What is Evaluation?

It is a process to critically examine an event/process/activity. It involves systematically collecting and analysing responses and information from participants as well as outcomes and characteristics.

We do this by asking participants to fill out evaluation forms immediately following an event.

Participants include: students, parents/guardians, providers (employers/educators/guest speakers and other stakeholders).

Students are also asked to complete evaluation forms via our online platform Grofar, which also keeps a record of their personal participation in all CEIAG activity throughout their time at Stokesley School.

In addition there will be an opportunity for Parents and Students to leave feedback for specific events using feedback forms on the internal Careers Website (coming soon).

The purpose of Evaluation is to make judgments about a programme:
- Does the program work and how can it be improved?
- Is the program worthwhile?
- Are there alternatives that would be better?
- Are the program goals appropriate and useful?

Why is Evaluation important?
- To identify what works and what does not - facilitating continual development and improvement
- To establish whether it is worthwhile i.e what are the outcomes/impact?
- To understand what participants got from it - was the target audience correct, pitched at the right level, what they will take from it.

The phases of Evaluation

Phase 1: Reaction

We use immediate feedback to help identify areas for improvement and consider possible changes for future activities. This is collected immediately after the event using feedback forms, before participants leave.

Phase 2: Learning

We want to measure learning outcomes. There are always identified and specific learning outcomes or results we are aiming for in all CEIAG activities and events - we aim to question students on those outcomes before and after their participation.

During student preparation for events/activities (which might take the form of a launch assembly, quiz or raising awareness presentation during tutor time), we can gauge students' prior knowledge, enthusiasm and interest in specific areas. A second evaluation will then take place after participation, when students provide feedback on the activity/event.

Phase 3: Behaviour

The next step is to gauge whether participation has impacted behavior. In other words, are our students applying what they learned?

This process takes time—after all, it can take weeks or months for students to build confidence or have the opportunity to apply their knowledge. Students will have the opportunity to revisit Grofar and add their thoughts to their own profiles and records of CEIAG participation.

Phase 4: Results

The final step is measuring results. This is the most difficult part to establish and obviously will take time. Sometimes it is an accumulation of CEIAG participation which creates an impact for students. Alongside the Evaluation process in place, we can also refer to school data including Destinations Data to indicate the effectiveness of our CEIAG programme. Our aim is always to ensure that all our students are supported in making life decisions regarding their future study and employment.

E.g. A student attending a Careers Fair, Information Evening and also visiting a workplace may all contribute to a decision to study for a particular career or enrol on specific Apprenticeship training.