A; practical activity? Will you develop a brief for what they will cover?				cs 4.4
4.5	Will the employer(s) you are considering present an inclusive view of the YA sector? Will you provide guidelines or a brief for their session?				cs 4.5
5	What are the practical issues to consider when planning the taster?				
5.1	How many pupils will attend the taster? Which year group will they be from? How will they be selected or will it be open to all?				cs 5.1
5.2	(For college/training providers) How many schools will send pupils to the taster or will you offer a taster to each school?				cs 5.2
5.3	How long will the taster session(s) be (eg two hours; half-day; full-day etc.)?				cs 5.3
5.4	Where will you run the taster? Does this venue have the rooms and technologies you need for the activities you are planning?				
5.5	When will you run the taster (eg during school term, school hours, after school hours, outside school hours, outside of school term)? If pupils are removed from lessons to attend tasters, how will they catch up on what they miss? Whose responsibility will it be that this is communicated? Who will brief their teachers?				
5.6	Will you provide a blend of activities and information-giving or focus on a practical activity? How many rooms will you need to accommodate this?				

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		Response	Development needs/action	Who/when?	Case study source
5.7	Will the taster be for a single subject or for multiple subjects? If multiple, what are the implications for venue, time and staff support?				
5.8	What time of year will the taster be offered? How will this feed into the timetable for pupils' choices? Will the taster contribute to their decision to apply for the YA or act as a check that it is the right choice?				
5.9	Will you need school staff to support young people at the college/training provider environment? What are the resource implications?				cs 5.9
5.10	Do you want to involve parents, and if so, what are the implications for the venue and timing of the tasters?				cs 5.10
5.11	Will pupils need to travel to the taster venue? How will they get there? Who will resource this?				
5.12	Will attendance at the tasters be optional or will you require all pupils interested in/who have applied to the YA to attend?				cs 5.12
5.13	What are the resource implications of your 'practical' decisions? How will you manage these?				cs 5.13
6	What should you consider when designing tasters?				
6.1	What is the key aim your taster(s) will address (eg subject(s), vocational learning, college/training provider environment, careers and skills in the sector etc)?				
6.2	What are the secondary aims you would like to address?				
6.3	What learning outcomes will you set for the taster sessions? How will you ensure these are met?				cs 6.3
6.4	Have you identified practical activities that will be fun and engaging as well as informative? How will these contribute to your aims/themes? Do you need to ensure a balance of practical and theoretical activities to reflect the realities of the YA? Have you ensured that the programme will build the confidence of the young people who participate? How will you ensure that young people are helped to recognise the match between their skills and abilities and the subject?				cs 6.4
6.5	If you offer a question and answer session, will you need to provide some 'plant' questions with staff and other helpers to get the ball rolling?				
6.6	Will pupils all do the same thing(s) at the same time, have a choice of activities or rotate around activities in small groups? If rotating, have you checked whether different activities take the same time as each other?				

		Response	Development needs/action	Who/when?	Case study source
6.7	Will the taster challenge stereotypes of, eg, the sector(s), vocational education, sector workplaces? In what way will this be achieved?				cs 6.7
6.8	Will you provide any single-sex sessions (eg in sectors where occupations are gender stereotyped) or make the taster compulsory for atypical entrants? How will you ensure both sexes have a chance to experience the taster? How will you organise this?				cs 6.8
6.9	How will you make sure that pupils know what to expect and how to get the most from the sessions? If pupils miss classes to attend the taster how will you ensure they know about how they will catch up on these?				cs 6.9
6.10	Will you produce or provide any information for pupils to take away following the taster? Have you checked whether your SSC or LSC has any relevant information booklets you can distribute?				
6.11	Are you embedding any form of assessment during the taster (eg for aptitude in the subject, soft skills etc.)? How will the activities allow for this assessment to take place? Will you provide a format for staff to use to collect assessment information?				cs 6.11

Taster evaluation toolkit

		Response	Development needs/action	Who/when?	Case study source
1	How will you collect information and feedback?				
1.1	Will you develop a feedback/evaluation form for young people to complete at the end of the taster?				see later sections
1.2	Will you/taster delivery team talk to young people during taster activities to find out what they think of them? How will you capture this information?				
1.3	Will you/taster delivery team observe how well they engage with the different activities and sessions? How will you capture this information?				
1.4	Will you collect feedback from the people involved in the design and delivery of tasters? How will you capture this information?				
1.5	Have you designed feedback mechanisms that capture data about how well the taster(s) met the primary and secondary aims you identified for it?				

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		Response	Development needs/action	Who/when?	Case study source
1.6	On your feedback forms, will you provide tick box questions or open response questions or a mixture of both?				
1.7	Have you briefed staff about the types of information you are seeking from pupils? Have you provided some standard questions for them to ask?				
1.8	Will you collect information from young people that will enable you to analyse the data on E&D characteristics (eg gender, ethnicity)?				
1.9	How will you analyse the information you collect from the feedback mechanisms? Who will do this? Have you agreed the questions the analysis should address? Where will this information be reported? What mechanisms exist to act on the outcomes of feedback?				
1.10	For pupils attending the taster, will you collect information from schools about Key Stage 3 and predicted Key Stage 4 results (if calibre is an issue for the taster)?				
1.11	Have you kept a record of those attending the taster so you can monitor the profile of pupils at this stage?				
2	What information should you collect from young people?				
2.1	What did pupils hope to get out of attending the taster?		List some ideas, offer tick boxes - one open option		
2.2	Did the event supply the information pupils were hoping for?		Repeat list of options, offer tick boxes - one open option		
2.3	What aspects of the taster did pupils find most helpful/least helpful?		List activity and offer rating categories (eg very helpful, helpful, neither, not very helpful, not at all helpful)		
2.4	What did the pupils most enjoy about the taster? What did they least enjoy?		List activities and offer ratings (most enjoyed, least enjoyed)		
2.5	What did they learn as a result of attending the taster?		List learning aims and objectives and offer tick boxes - add an open option		

		Response	Development needs/action	Who/when?	Case study source
2.6	What would they have liked more of, or less of, to be different?				
2.7	Were single-sex sessions helpful (if offered)?				
2.8	Was the employer/training provider/college presentation and Q&A useful?				
2.9	As a result of attending the taster, do pupils think it is more or less likely that they would consider taking the YA in the sector(s)? If they are not interested in the YA, are they considering the sector as a potential area for study/work?		More likely, less likely, much the same tick boxes		
2.10	What more would help pupils with their decisions about their study and career options?		See National Evaluation Feedback Form		
2.11	Have you included demographic questions: gender, ethnicity?				
3	Did tasters work well from the perspective of those involved in delivering them?				
3.1	How well do you think the taster met its main aim?		Set out the key aim and offer tick boxes (well, not well, neither)		
3.2	How well do you think the taster met its other aims?		Set out the other aims and offer tick boxes		
3.3	How well did the activities work (from your perspective) in terms of: engaging pupils giving them information about the YA, sector promoting equality and diversity etc.				
3.4	What did the qualitative feedback from young people during the taster suggest? Are any changes required?				
3.5	What changes would you make if this session were offered next year? Why?				
3.6	What were the views of employers or other external personnel involved in the taster session? What are the implications of this for next time?				
4	Next steps (review and development)				
4.1	What are the implications of the feedback you have received about the tasters for when you deliver them again? Does anything need to be done immediately to set this in train? What is the timetable for making any changes/contacting individuals/ensuring availability of resources or people?				

		Response	Development needs/action	Who/when?	Case study source
4.2	What implications does the feedback you have received have for where you deliver them next time?				
4.3	Does your analysis show any differences in experience by demographic characteristics? Did any groups find any particular aspect more or less helpful, enjoyable, or informative than others? What does this imply in terms of your aims?				
4.4	What will you keep the same next time you offer this taster?				
4.5	What will you change the next time you offer this taster?				
4.6	Have you reviewed the entry into the YA and whether (if at all) it differs from the profile of those at the taster? What are the reasons for any differences? eg medium term, drop-out and retention in early stages of YA; long-term, post-16 stay-on rate/pathway choices.				
4.7	If your taster has been successful in meeting its primary and/or secondary aims, how can you share this good practice within: your partnership; your LEA/LSC; all YA delivery partnerships? What lessons do others need to know to be able to replicate your success?				

Planning your taster – quick reference

- What are the particular challenges that your school, college or company is facing in recruiting to the YA(s)?
- Do you have a priority group? Who are they – girls, ethnic minorities, underachieving groups, high-achieving groups?
- Is it possible to do something specifically targeted at this/these groups? If so, how will you target them? What about the ‘non-targeted’ groups – will you provide some other session for them, or is there no perceived need to focus resources on those individuals?
- What is the taster for? Is your aim to:
 - target a particular subject or topic (eg engineering or health and social care)?
 - attract a more diverse group of young people to the subject?
 - introduce young people to a range of subjects they may not have encountered before?

- introduce the learners to vocational options in general?
- give some experience of what studying in FE or at a training provider will be like?
- Depending on the above, who do you want to involve? Employers, college tutors, training provider staff, voluntary organisations, employers, Sector Skills Councils, special support groups such as Women in Science and Engineering?
- If you would like to involve employers in your taster session in some way, how will you do this? What role will they play? Where? Is it possible to use their premises for the taster session, or will they visit you? Can they provide one or more positive role models – eg female engineers, male care assistants?
- If you are involving a college or training provider in your taster activity, or you are a college or training provider who is planning a taster session, could they/you provide a student from an earlier cohort to be a role model and give a first-hand perspective on what the YA involves?
- What will the taster session consist of? Talks? Hands-on activities? Discussions? Tours? Will it be used in any way for selection onto the YA?
- Will the taster be voluntary or compulsory? Open access for all in a certain year (eg all Year 9 pupils) or for one or more specific targeted cohorts or groups?
- How long does your taster event require? Two hours? Half a day? A full day? More than a day?
- Who do you want to attend the sessions? Learners only, or their parents/carers also?
- When will it take place? On a school day, an evening, one or more days at the weekend? These all have different advantages and disadvantages, depending on who you plan to attract.
- If the taster takes place within a school day, will those pupils who attend have to miss timetabled school sessions, or will lessons be cancelled for this group? If attending the taster means missing a school session, what plans are there to help them to catch up?
- What type of taster event will it be – one-off event focused on one specific YA, multi-subject-options or carousel?
- Transport – if the event takes place at an employer's premises, or in a local college or training provider's premises, how will the learners get there and back?
- Will the taster event be linked to any kind of learning outcome? What type of outcomes would be feasible for your taster activities?
- Is there any information about jobs and careers in the sector(s) that could be made available – either in talks or literature – during the taster?

National YA Taster Evaluation

This section outlines the process for the national evaluation of Tasters which was conducted in Summer 2007. **The evaluation is now closed** however we have provided the information relating to it, and the survey tools, to enable partnerships to replicate the evaluation model and compare findings with those collected nationally. The national findings are reported in the document, Tasters Case Studies and Illustrative Examples.

About the evaluation

There are two forms attached for you to use for the national evaluation of the taster session(s) you deliver: one for the organiser to complete and a simpler pupil survey form. The pupils' data will be aggregated then merged onto the organiser data so that we can relate their responses more closely to the aims and delivery mechanisms of the tasters. The National evaluation cannot provide detailed feedback about your event as we have had to design a format that will work across the board. We do hope you will collect pupils' feedback independently of the national evaluation for your own use.

We will be analysing information nationally, ie across the partners involved in this project, rather than comparing results between the partnerships involved. Our aim is to provide some information and advice that can be used by other delivery partnerships interested in designing and delivering taster events. We may contact some of you to find out more. For example, if you tried something to challenge occupational stereotypes, we would like to know what you did and the results of that. We would feed this qualitative information into the evaluation and will only name your partnership should you agree to this.

Both forms should be completed soon after the event. It will probably be easiest if the pupils complete theirs at the end of the taster itself. We have suggested that you provide a box for pupils to post their completed form into. We do not ask for pupils' names to ensure confidentiality and for reasons of data protection. You may photocopy the pupil survey forms, if you wish to analyse them at the local level to make a comparison with national results.

Tailoring the evaluation

Some of the tick boxes and options on the pupil form will not be relevant to your taster, and so you may want to strike them through on the hard copy, or remove them from the electronic version before printing. This will also reduce the time pupils need to spend reading the options on the form. *When tailoring the form, please do not change the wording of any part of the pupil evaluation nor question numbers.*

About each of the surveys

Organiser evaluation form

The first form is designed to gather information about the event, and should be filled in by you and your organising team. This will help us to understand how you configured the event, what resources you had to consider and what you aimed to achieve through the taster. It also allows you to tell us about anything novel you tried as part of the event and gives you a chance to reflect on the experience and think about what went well and what you might change if you were to run a similar event in the future.

If you would be willing to share your taster programme or lesson plan with other partnerships, or indeed your analysis of the feedback you collected for yourself at the taster, please enclose it with your survey return.

Pupil evaluation

The second form is designed for use with pupils who attend your event. The aim of this is to find out what young people hoped to gain from the event and what they feel they got out of attending.

The pupil feedback form also asks about the sources that young people use to inform their study and career decisions, as this may help to identify further opportunities to challenge stereotypes using sources with which pupils are familiar.

Please ask young people to complete this form at the end of the event, or as soon as possible after the event. The forms for young people do not require any information that will identify them, although we have asked for information regarding some characteristics (gender, ethnicity, year group) since this will help us identify whether certain groups require specific or different information.

National Evaluation of Tasters

Event-team Questionnaire

This questionnaire will capture some standard information about the taster event you offered. This questionnaire will feed into the national analysis of the purposes which tasters can serve and how they are organised. Information from the survey will be reported anonymously. No individuals will be identified, and organisations will only be identified if prior permission has been gained to do so.

1. Your YA Partnership's name:

.....

2. Sector(s) of the YA you offered tasters for:

- | | |
|---|---|
| <input type="checkbox"/> Art and Design | <input type="checkbox"/> Hospitality |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Motor Industry |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Performing Arts |
| <input type="checkbox"/> Electricity Industry | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Science |
| <input type="checkbox"/> Food and Drink Manufacturing | <input type="checkbox"/> Sports Management, Leadership & Coaching |
| <input type="checkbox"/> Hairdressing | <input type="checkbox"/> Textiles |
| <input type="checkbox"/> Health and Social Care | |

3. Which organisation developed and led the taster (if not partnership lead)

.....

4. Which other organisations contributed to the delivery of the taster?

- | | |
|--|--|
| <input type="checkbox"/> School | <input type="checkbox"/> Employer |
| <input type="checkbox"/> Training provider | <input type="checkbox"/> Current or recent Young Apprentices |
| <input type="checkbox"/> College | <input type="checkbox"/> Other (please give details) |

.....

5. How long was the taster?

- | | |
|---|--|
| <input type="checkbox"/> One or two hours | <input type="checkbox"/> Extended taster (please give details) |
| <input type="checkbox"/> Half-day | |
| <input type="checkbox"/> Full-day | |

6. How many times did you offer this taster?:

.....

7. Where was the taster event held?

- | | |
|--|--|
| <input type="checkbox"/> School | <input type="checkbox"/> Employer premises |
| <input type="checkbox"/> College | <input type="checkbox"/> Other (please give details) |
| <input type="checkbox"/> Training provider | |

8. Number of young people involved:

Total	Gender		Ethnicity					Disability		
	Male	Female	White	Asian or Asian British	Black or Black British	Chinese or Chinese British	Mixed	Other	No disability	Learning disability

9. Which pupils attended?

- | | |
|--|---|
| <input type="checkbox"/> All of Year 9 | <input type="checkbox"/> Pupils who had applied for the YA |
| <input type="checkbox"/> Pupils who had already chosen the subject | <input type="checkbox"/> Pupils who had been accepted on the YA |
| <input type="checkbox"/> Pupils who were interested in the YA | <input type="checkbox"/> Other (please detail) |
| | |

10. Number of schools/colleges from which pupils were drawn:

.....

11. What were the primary and the secondary aims of the taster?

	Primary aim (please tick only one)	Secondary aims (tick all that apply)
Introduce the YA sector/subject	<input type="checkbox"/>	<input type="checkbox"/>
Introduce the YA mode of study and assessment	<input type="checkbox"/>	<input type="checkbox"/>
Involve pupils in a formal/informal assessment	<input type="checkbox"/>	<input type="checkbox"/>
Reduce drop-out and swapping in the early part of Year 10	<input type="checkbox"/>	<input type="checkbox"/>
Increase motivation and pupils' belief in their abilities	<input type="checkbox"/>	<input type="checkbox"/>
Offer an experience of the college environment	<input type="checkbox"/>	<input type="checkbox"/>
Offer an experience of the employer environment	<input type="checkbox"/>	<input type="checkbox"/>
Insight into progression route(s)	<input type="checkbox"/>	<input type="checkbox"/>
Improve retention in post-16 routes	<input type="checkbox"/>	<input type="checkbox"/>
Challenge occupational/subject-area stereotypes	<input type="checkbox"/>	<input type="checkbox"/>
Raise awareness of careers and development in the YA sector	<input type="checkbox"/>	<input type="checkbox"/>
Something else (Please give details)	<input type="checkbox"/>	<input type="checkbox"/>
.....		

12. Did you/the team try any of the following as part of the taster event? If you did, please rate how successful this was (5 very successful ... 1 not at all successful):

	Tried this	Success rating 5 = High ... 1 = Low
Single-sex/ethnic sessions	<input type="checkbox"/>
Making attendance at event(s) mandatory	<input type="checkbox"/>
Making attendance in gender/ethnic-stereotyped subjects mandatory for relevant groups	<input type="checkbox"/>
Involving parents in the event	<input type="checkbox"/>
Involving employers in the event	<input type="checkbox"/>
Involving pupils already studying on the YA	<input type="checkbox"/>
Something else (please give details)	<input type="checkbox"/>
.....		

13. What did pupils typically experience at the taster (tick all that apply)? Please give a rating of how successful this was (5 very successful...1 not at all successful)?

	This was offered	Success rating 5 = High ... 1 = Low
An activity:		
about the practical skills YAs will develop	<input type="checkbox"/>
about how the YA is taught and assessed	<input type="checkbox"/>
about what work is like in the sector	<input type="checkbox"/>
about employers' expectations for work-placements	<input type="checkbox"/>
challenging stereotypes of the sector(s)	<input type="checkbox"/>
where current YAs were involved	<input type="checkbox"/>
A Presentation:		
about what the YA entails	<input type="checkbox"/>
about work in the sector	<input type="checkbox"/>
about work placements	<input type="checkbox"/>
challenging sector(s) stereotypes	<input type="checkbox"/>
given by a current YA student	<input type="checkbox"/>
given by an employer	<input type="checkbox"/>
A question and answer session		
with employer	<input type="checkbox"/>
with staff	<input type="checkbox"/>
with a current YA student	<input type="checkbox"/>
Tour of:		
training provider/college facilities	<input type="checkbox"/>
employer premises	<input type="checkbox"/>

-
14. If assessment was part of the taster, please tick all of the following that apply.
- Pupils knew we were assessing their skills, abilities and attributes during activities
 - We were observing their skills, abilities and attributes, pupils were not aware of this
 - An off-the-shelf assessment tool was used (eg Careers diagnostic, Key Skills Diagnostic etc)
 - Activities designed to allow pupils to demonstrate their skills, attributes and motivations
15. Based on the feedback you have received from the delivery team and the pupils, which of the following do you think your taster event achieved?
- Improved awareness amongst pupils of YA modes of delivery
 - Improved awareness amongst pupils of YA assessment
 - Improved awareness amongst pupils of work in the sector(s)
 - Broader, more diverse view of the sector amongst pupils
 - Improved awareness amongst pupils of the college/training-provider environment
 - Improved awareness amongst pupils of employers' expectations of their YA placements
 - Improved awareness amongst pupils of careers in the sector
 - Improved awareness amongst pupils of learning and training pathways and progression routes
 - Improved knowledge amongst delivery staff of pupils' skills, abilities and attributes
 - Something else (Please give details)
-
16. What were the types of costs and resources that you had to consider to run the taster?
- Staff time
 - Room availability at college/training provider/school
 - Venue costs for events not held on college/training-provider/school premises
 - Materials for use by young people during activities
 - Transport
 - Something else (please give details)
-
17. What is the likelihood that you will run a taster event for future YA recruitment?
- Very likely Likely Not likely or unlikely Unlikely Very unlikely

Thank you for completing this survey.

If you would like to add any further comments about your taster please do so here.

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National Evaluation of YA Tasters

This form asks you for your views about the taster you recently attended. Please fill it out as honestly as you can. You will not be identified.

Are you: Male or Female

Are you: Asian/Asian British Black/Black British Chinese/Chinese British
 Mixed race White Other

Which subject(s) did you attend a taster for?

.....

When you heard about this taster event, what did you hope you would find out about as a result of attending? Do you think you got this information at the taster? Please circle 'yes' or 'no' in the two columns as appropriate.

	Wanted to know this		Got this information	
	YES	NO	YES	NO
What the YA involves - where and what I will study, placements, etc.				
How I will be assessed on the YA				
What the college/training provider is like				
What my choices are when I finish the YA				
What jobs the YA might lead to				
What these jobs are like				
Something else - what?				

.....

Which of the following did you do at the taster? How did you rate these? Give each activity that you did a score, where 1 is very poor, 2 is poor, 3 is neither poor or good, 4 is good and 5 is very good.

	Did you do this ?		Your rating
	YES	NO	1 2 3 4 5
Practical activities eg made something, used equipment			
Presentations from teachers, employers or someone else			
You could ask questions to people who made presentations			
Tour of college or employer premises			
All female or all male groups			
Something else - what?			

.....

Were any of the following people at the taster? Was this useful?

	Were they there?		Was this useful?			
	YES	NO	not at all	a bit	quite useful	very
Employers			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current YA students			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents/guardians could come			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following best describes your thinking about your future career before and after you attended the taster? Circle 'yes' or 'no' to indicate how you felt **before** the taster session and now **after** you have attended the taster session.

	Before		After	
I know what job I want to do	YES	NO	YES	NO
I have some ideas about the jobs I might do but have not yet made a decision	YES	NO	YES	NO
I need more information before making any decision about the jobs I might do	YES	NO	YES	NO

Overall, **how useful** do you think that this taster event has been to you in helping you make decisions about:

- a young apprenticeship in this subject? not at all a bit quite useful very
- studying this subject area in general? not at all a bit quite useful very
- getting a job in this area of work? not at all a bit quite useful very

As a result of the taster do you think that you:

- have a clearer idea of career options? Yes definitely Slightly Not really
 - are more confident about your year 10 choices? Yes definitely Slightly Not really
 - are more likely to go on the YA ? Yes definitely Slightly Not really
 - Something else - what? Yes definitely Slightly Not really
-

Overall, what did you think of the taster:

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Thank you. Now please return this form to the person who handed it out.