

## The Transitions Programme: Evaluation report for the RSA



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## **Executive summary**

This report documents an RSA-funded pilot, which investigated the impact of a transitions programme on outcomes for young people. The pilot was run in secondary schools from September 2011 to March 2012.

The aim of the programme is to build **resilience** and **agency** in young people in transition between school and their next steps, whether into higher education or employment.

The aim of the pilot was to find out whether there was genuine need for such a programme, what impact it had on young people and their decision-making skills, and whether the idea might be developed into a financially-sustainable venture.

### **Part 1**

In Part 1, we investigate a number of factors motivating the development of the programme.

These factors include:

- The likely impact of the Education Act 2011 on school-based careers guidance for 16-19 year olds
- Professor Alison Wolf's report on vocational education
- The conflict between increased access to higher education and diminished educational funding
- Uncertainty about the value and equivalence of qualifications
- A cultural shift towards online and away from face-to-face information, advice and guidance for young people

The report then goes on to describe the development of the Transitions programme.

Our in-going hypothesis was that young people need more hands-on support to think independently and reach decisions in an era of easy access to information.

To that end the programme we developed focused on four main cognitive and interpersonal areas, in four separate group workshops:

- Creative problem-solving
- Critical thinking and feedback
- Evaluating personal networks
- Persuasive speaking

These four sessions were then supplemented by two one-to-one sessions.

## **Support from the RSA**

We were delighted to be given a Catalyst grant from the RSA to help us pilot the programme. On the basis of this funding, we were able to approach four schools, which are either part of the RSA family of academies or closely associated with the RSA:

- RSA Academy, Tipton
- Whitley Academy, Coventry
- Kingsbridge Academy, Devon
- Quintin Kynaston, London

This range of schools enabled us to work in two schools in the midlands, one school in London, and one in the south west of England. We were able to work mainly with year 12 students, with some from year 13.

## **Part 2**

Part 2 shows how students evaluated the impact of the programme on their personal development.

In this section we demonstrate that there is certainly a need for programmes of this kind. We show how the programme as a whole affected students, and what they told us they took from individual sessions, in terms of changes to their thinking. We also show how students put what they learnt into practice.

## **Part 3**

In Part 3 we show how it is possible to derive a broad typology of student mindsets for transition from this pilot, and how the programme supports each type.

We have also used the work to develop an understanding of *resilience* as distinct from *agency*, and show this in further simple matrices, which can be used as diagnostic tools.

## **Part 4**

Part 4 looks at where the programme could be improved, and takes into account the observations of the facilitators on running the programme.

One of the main issues we had to overcome was the very difficulty that young people experience in thinking for themselves – this was the purpose of the programme, and proved the need for it, but we were nevertheless surprised at how reluctant many young people were to engage with the programme at first.

## **Part 5**

We draw simple conclusions and make suggestions for next steps in the final part of the report.

In two appendices, we outline the contents of the programme, and show costings, firstly to demonstrate how the budget for the pilot was spent, and secondly to show the commercial cost of this kind of work.

## **Acknowledgements**

We would like to thank the RSA Academy in Tipton, Whitley Academy in Coventry, Kingsbridge Academy in Devon, and Quintin Kynaston Academy in London. The support of their staff and the participation of their students made the Transitions programme possible.

We would also like to thank Professor Becky Francis for introducing us to RSA schools and schools using the RSA Opening Minds curriculum, and for her ongoing support and interest in the programme. Thanks are also due to Tony Mitchell FRSA for his excellent business advice, Alex Watson and Sam Thomas who helped us set up the project through the RSA Catalyst fund, and Tim Morley of Know Innovation for sharing teaching materials.

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## Part 1

### 1.1 Inception of the Transitions programme

In early 2011, a number of factors brought us together to devise a programme supporting young people in transition between school and their next steps, whether into higher education or employment.

These factors included:

- Professor Alison Wolf's report on vocational education
- The conflict between increased access to higher education and diminished educational funding
- Uncertainty about the value and equivalence of qualifications
- The likely impact of the Education Act 2011 on school-based careers guidance for 16-19 year olds
- A cultural shift towards online and away from face-to-face information, advice and guidance for young people
- Personal experience and a motivation to level the playing field for young people
- The opportunity to apply for RSA Catalyst funding

It has been made clear from Professor Alison Wolf's report on vocational education that there is a serious problem in the UK with the way young people are being advised in terms of qualifications and their futures.<sup>1</sup>

This has arisen for several apparently distinct reasons, which together have created a confusing picture for young people.

#### **Educational entitlement versus education funding**

The previous government set a public aspiration that up to 50% of young people should go on to higher education. This ambition has fallen away since the coalition government came to power, in part because of the controversy surrounding increased tuition fees.

The reality is that we do not yet know what impact the prospect of higher tuition fees will have on applications and outcomes for young people. This is because the UK has never before been in a situation in which so many have been prepared to think that they should go on to higher education, at the same time as weathering a recession based on massive national and personal levels of debt.

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<sup>1</sup> [Wolf report, 2011, Department for Education](#)



What we do not yet know is how the next generation will approach debt management. We are in the middle of moving from a culture of narrow educational entitlement and full state funding to broad entitlement and diminished state funding.<sup>2</sup>

### **Qualification ‘equivalence’**

The creation of the National Qualifications Framework (NQF) and the Qualifications and Credit Framework (QCF), with their opaque overlap, has made it difficult to understand what qualifications actually *mean*.

There has been an unintended consequence of constructing equivalences between different *kinds* of qualification by means of converting them into numerical scores. This is the advent of league tables, that announce excellent GCSE scores, when in reality large numbers of lower-achieving young people are being channeled into so-called ‘equivalent’ qualifications, seemingly ‘worth’ several GCSEs, which the school could safely assume they will gain, and which can then be used as part of public attainment announcements.

However these non-GCSE qualifications are not useful if the young person wants to progress to many kinds of higher education.<sup>3</sup> The system in fact is, if not entirely closed, certainly patchy. Some universities have changed their admissions policies to keep pace with this grade equivalence. Others remain committed to the pure GCSE, and their own admissions policies based on A level scores, rather than its equivalence in BTEC or other qualifications, as a mark of academic capacity and potential.

Far from opening the pathway between school and higher education, the previous government’s policies have distorted the landscape for many young people, giving them a false and confusing sense of their own potential relative to the expectations of other sectors, like higher education and employment, which did not change.

### **The Education Act 2011**

In November 2011, an Education Act received Royal Assent. This Act marks an important stage in the coalition government’s plans for the education sector in the UK. Among other elements, it includes changes to legislation on careers guidance in schools in England.

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<sup>2</sup> It is also unclear how the introduction of the Ebacc measure is going to affect schools and students, or the ending of modularized examination.

<sup>3</sup> [Equivalent qualifications, Ofqual](#)

The ‘responsible authorities for a school in England’ must ensure that pupils have access to ‘independent careers guidance during the relevant phase of their education’.

In more detail, the Act states:

The responsible authorities must secure that careers guidance ...

(a) is presented in an impartial manner,

(b) includes information on options available in respect of 16 to 18 education or training, including apprenticeships, and

(c) is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

It also states:

Careers guidance provided to pupils at a school is independent for the purposes of this section if it is provided other than by—

(a) a teacher employed or engaged at the school, or

(b) any other person employed at the school.

The implications of this insistence on *independent, impartial advice not provided by an employee of the school* caused anxiety and confusion for schools and careers advisers in England while the Education Bill was passing through Parliament. This is because the wording of the Bill raises, but does not answer, questions about:

- How to access and fund careers guidance
- What qualification level is required for careers advisers
- Whether teachers already working as careers advisers can continue
- What is to happen to the army of local authority careers advisers cut adrift by austerity cuts
- Exactly what will count as ‘information’, and from which sources.

The new Act challenges schools to ensure that they go beyond providing information on their own post-16 provision, but it is not clear on how schools should fund or go about this.

An all-age careers guidance website has being developed by the Department for Business, Innovation and Skills (BIS). The Institute for Careers Guidance (ICG) feared that the new online service would be a barely-enhanced version of the

already-existing Next Step site, run out of Directgov.<sup>4</sup> At the time of writing, Next Step now links to [National Careers Service](#) pages on Directgov, and does indeed seem to bear out ICG fears. What worries careers advisors we spoke to while developing the Transitions programme is that directing students to the National Careers Service website will satisfy the requirement for ‘independent impartial advice’, allowing schools off the hook of investment in schools-based careers guidance.

### **School-based careers guidance**

Alongside this lies the difficulties of careers guidance in general. School-based careers guidance has always had a poor reputation. Traditionally, the role of careers officer has been allocated to a teacher within a school, who does not have the time or the qualifications to offer deep advice to a large cohort of young people.

It is unclear when the most effective moment or moments fall to give young people advice: should it be offered from before the selection of GCSE or other qualifications? Is it most important post-16? What form should effective support take?

### **Navigating the information age**

We live in an era in which raw information is more readily available than at any other time in history. Accessing information on higher education or employers has never been easier.

However what are needed in order to *process* this extraordinary amount of information are **thinking skills** – young people need to strengthen their sorting, analytical, and interpretive muscles in order to stay focused on their dreams, weed out what is non-information, and assess what is really viable, really desirable, and really futureproof in terms of their unfolding careers.

Yet the restrictions on thinking for one’s self, and attempting to think long term, have never been greater. Young people are served a world of boxes: excessive testing, discrete qualifications, and higher education that is itself increasingly modularized. Employers continue to clamour that young people arrive from school or higher education ill-prepared to slot straight in to the workplace: there are widespread complaints about lack of literacy, numeracy and initiative. Young people are curtly informed that after years and years of testing, they have been mollycoddled, and are not fit to work.

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<sup>4</sup> [http://www.guardian.co.uk/education/2011/dec/26/schools-funding-cuts-hits-literacy?CMP=tw\\_t\\_gu](http://www.guardian.co.uk/education/2011/dec/26/schools-funding-cuts-hits-literacy?CMP=tw_t_gu)

## **The world according to the teenager**

And think about the picture from the point of view of a teenager. The years between 13 and 19 are years of turmoil for individuals. Hormonal changes start to have a massive impact on their bodies, sexual desires are intense and bewildering, the desire for freedom coupled with the fear of failure causes painful internal and intergenerational conflict.

It would be hard enough to maintain a clear focus on one's trajectory under normal circumstances, but the circumstances of actually *being* a teenager themselves directly contribute to a loss of proportion. Young people tend to think in extreme and heightened ways: they do not yet have the experience to regulate their thought patterns, to console themselves for disappointments, and can be brought low by too much external criticism, giving up rather than persisting.

This was the background against which we came together to develop the Transitions programme.

## **1.2 Development of the Transitions programme**

### **The partnership**

Dr Ingrid Wassenaar studied self-justification and motivation as part of her doctoral research. As a Director of Studies at Christ's College, Cambridge, she conducted admissions, and undertook outreach work, seeing at first hand the challenges young people face when applying to HE. She subsequently worked as a management consultant at SHM, where her projects focused on motivation and transition: for the Young Foundation, DCSF, DIUS, Dialogue in the Dark, and Telford local authority. She has extended her knowledge about the primary and secondary education sectors by working as a researcher for The Key, an education information service.

Dr Zella King (Henley Business School, SHL) researches social networks, careers and labour market choices. She has a PGCE and delivers networks and creative problem-solving training in higher education settings (undergraduates and postgraduates).

Jon Harris is the director of the Jon Harris Partnership, which offers training and coaching using actors. His company has won a National Training Award.

All three of us are chairs of school governing bodies, and have young families, giving us a very real interest in seeing careers guidance develop in this country.

However none of us was interested in becoming a careers guidance adviser per se. What we felt was missing from the landscape was an approach that went further and deeper than the trading of basic information.

### **Starting points**

Our starting point was the hypothesis that access to information (about higher education or employment) has never been so easy, but that raw information does not help young people to make good decisions. Without good thinking and problem-solving skills, large amounts of information are simply overwhelming.

We were aware of the patchy provision of careers guidance in schools in various ways. Ingrid had experience of conducting outreach work and mock interviews for entry to Oxford and Cambridge, and had carried out admissions exercises in both universities. She had witnessed the disparity between support for pupils from private schools and candidates from state-funded schools. Zella's research work in career self-management meant she had a deep understanding of how people manage career change once they are adults, and how important it is to develop these skills early. Jon's experience as a change management consultant put him in an excellent position to adapt his approach to work with young people at the beginning of their careers.

Primarily, the Transitions programme evolved out of a desire to level the playing field for all pupils, whether they are aiming to go on to higher education or start their careers straight out of school.

From the beginning the focus was on enabling young people between the ages of 16 and 19 to make the best choices they can, to broaden their thinking in productive, exploratory ways and to withstand negative feedback.

We felt that the best way to achieve this was through a structured programme of group and one-to-one sessions, each focusing on a different skill. We wanted to show students that *they already have the means to make good choices*, and that the skills they have learnt at school are transferable, with a little adjustment.

To that end we focused on four main cognitive and interpersonal areas, in four separate group workshops:

- Creative problem-solving
- Critical thinking and feedback
- Evaluating personal networks
- Persuasive speaking

These four sessions were then supplemented by two one-to-one sessions. These enabled students to reflect on what the four group sessions meant for them,

complete tasks to further their thinking, and start to pull together an action plan for their next steps. You can see the programme outline in Appendix 1.

The aim was to help students build:

- Resilience
- Curiosity
- Grounded thinking
- Sense of agency

We wanted students to leave the programme armed with simple, practical, powerful tools for overcoming challenges, and taking steps towards their aims. The collaborative exercises within sessions, and the tasks set between them, were explicitly intended to be reusable and transferable.

We wanted students to know that achieving challenges and dealing with setbacks takes both psychological and practical tools, and that being able to turn to a simple method of creative problem-solving can be as useful when approaching very big questions, such as career development, as it can when writing an essay.

We wanted to see students move on in their thinking about life possibilities, supplementing their recourse to the conventional career guidance approaches of matching self to occupations, and of information-gathering.

### **Support from the RSA**

We were delighted to be given a Catalyst grant from the RSA to help us pilot the programme. At the same time, we were able to approach four schools that are part of the RSA family of academies, or about to join it. These were:

- RSA Academy, Tipton
- Whitley Academy, Coventry
- Kingsbridge Academy, Devon
- Quintin Kynaston, London

This range of schools enabled us to compare two schools in the midlands, one school in London, and one in the south west of England. We were able to work mainly with year 12 students, with some from year 13.

## **1.3 Practicalities**

### **Recruitment of participants**

We worked in four schools from September 2011 to March 2012. We asked each school to select and recruit around 12 participants for the programme, based

on the school's perception of their need, vulnerability, or lack of access to other forms of support with transition. No charge was levied of either schools or individual participants.

After initial contact was made with a school via an introduction from the RSA, we invited each school to determine a point of liaison, who was then instrumental in selecting participants and booking a space. This meant that each selection process was ultimately determined by the school. It also meant that the rooms we could work in were very variable, which sometimes had an impact on how sessions went.

Placing the responsibility for selection with the schools was deliberate. We wanted to build schools' engagement with the principles of the programme. We also felt that schools knew their pupils far better than we could, and that it would simplify and accelerate the logistics of recruitment.

We ensured that schools were happy with safeguarding issues, and that we had permission to take notes and photographs during the sessions. Members of staff sat in on some sessions in some schools, but this was not systematic. We left the choice of school presence in the workshops to individual schools. In practice, our contacts were usually occupied with other duties during our visits, and were only able to meet practical needs, such as navigating the school, locating rooms, and, sometimes, quick debriefs after the sessions.

## **Facilitation**

We tended at first to travel to the schools individually (October to December 2011). In the second half of the pilot (January to March 2012), however, we started to work more often in pairs, finding that this had a definite impact on facilitation.

We aimed as far as possible to run the programme so that an initial group session was followed up fairly soon by a one-to-one session, and that a one-to-one session closed the programme. The actual order of the group sessions, however, we felt could remain flexible.

We also aimed where possible to run the programme across 6 consecutive weeks. Where this was possible, the programme's intended cumulative effect was more clearly felt. Where the programme had to run with less regularity, we had mixed results. In one school, irregularity led to loss of momentum. In another school, a long gap between sessions actually enabled change to take place for some students.

The content of each session was broadly agreed between the three facilitators, and then completed by each of us according to our areas of expertise. We were aware of each other's session content, and sought to reinforce connections between them during our own. Across the pilot, we modified our sessions in the

light of their reception by the students, and kept the other facilitators up to date with our changes.

## **Documentation**

All three facilitators noted student comments, and recorded their own observations on each session, by taking written notes during the sessions and immediately afterwards. This strict protocol enabled us to build a substantial archive of the way the programme ran in its own right, and in each school. We stored this on Google Docs, giving us a centrally-accessible hub of activity on the pilot.

The recording work we carried out was used in different ways. At the most local level, we used careful on the spot evaluation to enhance the delivery of the programme within each school, and across the course of the pilot. We modified the sessions in response to feedback and our own observation as the pilot went on. This work was intense, as we were working in different schools simultaneously.

Clear, accurate and detailed notetaking was a crucial part of the transitions methodology itself, especially to support one-to-one work. With limited time available, being able to feed back a detailed understanding of the individual student's situation built trust rapidly, and enabled more intensive work to go on.

We were able to take photographs at some sessions, where two facilitators were present.

Finally, this recording work was also instrumental in helping us evaluate the success of the pilot overall. It enabled us to situate the students' evaluations of how well the programme had gone in a clear context.

## **1.4 The remainder of this report**

Part 2 of this report will deal with student evaluation of the programme's impact on their outcomes. It gives evidence for need; shows how the programme as a whole affected students, and what they took from individual sessions. It also shows how students put what they learnt into practice, aiming towards greater resilience, agency and more confident decision-making.

In Part 3 we show how it is possible to derive a broad typology of student mindsets for transition from this pilot, and how the programme supports each type.



We also needed to understand whether and where the programme needed development and improvement. We deal with this in Part 4 of the report.

Ultimately we needed to work out how to make the programme financially viable, sustainable and scaleable without losing quality. We discuss these findings in Part 5, where we also make recommendations for next steps.

## PART 2



### 2.1 What evidence is there that the programme is needed?

Over the course of the pilot we heard a number of comments about how students feel about and approach the future in general, and their own place within it.

There were several students who were comfortable with their plans, and clear about their choices. As was to be expected, the programme had less direct impact on them:

*“The programme is less useful if you are clear on what you want to do. It would be good for people who really don’t know what they want. It would have been more useful in year 10, even by year 12 it is too late.”*

Having said this, even for students who came into the programme feeling clear about their choices (usually further study), there were benefits:

*“Radiology would have been my first choice, but since the last one-to-one, I have been thinking about an apprenticeship in management or engineering. I’ve also been thinking about what I could do with my biology and chemistry.”*

*“Doing the programme made me actually go to university websites. I would have done some of this without the programme, but it made me do more. I will still apply to med school, but I’m more aware of what I could do with chemistry.”*

We specifically asked schools to select participants who they knew to be struggling with transition. Anecdotally, there tends to be a correlation between ‘making a clear choice’ and ‘choosing to go on into higher education’. This is to be expected, because much advice from schools, as educational institutions, is likely to be geared towards continuing education.

This assumption, which students internalise, then exposed an issue for the programme. Young people selected for the programme because of a perception by the school that they were ‘undecided’ tended to assume that the programme was ‘academic’. They felt that it must be aimed at young people intending (or needing to be persuaded) to pursue an academic route. For them, the programme could spark antagonism:

*“I was put on the programme when I didn’t know how I wanted to go about training as a nurse. I knew what I wanted to do: nursing, I want to make lead nurse. I see the programme as academic, I am not academic. An academic can write and I know what I really like and what I don’t, not doing critical thinking. With nursing, the academic side would be lectures. Academic is school, lectures, intense sitting down. I like to get my hands dirty. The critical thinking texts were the wrong exercise to set because it set the programme up to look like it was academic. With the creative thinking session yesterday, it made me feel I ought to think another way, as if I was thinking wrongly.”*

Academic certainty and anti-academic hostility aside, however, the majority of the young people we worked with expressed deep-rooted uncertainty, fear and ambivalence about the future:

*“I am not good about thinking about the future. When my mum asks what I’m going to do, I brush it off. Basically I’m frightened, not of leaving home but of what I would do.”*

*“I’m very unsure about what to do next, it’s annoying, there are so many choices. I don’t want to go to uni, I can’t see the point, most students seem just to go there to have a good time, it seems like a huge waste of money to me. I don’t know whether I should go on a course, or get a job or what.”*

*“I am fairly good at meeting deadlines. But sometimes I get scared when out of routine. I’m scared of having to use my initiative. I haven’t had to do this before. This is daunting, contacting people I don’t know. My confidence is good when I know what I’m doing.”*

*“I want to know what I want to do, and do it, not experiment. I’m unsure, not frightened, but not looking forward to the future.”*

Perhaps the most striking comment came from a young woman who said:

*“I don’t want to make a decision, I want to be told what to do. Although I hate being told. But I hate making decisions. Even small things.”*

## **2.2 What impact did the programme have on outcomes?**

We were delighted to find that many students felt the programme had a direct impact on their thinking, which had changed over the course of the programme. They told us that they were more able to break down problems, think of alternative solutions, think more openly about choices, and could now approach decision-making with greater confidence.

Some took actions to alter the course of their futures as a direct result of the programme.

### **Rick’s story: don’t give up if you experience setbacks**

Rick was playing semi-professional football, and dreams of being a professional player. However he had had a bad experience with his last team. He had been dropped after a difficult period when he found himself on the bench, and started to lose confidence.

When he came on the programme he showed himself to have promising leadership and negotiation skills. In his first one-to-one session, we discussed his dilemma: torn between applying for an apprenticeship like his brother, or giving football another go.

He came to the second one-to-one session smiling in triumph:

*“I phoned another team, I signed with another Saturday team. They were advertising for players, my brother wanted to play, I asked if they needed a goalie. They did, I tried out, and have been training with them since then. I learnt to stick in there. Even if you get a knockback.”*

He also applied for different apprenticeship courses, and was about to go to interview.

## 2.3 Evaluation of the programme as a whole

*“It should be run in more schools”*

Some students felt the impact of the programme in all areas of their life. Such young people tended to be those who were committed to their work, but struggling to manage workload, whether because of poor time management, domestic anxieties, or a lack of confidence in turning down requests:

*“It was about mapping your life in a way. It was helpful to talk to people I wouldn’t normally, to have advice from someone who wasn’t a friend. I know it will help me in the long run. I have found myself, what I’m capable of. I’m more capable of saying no to people. I have found a bit of extra voice to be able to put myself forward. I’ve given up something that was stressing me out, and I feel good about it. I’ve said no to them, and yes to me.”*

*“I thought it was good, it has developed my self-understanding, my conflict between art and sport, realising I always say “I have to...” rather than thinking about how I might do something because I want to.”*

*“It made me think about going to uni, different opportunities, learning different things about sport.”*

### **Darren’s story: pursue what you are most interested in**

Darren is really interested in music, and wants to own his own music studio. At his first one-to-one, he said that he had looked into finding work experience with a studio, but that he had given up quickly. He had been offered a Saturday job at Rymans, which he was about to accept. We discussed whether it really made sense to get work experience in an area he wasn’t interested in.

At his second one-to-one, he walked in beaming.

*“After we last met, I decided not to take up the Ryman job. I thought about what it would be like to sell stationery as opposed to selling instruments, and decided I wanted to do what I really wanted rather than a substitute.”*

*I have been offered a job and have to check back in with a music store that has offered me work. It has good connections with studios. I thought, 'if I am going to take the easy path, I will always do this, so I will take the risky path'. I've been glad to try the music route. The way I got this job was to be more openminded. To celebrate I went to the UK guitar show to talk to the shop owners, and as a result met even more people in the business.*

*It was a hard step to take initially, but once I thought about it I knew I wanted to try. Rather than researching, I went out to find things. I used my initiative. Before I picked up the phone, I prepared the points I could bring up, and made notes, I thought about what I could offer as an employee.*

*The first person I told was my mum. It showed her I could do something without her help. The Ryman job was with her help. She was surprised. I kept it to myself and didn't tell her before I contacted the shop, although not because of a fear of not succeeding. It makes me realise I can be independent, I can be self-reliant. When you do it independently you get more out of it. In the past, I have said I wanted something, then my mum has talked about the practicalities, how to get there. This put me off. Now it is my responsibility to find out how to get there.*

*The programme was a good experience. Usually with outside speakers you get information but no benefit, but with this course it has taught me life skills, like taking risks, having a better outlook on opportunities. I think it has shown me that I have got the capability of going out and showing I can do it."*

## **2.4 Evaluation of individual sessions**

This section quotes student evaluations of each of the sessions. We have grouped positive comments here. We deal with challenges and areas for improvement in Part 4.

### **Creative problem-solving**

*"I liked the creative problem-solving session, because it encouraged me to think in more original ways."*

*"The string exercise was good. The way last week we had problems on post-its and put them on the wall. Trying to get me to think about being older."*

*"It helped me in different ways, e.g. working with Zella on challenges, creative problem solving, helping me realise I could think about*

challenges, they weren't beyond me. I'd have liked more practical exercises.”

“I've learnt about building on ideas to make a better idea, and avoiding judging ideas.”

“I liked the creative problem-solving, it helped me think about ways of generating new ideas. I thought it would be easy to do the ‘divergent ideas’ part, but I will stick to an idea if I think it's good. I will definitely use divergent thinking again, even just for exams.”

“I could research, keep a dossier. I could ask questions – people don't expect me to know all the answers. To achieve calm, I can give myself more time. I can break things down. Recently I had an English exam, and art coursework. All together it was overwhelming, so I made myself a timetable. I sometimes get panic attacks, so I say ‘I won't let myself get that far’. I try to calm myself through breathing. I identify the problem and write it down. I write down everything that's worrying me, then either rip it up or prioritize from it. Often I worry about things I can't control.”

“If I have to choose, and it goes wrong, I can choose again. I can use my rational skills.”

“I've learnt to remember that there are always different ways of thinking.”

### **Personal networks**

“It amazed me that having an obese person in your contact group ups the chances of becoming an obese person myself.”

“I was amazed to find out about the sheer size of personal networks, and how important it is to maintain contact information.”

“The session on personal networks showed me that who you know and who they know is interesting, analysing what kind of group you are in. Zella made us put ourselves in the centre, our mates around. It showed me I am mixing with people very similar to me. It would encourage me to look for different kinds of people.”

“My friends are the largest influence on my subjects, because I have gone through school with them. I have a small close group of friends, but I do speak to the whole sixth form. I know that my friends do influence the way I do my work, and that I influence others.”

### **Persuasive speaking**



*“It has helped me speak a lot more. You are not teachers. My say is as important, there’s no right or wrong answer, the balance of exercises was about right.”*

*“It’s really helped with my self-presentation, normally I just sit there. On the programme I could give my opinion – in fact I had to, I couldn’t just sit there, I had to participate. I would have liked more sessions.”*

*“I liked the acting session – I enjoyed thinking about how we come across. I learnt to listen to other people’s opinions, not just to voice my opinion, but to listen first and then voice – we are all as important as each other.”*

*“I liked the persuasive speaking session – having to convince the other group to share.”*

*“I enjoyed the acting, the presentation skills, the group tasks. I would have liked more of these, because they felt unfamiliar. In the acting session, I realised that, before, I would know my opinion, but not how to voice it. In some cases, it’s not enough to give your opinion, you must*



*persuade. To do this, you must listen, and then suggest why your opinion is right, you must think before you give your opinion.”*

## **Critical thinking**

*“From the critical thinking session I learnt not to give up when thinking critically got hard – there is always another way of looking. I also got this from the creative problem-solving, I found these more practical, about team-building.”*

*“I also found the critical thinking session useful: I ignore people I don’t like, I don’t look for conflict, but in a situation like the critical thinking, I couldn’t.”*

*“From the critical thinking session I learnt that I already do more critical thinking than I realised. I enjoy ideas, input, working together. I would prefer to gain ideas to pull together with other, not just to be the one who comes up with them. I’m not shy, I try not to get frustrated.”*

*“It was interesting to realise how much critical thinking I do already.”*

*“You don’t know that you do so much critical thinking – it made me think about constructive criticism, what can help you improve.”*

*“I thought the critical thinking session was good; it made me think about not giving offence. I’m generally always the person who will stand up for what’s right; I’ll put others first, but I find it hard to stand up for myself.”*

In one school, all the students in the critical feedback group complained that I was “reading too much in”, and said that some criticism is just advice. Then I asked them what it felt like to be told by teachers to “work harder”. One girl said it demotivated her; a boy said he just didn’t listen to it, he zoned it out, and was indifferent to it. When the ‘reading in’ applied to their own experience, they were more willing to accept the overall point of the session: that criticism is powerful and needs to be used carefully.

## **One-to-ones**

### **Jai’s story: be realistic about your choices**

Jai came to his first one-to-one saying that he wanted to do a degree in English or music. However he was not taking A levels in those subjects.

He talked about his considerable experience outside school as a semi-professional musician, and we discussed how he could bring together his love of music with his next steps.

Jai seemed full of doubt and confusion about the way forward.

At the second one-to-one, he was much more confident and focused:

*“Since we met I have looked into uni courses. I want to pursue music and management, music production and music technology. I also want a back up idea. But it's not English any more. I know where I want to go. Go to uni, do music technology, my initial idea is music or sound engineer. My maths is still the problem, but I am also looking at another college to retake. I know I need my maths. I'm going to look for more experience in music technology, we have a studio here. We use different software, in our first assignment I had to create using different software. I need to practice.”*

*“I enjoyed the one-to-ones. I found them useful for direct tips, to be able to talk to a stranger about the issues I face.”*

*“I have practised saying no. Now I ask myself if doing something will benefit me. I have put myself first. It was hard at first. I was surprised not to get negative reactions. I've turned down about three things, they were big things but they weren't relevant to me and my future. It's helped me stay focused. It has helped my mood. I used to get really stressed. Now I am learning to cope with my course better. I'm getting higher grades. My main thing is my grades. Knowing I can cut down and still get positive feedback from staff, and get grades. It makes me feel positive.”*

*“Failing my maths, I felt I couldn't do it, I wanted to give up. But I know I can. I am retaking it in June. I feel more confident in my learning, I can do more. I encouraged myself. I'm not a quitter.”*

*“I realised with the letter-writing task, reading it back, that I'm not as quiet as I used to be, that now I would stand up for myself. I think I will be more confident from now on.”*

*“I have got a lot out of the one-to-ones. I know what I do, but you saying it reflects it back at me in a different way.”*

*“The one-to-ones have been helpful, because you can speak without being judged.”*

*“From the motivations task I worked out that my main motivations are: family, money, friends; my ambitions to run my own business, or go into management. Re-reading the letter I wrote to myself opened my mind, it relieved me.”*

## PART 3

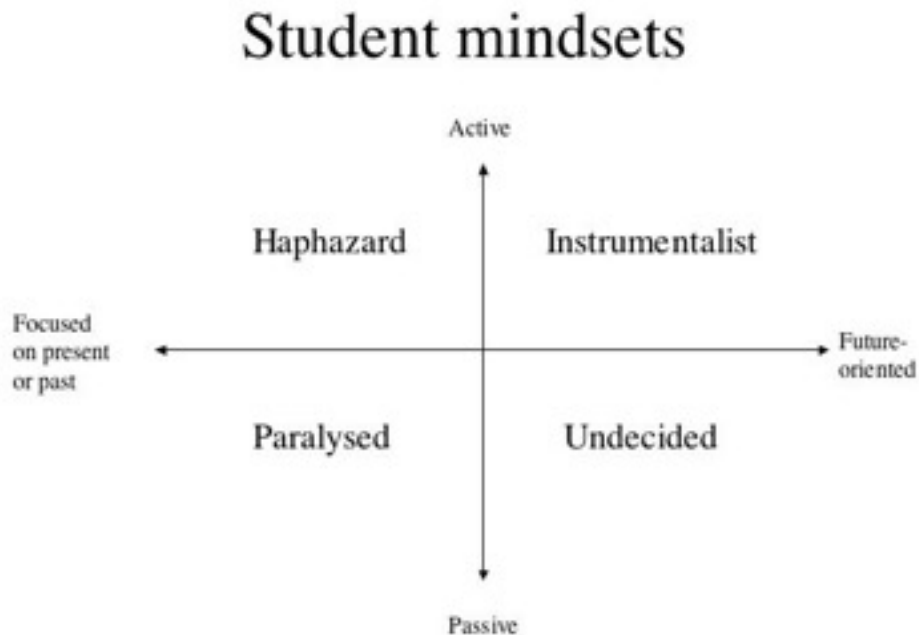
### 3.1 Typology of student attitudes to transition

We were able to identify four broad mindsets amongst the young people we saw coming up to leaving school and struggling with transition.

Typologies are only broadly helpful. Individuals will move between mindsets depending on changes in circumstance. It is possible to be strongly or weakly within one mindset, or to exhibit characteristics of more than one mindset simultaneously.

Caution should be used, therefore, in using a typology in too metrical, diagnostic or specific a way with an individual. Identifying a set of mindsets around transition is always about helping an individual move on from the point he or she is actually at, not a prescription for what he or she should be doing. The four mindsets do not represent milestones to be reached one after the other; they are a distillation of a spectrum of attitudes we have heard, articulated into four general categories.

Having said this, it can be useful to name and reflect back to an individual where he or she seems to fall within a typology, as a starting point for action, a way to frame discussion, or a point of contestation. It gives a coach a useful tool to use flexibly and dynamically.



Mindset	Relationship to the future	Quotations
PARALYSED	<p>I am trapped in the present.</p> <p>I am struggling with workload, issues in my personal life, time management, and/or self-management</p>	<p>“What’s the point of dwelling on the fact that it’s going to change. It will just make me sad.”</p> <p>“When I first got the task I had work to do then forgot.”</p> <p>“I have no clue what I want to do.”</p> <p>“I am not good about thinking about the future. When my mum asks what I’m going to do, I brush it off. Basically I’m frightened, not of leaving home but of what I would do.”</p> <p>“I didn’t have ideas and wasn’t sure how to go about it. I felt a bit uncomfortable. I don’t socialise with that group.”</p> <p>“I think a lot about what others will think – I’m afraid of being criticised.”</p> <p>“I don’t enjoy my subjects, I don’t want to be here, I don’t want to go to university. But I don’t want a rubbish job, I want to earn. I want to know what I want to do, and do it, not experiment. I’m unsure, not frightened, but not looking forward to the future. I don’t want to make a decision, I want to be told what to do. Although I hate being told. But I hate making decisions.</p>
HAPHAZARD	I am worried about the future, and taking action without a plan	<p>“I feel I’ve got questions: what do I do? I feel that everyone’s got plans except me.”</p> <p>“I’m afraid of making the wrong decision”.</p> <p>“Yeh. I dunno. I’m not frightened about it, it’s just going to happen. I could talk to my tutor, I want to go to uni. Talking to others who have been. I don’t want to think about it. I don’t want to get something wrong: I would have to do it again. I am afraid of getting things wrong.”</p>
UNDECIDED	I am thinking about my future, but not taking action	<p>“I’m very unsure about what to do next, it’s annoying, there are so many choices. I don’t want to go to uni, I can’t see the point, most students seem just to go there to have a good time, it seems like a huge waste of money to me. I don’t know whether I should go on a course, or get a job or what.”</p> <p>“I feel I have grown up in the past two months; I’ve realised my school work is important, that my family is important – my grandad had a heart attack, that put things in perspective. I’ve learnt I don’t want to mess it up. If I take a bad turn, stop school, I could end up in hospital or on drugs or drink. If friends were going this way, I wouldn’t respond now. I’m not as easily influenced as I was.”</p>

INSTRUMENTALIST	I am planning for the future, but I may be at risk of closing down options too soon, or of not exploring my options imaginatively. I may be doing what my parents and teachers think I should do	<p>“I applied for uni in the end, I felt I should do it, I felt I would regret it if not. But I didn’t know what I wanted to do.”</p> <p>“The main thing that’s come out of it has been realising I don’t need to think so narrowly. I was doing this because I didn’t think there were other choices. The programme has given me more confidence to overcome my own ignorance.”</p>
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**3.2 How can the programme help each type?**

Below we suggest how the programme tends to impact on each broad type of attitude. We also suggest which of the skills we try to build most closely match each attitude. The one-to-one coaching sessions have the effect of binding together all the

other sessions, giving the students a space in which to reflect in private on what they are learning from the group work.

<b>Student attitude</b>	<b>How the programme can help</b>	<b>Which group sessions are most useful to this type</b>
PARALYSED	The programme can usefully address the present obstacles the student is struggling with, while the programme is ongoing. For example, if a student struggles to say no to extra tasks, it is possible to set exercises to try to overcome this, and discuss the outcome of these exercises in the final one-to-one session	Creative problem-solving Persuasive speaking
HAPHAZARD	The programme can help students identify and find strategies to overcome emotional barriers to preparing for the future, such as family interference or indifference. These can be tested during the programme, and may in themselves enable students to move from self-doubt to agency	Creative problem-solving Persuasive speaking Personal networks
UNDECIDED	The programme can enable students to make clear choices and decisions between options, addressing any underlying barriers	Personal networks Critical thinking
INSTRUMENTALIST	The programme can challenge rigid thinking, or thinking based on trying to please authority figures. It can support students to unpack and investigate such fixed thinking, which can enable students to start to pursue goals of their own, to which they are likely to be more committed in the long run	Creative problem-solving Critical thinking Persuasive speaking Personal networks

### 3.3 Typology of students' orientations to resilience and agency

As the pilot developed, we began to identify varying levels of resilience and agency in our participants.

The figure below is a simple diagnostic tool for facilitators and students, which identifies where students are in relation to resilience. We use the term *resilience* to refer to the ability to cope with setbacks in a positive, resourceful manner. The figure suggests a segmentation of student orientation to resilience. Those who are future-focused, but not resilient, may cope well when they are making progress towards their goals, but may be brittle otherwise. We describe those who are resilient but focused on the present or past as 'cruising', and those who are not resilient and present-focused as 'blocked'.



A second figure, below, is a simple diagnostic tool for facilitators and students in relation to agency. We use the term *agency* to refer to the ability to make choices and to have confidence in pursuing those choices and imposing them on others. The figure suggests a segmentation of student orientation to agency. Those who are future-focused, but with low agency, may be struggling to reach a well-grounded decision. We describe these as 'shifting'. We describe those who are strong in agency but focused on the present or past as 'searching', and those who are not agentic and present-focused as 'stuck'.



# Increasing agency



## PART 4

### 4.1 What have we learnt?

The programme has an impact, if the students stay the course, attend each session with an open mind, and are encouraged to feed back to the school contact, and if the school contact takes a genuine interest in the aims and method of the programme.

### 4.2 Student suggestions for improvement

Students had various suggestions for ways to develop or improve the programme.

- Some found the timing of the programme difficult in the school day, because it conflicted with their lessons
- Several asked for more practical exercises and role play
- Some had expected support with interview technique and personal statements, and were surprised by the programme content: *"It would help if we made the intentions of the programme clearer at the beginning."*
- There were several requests for more one-to-ones: *"I would have preferred more one-to-ones. I would have liked the programme to go on, for me it's only just got started."*
- There were a couple of suggestions that the content was relatively challenging, and that participants found this awkward: *"I enjoyed the Transitions programme, it was interesting. I wish, though that it had included more people, a bigger group. It got dry when no one had ideas. The atmosphere got boring when no one knew how to respond to presentations or questions."*
- When we asked whether students would prefer a one day programme, we heard from one student that in fact it was the cumulative dimension that had most benefited her.
- Another student commented that she would have preferred to have had direct contact about the programme via email, as she had not been informed about when sessions were happening. This raises some tricky issues both for schools and facilitators, and probably can't be addressed to this student's satisfaction

### 4.3 Facilitator observations

All three of us were initially surprised at the extent to which students struggled to think for themselves.

Although supporting them to think for themselves is the aim of the programme, we were nevertheless taken aback by the extent to which the students needed to be coaxed into participating. Their starting point was further back than we had expected.

They needed tremendous amounts of reassurance, but this proved hard to give at times, because their way of asking for reassurance was through defensive resistance to our approach.

At points this was openly disruptive to the sessions, and we had to change our mode of facilitation to deal with it. In effect, the students seemed to want to force us to behave like teachers, so that they knew where they stood. Our stated intention, to help them move on from this kind of relationship, came across as a provocation, and triggered deep resistance.

Yet what we were there to tell these young people was that when they go on to higher education or into employment (and many of them already have jobs), they will be required to show initiative and think on their feet. We actively set out not to be their teachers, and not to be authority figures in a way that they are used to. We were not there to tell them what to do, but to show them that they already have the capacity to manage their own lives.

This was clearly a very new concept to many of our participants, and it was a challenge for us as facilitators to realize just how unprepared young people are, and what a jump is asked of them when they prepare to leave school. A programme like ours could only ever scratch the surface of this maturation process.

One facilitator said:

*“Most students seemed to believe that the answer the teacher wants them to give is not the one the students think is right, but the answer they surmise the teacher will consider is right. When I realised this, it seemed to me that the task of the programme was bigger than we supposed. We need to step entirely outside the students’ internalised mode of learning in order to get them to question it.”*

Another facilitator commented:

*“At two schools one of the brighter and more engaged students (the ones who ought to have been questioning and challenging) spoke my points back*

*to me almost as if in parody, except that both times they seemed unaware that this was what they were doing.”*

Students struggled to be open in front of each other when invited to discuss what they saw as personal experiences. It was clear that they were uncomfortable exposing what they saw as weakness. We were at pains to reassure them that this sense of exposure was vital to achieving the benefits of the programme.

We discovered that building trust in the groups, which were often composed of individuals who did not normally work together, or cliques which did not want their own operating rules to be challenged, was more important than we had anticipated.

It was also unexpectedly difficult to keep the students on task: they found it difficult to grasp the underlying purpose of the group sessions, even after explanation. They enjoyed the practical, collaborative exercises in the creative problem-solving session, and responded well to the role-playing in the persuasive speaking session, but could not easily correlate this with the idea that it would help their deeper planning abilities.

Some clearly felt threatened by direct discussion about critical thinking.

Each of us learnt to modify and adapt our material over the pilot. One facilitator commented:

*“At first, I had difficulty finding a balance between being serious and being light-hearted. It was difficult dealing with the problem of students not being willing to open up. But it got better as time went on. I changed what I did each time. I ended up with deeper and more personal material, adopting some of the work I’ve done with doctoral students, in the last school.”*

Another issue was the intractable one of being only occasional visitors to a school.

*“I realised how difficult it is to swoop in and out. You need to have an ongoing engagement between the person delivering and the students to make this kind of programme real and life-changing for them. Offering it as an outsider has some benefits (novelty, variety) but also downsides (failure to embed in wider learning, can’t see the context, don’t know individual students well enough).”*

It was certainly easier to facilitate in pairs, for mutual reinforcement, for notetaking and for observation: *“If I’m honest I found it pretty lonely when I went to sessions alone. I much preferred working alongside other facilitators.*

*It didn't change my approach, but it did change my enjoyment levels."*  
However there are obvious cost implications here.

There is always an issue in coaching about the balance between facilitation and directive intervention. We noticed, especially in the one-to-one sessions, that direct interventions were very powerful, and sometimes helped students to move on. When working with adults, a coach would avoid direct intervention, but given time constraints and the age of the participants, it became clear that interventions were sometimes appropriate.

Where we were able to work in a regular sustained way, the impact of the programme deepened:

*"I noticed that where I attended 4 out of the 6 sessions, I actually got to know the students better. There it really worked to have good notes from the first one-to-one session, this was like a magic trick for the students, who were amazed to hear their own concerns played back to them. It also really speeded things up – it meant we could get down to business in the short session much more easily."*

Differences in the way the programme ran in each school arose from the way each school communicated it to students. We found that there was a direct correlation between the time our contact in the school was able to give the programme, and our success in establishing and running it.

#### **4.4 Conclusions**

We learnt that we needed to be very clear in certain areas:

- The programme's content needed to be communicated to schools and participants simply and clearly. Even though we sent each school the programme, this did not mean that it was communicated to participants.
- It was vital to be clear that the facilitators needed a fairly large room without too much furniture: room booking was often difficult for staff
- Each session had to be clearly introduced. It had to be set in context with the other sessions, to show the connections between the different areas of the programme
- Ground rules had to be clarified at the start of each session: students had to be told to respect one another's contributions, and respect the facilitator
- We needed to reinforce the cumulative benefit of the programme and the role of each session in building this benefit

- We had to be clear about attendance: if a student agreed to participate in the programme, then attendance was expected. If a student missed more than 2 sessions, he or she was off the programme
- We needed to convey key messages simply, clearly and directly, through humour and playfulness
- While direct interventions worked well in one-to-one sessions, group sessions needed to be facilitated with a very light touch, and using many engagement techniques: the group had to be built before it could work, and building the group took far more time than we had envisaged
- As well as ground rules, we found we needed to set up and maintain clear boundaries about disclosure, as the sessions often touched on personal issues.

## **PART 5**

### **5.1 Overall conclusions**

- There is clear evidence from student comments and actions that there is both need for transitions work in secondary schools, and that the direct, challenging approach we take has a positive impact on many participants.
- The pilot gave us valuable insight, but it also proved our suspicion that the programme is unsustainable in its current form, because of the cost of facilitation. Transport costs were also disproportionately high. We need to develop the offer in order to make it financially viable.
- Input from schools is crucial to the success of the programme. Working with RSA Academy went particularly well, partly because we had evolved our method; partly because our contact at the school was very engaged with the aims of the programme; and partly because the group were responsive. The school was, in effect, ready for us. The value of this reciprocity is high, precisely because it is difficult to achieve.

### **5.2 Next steps**

- We would like to disseminate this report as widely as possible.
- We would like the opportunity to spend time developing a business plan.
- The RSA Academy has expressed interest in working with us more closely in the future. We are keen to do this, in order to understand how to align the programme more completely with current post-16 curricula. We would also like the opportunity to develop our ideas for the Transitions programme in conjunction with the RSA Academy if this is possible.
- We have a number of ideas for ways to develop the Transitions programme which we would like to explore. These are at discussion stage at the moment.
- We would like to approach the Catalyst fund for a second tranche of funding to develop our findings.
- We need to understand more fully from schools where they situate the needs, benefits and impact of a programme like this. Being able to

present schools with this report would be one step towards achieving this next step.



# Appendix 1

## The Transitions Programme: contents

- Each group session lasts around 100 minutes (depending on timetabling at the school)
- Each one-to-one session lasts 20 minutes

### 1. Creative problem-solving: how to think better

This creative thinking group session is based on a series of creative exercises that encourage you to think in alternative (divergent and convergent) ways about solutions.

You will be invited to imagine your own futures, and challenged to think about barriers to success.

### 2. One-to-one session: where am I now?

The first one-to-one session focuses on your current choices or thinking about the future, what would enable those choices, where there are barriers (subject choice; parental or other influence), and how barriers might be overcome.

The session is based around the following semi-structured interview:

- *What's your dream job?*
- *What makes you choose in this way?*
- *What are you most passionate about?*
- *What do you think are the barriers to you doing what you want? (Parents, confidence, teachers, subjects)*
- *Tell me 3 things you would like to use this programme to think about - or 3 things you hope you might get out of it.*

At the end of the session, the facilitator sets one or more simple tasks, depending on the answers the student gives:

1. What holds me back? Write a letter to an agony aunt telling her what holds you back in life. Put it in an envelope. Address it to yourself. Put a second class stamp on it. When it arrives, take it to a quiet room. Take out another sheet of paper. Record what you feel on re-reading the letter.
2. What's my motivation? Set a timer for 10 minutes. Take a big piece of paper. Divide it in half. On one half write down as fast as you can all the jobs in the world that appeal to you – anything. It could be something you've done already, something you have never done, something you are

- envious of others doing. On the other half, write down as fast as you can what motivates you – what gets you up in the morning, what makes you cross, what makes you get on and finish something you start. Finally look at what you have written. Connect the jobs with your motivations where you can.
3. Who do I know? Draw a map of your relationships, could be family, friends, teachers, acquaintances. Who do you think encourages you? Who holds you back? Who would you like to know better? Why?
  4. What do I know? Look into 3 (courses, subjects, jobs). This might be on something that comes up in the interview that you have not thought about before. Alternatively, it might be a task to encourage you to reconsider an unrealistic option early on.
- The facilitator needs to take careful notes at this session. This is vital for the success of the second session, where the student can measure progress between the two interviews.

### **3. Critical thinking: how to give and take critical feedback**

A critical thinking group session builds on the creative thinking session.

The object of this session is to make you think about critical thinking, and giving and taking critical feedback.

Thinking critically is privileged in education and employment. But you need to learn to handle your critical thinking with care. The reason for this is that critical thinking never takes place in a vacuum. There is always a consequence, for yourself or others. When you point out flaws, it can be tremendously liberating, or it can backfire. When your own flaws are pointed out, the same can happen.

This session starts with text-based exercises that move on into role play, to give you an insight into how to give and take feedback without becoming defensive. These skills are crucial to thinking through job applications, entry to HE or employment, and to working harmoniously with other people in any setting.

### **4. Evaluating personal networks: how to see your social world**

How to see your social world is a group workshop on how networks shape our thinking.

The session is based on visualisation and mapping exercises. Through these, we investigate the community around you (family, school, friends, others), and how that community influences you positively and negatively. The session also explores how you can influence your network.

## **5. Persuasive speaking: how to say what you mean so that people will listen**

This is a group workshop on persuasive speaking – on presenting yourself and your ideas in different situations. This builds on the previous group sessions. It is based on exercises to help you speak simply and with a clear focus on what you want, from yourself and others.

Participants also spend time thinking about the right words in difficult situations such as interviews, pitches and conflicts. In this session, you work with an actor trained and experienced in business communications. You'll leave this session thinking more about the positive effects of everything you say.

## **6. One-to-one session: where do I want to go?**

This is the final one-to-one session of the programme. Participants need to bring jotted notes about the 3 issues they wanted to explore and/or the results of the task set at the end of the first session.

The session is spent thinking about conclusions you can take away for yourself, and your thoughts about the programme in general.

The session is structured around the following questions, printed on a simple sheet for participants to take away:

- *Where am I now? What have I learnt from the Transitions Programme? What exercise made the most impression on me?*
- *Where do I want to go? Course? Employment? Travel?*
- *How am I going to get there? What do I need to work on? Confidence? Particular skills? Earning money?*
- *What steps can I take now towards my aims?*

### **Questions for the facilitator to use**

- *How has your thinking been changed by the sessions on creative problem-solving, critical thinking, personal networks and/or self-presentation?*
- *What do you think now that you did not think before?*
- *Which skills do you feel you have honed? Which could do with further work? How could you go about that?*
- *What do you need to avoid doing in order to succeed (what is your Achilles' Heel)?*
- *What solutions have you come up with that would get you over perceived barriers?*
- *How would you address problems like lack of confidence, or lack of information in a practical way going forward?*
- *Are your choices clearer than they were?*
- *Is it possible to plan the next steps you need to take?*

## **Evaluating the programme**

- *Where did the programme help?*
- *Where could it have gone better?*
- *What would have helped more?*

## Appendix 2

### The Transitions Programme: costs

The following two tables show the cost of running the pilot for the RSA, and the true costs of running the programme.

**Table 1. Cost of programme without charging for time**

	Quintin Kynaston	Whitley Academy	Kingsbrid ge	RSA Academy Tipton	Total
<b>Travel</b>	95	391	523	429	<b>£1,439</b>
<b>Accommodation</b>	-	-	165	-	<b>£165</b>
<b>Subsistence</b>	-	20	51	-	<b>£71</b>
<b>Materials</b>	5	15	19	5	<b>£44</b>
<b>Actors' Fees</b>	60	60	80	60	<b>£260</b>
<b>Total</b>	<b>£160</b>	<b>£486</b>	<b>£838</b>	<b>£494</b>	<b>£1,978</b>

**Table 2. Cost of programme including charge for time\***

	Quintin Kynaston	Whitley Academy	Kingsbrid ge	RSA Academy Tipton	Total
<i>Full days</i>	2	6	7	6	21
<i>Half days</i>	5	0	0	0	5
<b>Cost of facilitator time</b>	2,950	3,600	4,200	3,600	<b>£14,350</b>
<b>Travel</b>	95	391	523	429	<b>£1,439</b>
<b>Accommodation</b>	-	-	165	-	<b>£165</b>
<b>Subsistence</b>	-	20	51	-	<b>£71</b>
<b>Materials</b>	5	15	19	5	<b>£44</b>
<b>Actors' Fees</b>	60	60	80	60	<b>£260</b>
<b>Total</b>	<b>£3,110</b>	<b>£4,086</b>	<b>£5,038</b>	<b>£4,094</b>	<b>£16,328</b>

\* Full days charged at daily rate of: £600

\* Half days charged at daily rate of: £350