

IMPACT REPORT

KS5 Resilience Coaching

Northeastern University
London

New College of
the Humanities



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Introduction

The Resilience Coaching Programme is a resilience coaching programme delivered by NCH to support the development of resilience, motivation, and confidence amongst targeted learners.

The programme has been developed following feedback from HE counsellors that learners can struggle with motivation and persistence. This was identified as a risk factor for learner attainment and progression. The scheme was piloted in 2021-22 and has been refined following learner feedback. The coaching programme involves modules with digital and in-person materials to be delivered by a facilitator in-school/college. Schools and colleges are able to select those modules most relevant to their learners, to be delivered over a series of weeks, with recommendations made by NCH.

Each module has different learning outcomes, which are reviewed in lesson evaluations, and the overall aim of the programme is to improve participant levels of confidence and motivation, with reference to specific skills helpful to learning.

In summer term 2022, the programme was delivered for a group of year 12 and 13 learners in Archbishop Tenison's High School. This report presents findings from the evaluation of the programme.

Executive Summary

From evaluation responses, we are able to establish that at least 39 students participated in some aspect of the Resilience Coaching Programme. Many of these students were from NCH's Access and Participation Plan target groups, with 31% of participants were from the Index of Multiple Deprivation (IMD) Quintile 1 and/or POLAR4 Quintile 1&2 areas.¹

Overall, participants generally assessed their behaviours for learning positively prior to taking part, with the majority feeling that they attend and submit work on time, are comfortable in the classroom and work well with others and independently. Respondents were less positive about their motivations and abilities to concentrate, which were areas of focus for this activity.

The evaluation of the programme shows positive outcomes for participants, particularly around motivation and positive learning behaviours.

- 80% of respondents to the final survey felt that they gained increased motivation to study from the coaching programme. This was supported by examples of changes to behaviour, where respondents indicated that they were spending more time on their studies or taking revision more seriously.
- Comparing responses in the pre and post survey, a greater proportion of respondents demonstrate positive attitudes and behaviours for learning.
- Matching pre and post survey responses for 10 participants, we can see an improvement in positive attitudes and behaviours for learning.

From responses to the post-survey, there appear to have been many benefits to participants, including:

- 60% of respondents felt that they gained the ability to set goals and stick to them.
- 60% of respondents felt more comfortable at school, or college.
- 67% gained more confidence in their educational achievement.

From the pre-survey, many participants had expected to gain a greater knowledge of university (57%). This was not a major outcome of the programme, though 27% of post-survey respondents felt that they gained increased knowledge about going to university. Student comments suggested that they would like more of this type of knowledge or discussion within the programme.

There were positive comments about the delivery of the programme, particularly the opportunities to talk with peers, reflect on their goals and motivations, and the skills of the facilitator.

There were some issues in data quality and collection that have placed limitations on this analysis. Specifically:

- It appears that participants completed the pre-survey at different times during the programme, with some participants completing the pre-survey twice.
- Fewer participants filled out the post-survey, making pre and post comparisons more limited. It is possible that those filling out the final survey are not fully representative of the experiences of participants overall, which limits opportunities to understand how the programme is effective and where it can be improved.

Overall, the Resilience Coaching Programme appears to have been effective in its aim to improve and support student motivation and in reaching some students from NCH's target groups. Further developments could include more university focused content or provision of HE information for students to take away, ensuring data collection is embedded in the delivery of the programme and having a register of attendance so that outcomes for participants can be compared by which elements of the programme they engaged with.

1. POLAR and IMD are area-based measures of HE participation and relative deprivation respectively. For this evaluation, each measure groups areas into quintiles. POLAR4 measures what proportion of young people in a given area participate in higher education. POLAR4 Quintile 1 being an area of low participation and Quintile 5 being an area of high participation.

The Index of Multiple Deprivation is a measure of relative deprivation for small areas. It is a combined measure of deprivation based on a total of 37 separate indicators that have been grouped into seven domains, each of which reflects a different aspect of deprivation experienced by individuals living in an area. Where Quintile 1 areas are the most deprived and Quintile 5 are the least deprived.

Evaluation Design

A theory of change was developed for the coaching programme, which identified intended outcomes for learners (appendix i). To evaluate the scheme, learners were asked to complete a pre and post survey asking them to rate their current perceptions of their skills, resilience, knowledge and confidence.

The pre-survey also asked their expectations of the scheme and the post-survey asked them for feedback on delivery and intended post-18 destinations. A summary of questions is included in appendices ii and iii.

Below are response rates for the pre and post surveys. Students were asked for their full name to enable some pre and post matching of responses, however this was not completed or completed consistently by all students and hence results presented in this report are based on cohort change and not individual matched responses.

SURVEY	RESPONDENTS
Pre-activity	35
Post-activity	15
Pre and post activity matched	10

35 students completed the pre-survey, with two of these not providing a name to enable matching to the post-survey. Six students completed the post-survey giving names not indicated in the pre-survey. We can therefore conclude that the programme had at least 39 students participating in one or more sessions.

DATA ANOMALIES

Within the data shared, there were some anomalies that are worth highlighting. Specifically:

- There was one duplicate (same name) identified within the post survey data and six with the pre-survey data. Duplicates were omitted from analysis and the first responses by participants used.
- In the pre-survey data, there were four incomplete responses where only partial data was available. Two provided responses but no personal data. One response was indicated as being for two respondents. The four responses and that indicated as for two people were removed and not used in analysis.
- In the post-survey, Q2 was asked twice. Only the first version was used and others removed from the dataset for analysis.

- Students completed surveys on different dates, resulting in duplicates occurring. It may be that participants completed the survey at different stages of the programme. The majority completed the survey on the 6th July 2022, but responses were recorded up to 10 days later.

It is recommended that the process for collecting student data is reviewed, with surveys also reviewed before implementing these in the next iteration of the programme.

Survey Respondents

Respondents to the pre-survey were asked a series of demographic questions. Details for two pre-programme survey respondents are missing so their responses have been excluded from the following analysis.

NCH is particularly interested in increasing the proportion of students studying at NCH from IMD Q1 and/or POLAR 4 Q1&2 areas. 9 participants were from IMD Q1 and 2 from POLAR4 Q1&2 areas. Overall, 10 participants fit in one or other of these categories, making up 31% of the cohort with known postcodes.

The profile of respondents who completed both surveys different slightly from the overall cohort, with a greater proportion of Black students, students with disabilities and students from IMDQ1&2 areas. None of the respondents from POLAR4 Q1-2 responded to the post-survey. Detailed demographic data was only gathered in the pre-survey, hence details for the remaining 4 students completing the post-survey are not available.

RESPONDENT CHARACTERISTICS PRE-SURVEY

	No.	%
Overall	33	100
Ethnicity		
White	8	24%
Black	16	48%
Asian	5	15%
Mixed	3	9%
Other	1	3%
Other characteristics		
Disability	5	15%
Care experienced	0	0
Free school meals recipient	4	12%
Asylum seeker/refugee	0	0
Military family	1	3%
Postcode data		
IMD Q1-2	19	59%
IMD Q3-5	13	41%
POLAR4 Q1-2	2	6%
POLAR4 Q3-5	30	94%

Table 2: Participant characteristics

RESPONDENT CHARACTERISTICS MATCHED RESPONSES

	No.	%
Overall	10	100
Ethnicity		
White	2	20%
Black	8	80%
Other characteristics		
Disability	3	30%
Care experienced	0	0
Free school meals recipient	0	0
Asylum seeker/refugee	0	0
Military family	1	10%
Postcode data		
IMD 1-2	7	70%
IMD 3-5	3	30%
POLAR 1-2	0	0
POLAR 3-5	11	100%

Table 3: Matched respondent characteristics

Survey Questions: Pre and Post

SKILLS AND BEHAVIOURS ASSESSMENT

Prior to starting the programme, participants were asked to assess their skills in a range of areas (Figure 1). They were asked the same questions at the conclusion of the programme (Figure 2).

SKILLS AND BEHAVIOURS ASSESSMENT - PRE SURVEY

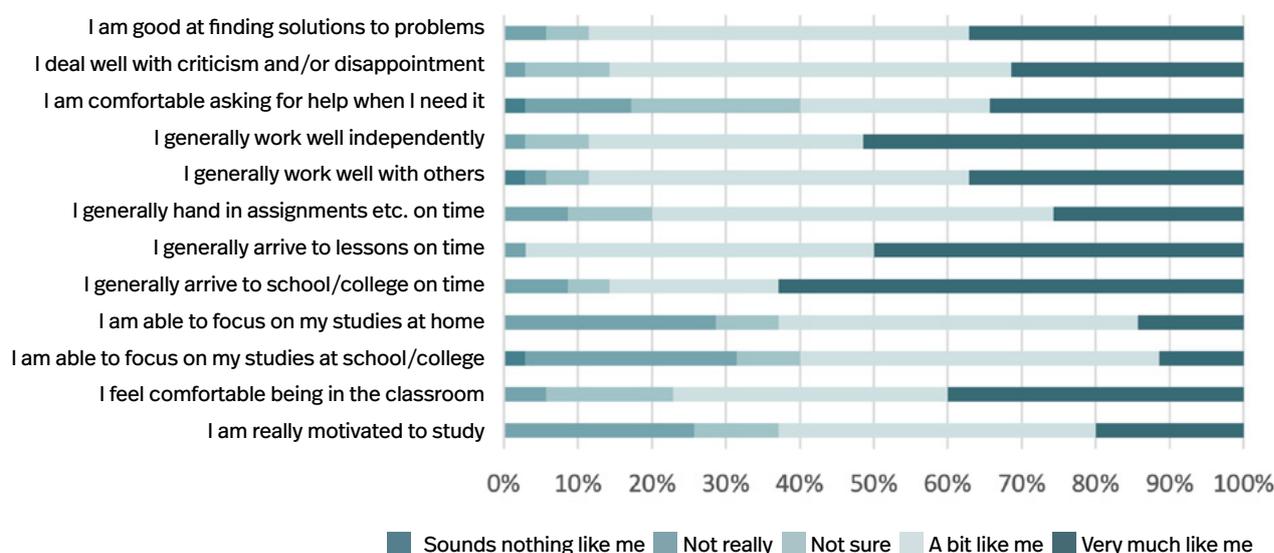


Figure 1: Skills and behaviours, pre-survey

	Sounds nothing like me	Not really	Not sure	A bit like me	Very much like me
I am really motivated to study	0%	26%	11%	43%	20%
I feel comfortable being in the classroom	0%	6%	17%	37%	40%
I am able to focus on my studies at school/college	3%	29%	9%	49%	11%
I am able to focus on my studies at home	0%	29%	9%	49%	14%
I generally arrive to school/college on time	0%	9%	6%	23%	63%
I generally arrive to lessons on time	0%	3%	0%	47%	50%
I generally hand in assignments etc. on time	0%	9%	11%	54%	26%
I generally work well with others	3%	3%	6%	51%	37%
I generally work well independently	0%	3%	9%	37%	51%
I am comfortable asking for help when I need it	3%	14%	23%	26%	34%
I deal well with criticism and/or disappointment	0%	3%	11%	54%	31%
I am good at finding solutions to problems	0%	6%	6%	51%	37%

Table 4: Skills and behaviours, pre-survey

As shown in figure 1 and outlined in table 4, prior to participating in the scheme were confident in their classroom skills, level of comfort and behaviours relevant to successful participation in school. Where participants were less positive about their skills and behaviours was in relation to motivation and ability to concentrate.

Survey Questions: Pre and Post (continued)

SKILLS AND BEHAVIOURS ASSESSMENT - POST SURVEY

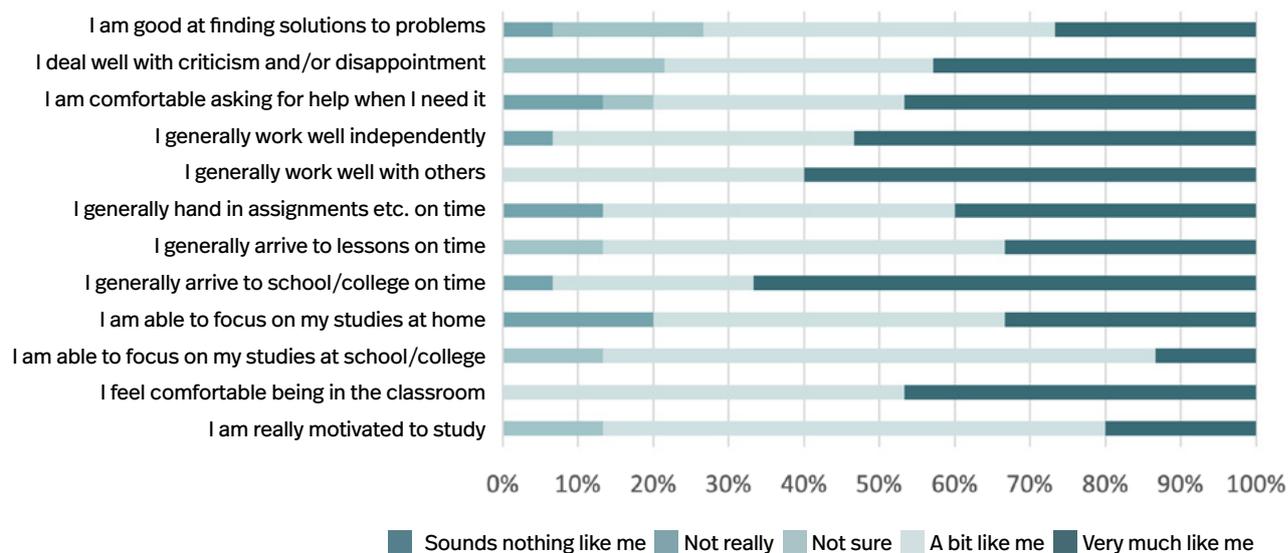


Figure 2: Skills and behaviours, post-survey

	Sounds nothing like me	Not really	Not sure	A bit like me	Very much like me
I am really motivated to study	0%	0%	13%	67%	20%
I feel comfortable being in the classroom	0%	0%	0%	53%	47%
I am able to focus on my studies at school/college	0%	0%	13%	73%	13%
I am able to focus on my studies at home	0%	20%	0%	47%	33%
I generally arrive to school/college on time	0%	7%	0%	27%	67%
I generally arrive to lessons on time	0%	0%	13%	53%	33%
I generally hand in assignments etc. on time	0%	13%	0%	47%	40%
I generally work well with others	0%	0%	0%	40%	60%
I generally work well independently	0%	7%	0%	40%	53%
I am comfortable asking for help when I need it	0%	13%	7%	33%	47%
I deal well with criticism and/or disappointment	0%	0%	21%	36%	43%
I am good at finding solutions to problems	0%	7%	20%	47%	27%

Table 5: Skills and behaviours, post-survey

Survey Questions: Pre and Post (continued)

Similar trends remained in the post-survey responses but there were notable difference in relation to motivation to study and ability to focus on school, where a greater proportion of respondents indicated that this was 'like them'.

As the responses collected above relate to different but overlapping populations, it is possible that this shift is reflective of those completing the post-survey being more motivated. A comparison of pre and post responses for matched respondents have

therefore been carried out for these three questions (table 6). We can see a notable shift in response amongst these 10 students, with several reporting a change in attitudes and behaviours.

	Sounds nothing like me	Not really	Not sure	A bit like me	Very much like me
I am really motivated to study - Pre	0%	30%	20%	40%	10%
I am really motivated to study - Post	0%	0%	20%	60%	20%
I am able to focus on my studies at school/college - Pre	0%	40%	20%	40%	0%
I am able to focus on my studies at school/college - Post	0%	0%	20%	60%	20%
I am able to focus on my studies at home- Pre	0%	60%	0%	20%	20%
I am able to focus on my studies at home - Post	0%	30%	0%	40%	30%

Table 6: Skills and behaviours, pre and post

KNOWLEDGE AND CONFIDENCE ASSESSMENT

As with assessment of their skills and behaviours related to learning, participants were also asked to rate their knowledge and confidence in relation to future planning both prior to (Figure 3) and at the end of the programme (Figure 4).

Prior to the programme the majority of participants responded positively to questions, indicating that they knew where to find information and felt confident and positive about their future. There were however a notable minority who moderately or strongly disagreed that they felt confident about their future (6%), who did not know where to get help with their learning (9%) or with planning for their future (15%).

Following the programme, no respondents strongly disagreed with any of the statements but there were still those who disagreed that they felt positive about their future (13%) and did not know what to do after their A-levels (13% vs 20% pre-survey respondents). Respondents to the post-survey were more definite in their knowledge of where to go for help with all giving positive or neutral answers to these questions.

Survey Questions: Pre and Post (continued)

KNOWLEDGE AND CONFIDENCE ASSESSMENT - PRE SURVEY

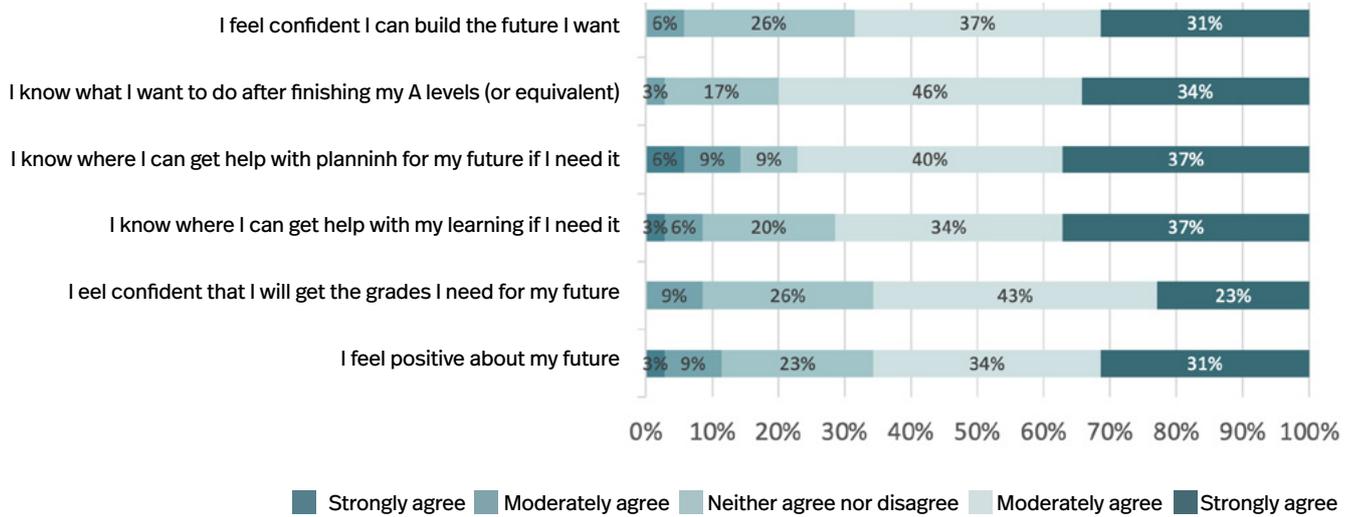


Figure 3: Knowledge and confidence, pre-survey

KNOWLEDGE AND CONFIDENCE ASSESSMENT - POST SURVEY

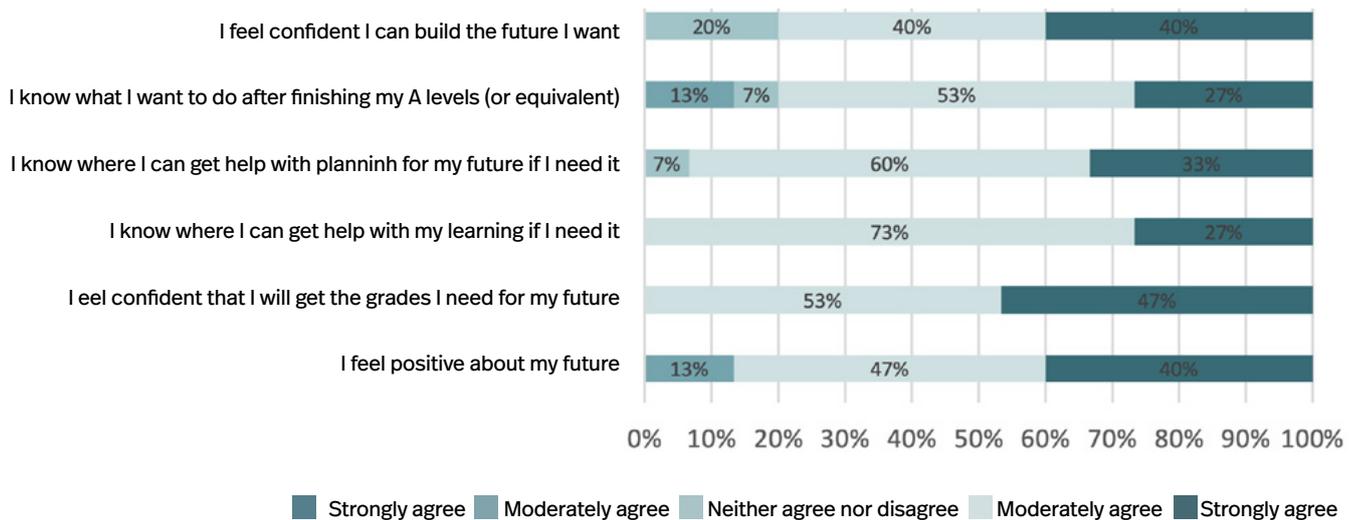


Figure 4: Knowledge and confidence, post-survey

Survey Questions: Pre and Post (continued)

PARTICIPANT EXPECTATIONS

Prior to starting the programme, participants were asked what they hoped to gain from a set of available options and a free text response.

Participants were able to select multiple options and appeared to be interested in a range of outcomes. Motivation to study (60%) and ability to set goals and stick to them (60%) ranked highly, as did knowledge about university (57%).

WHAT DO YOU HOPE TO GAIN FROM THE COACHING PROGRAMME? PLEASE SELECT ALL THAT APPLY

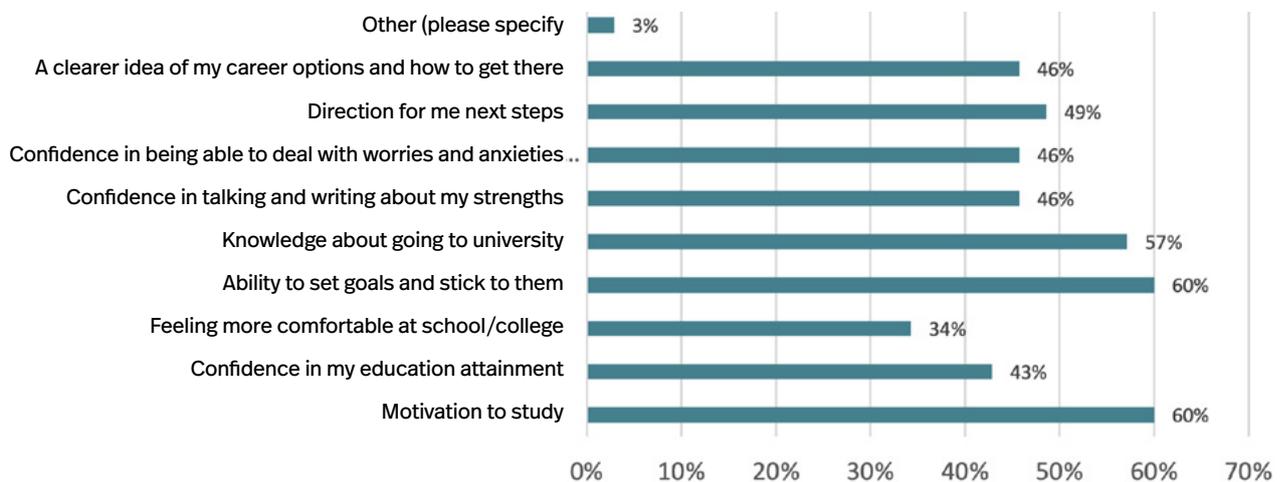


Figure 5: What do you hope to gain?

Following the conclusion of the programme, participants were asked what they felt that they had gained and offered the same optional responses. Motivation (80%) and ability to set goals (60%) again ranked highly

but participants also indicated that feeling more comfortable at school had been a positive outcome, despite this not being a desired outcome for many participants at the start. Only 27% felt that they had an increased

knowledge of going to university and only 20% felt that they had a clearer idea of their career goals, indicating that participants felt more personal development benefits than increases in knowledge.

Survey Questions: Pre and Post (continued)

WHAT DO YOU HOPE TO GAIN FROM THE COACHING PROGRAMME? PLEASE SELECT ALL THAT APPLY

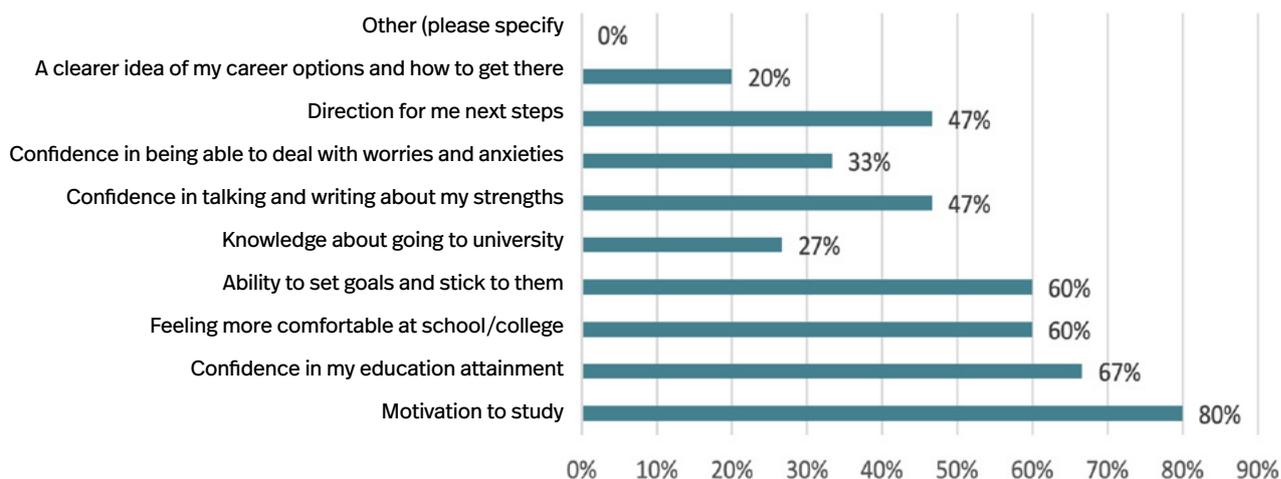


Figure 6: What do you feel you have gained?

PROGRAMME EXPERIENCE

In the post-survey, participants were asked about the experience of the programme. These were free text responses.

Participants were asked what the most useful part of the coaching programme was for them. For many participants, it was the opportunity to reflect on and discuss openly their strengths and weaknesses. Several respondents found the most useful part of the coaching programme to be 'being able to reflect on my "why"'. A few participants responded that they found 'speaking as a group' the most useful part of the coaching programme for them. A couple of respondents found 'learning what types of mindsets will help me achieve in the future' to be the most useful part of the coaching programme, whilst a couple of respondents found 'talking about my weaknesses' to be most useful.

"the importance of self-motivation being highlighted we have to have the determination and perseverance to push through and achieve what we want in life"

Participants were asked what, if anything, have they done differently because of taking part in the coaching programme. Several students responded that because of taking part in the coaching programme, they have 'put more time' and effort into their studies. Students also responded that taking part in the coaching programme has resulted in them 'acknowledging my accomplishments whether minor or major' and 'being more motivated.'

"I've taken outside revision more seriously and am working to find my own way to apply my learning"

Students were asked to help improve the coaching programme in future by sharing what about the programme they would add, keep, and change. A couple of participants said that they didn't want to change anything

because 'it's perfect'. However, a few respondents said that they would like to make the activities 'more interactive'. One respondent suggested the programme adds 'some more information about university' and another respondent suggested to change 'asking a lot of questions and going round'. There were also positive responses to the deliverer, with one participant stating: 'keep Joshua, he is cool and makes you feel comfortable'.

Participants were asked whether there was anything else about the experience of the coaching programme that they would like to share. Several respondents said that there was nothing else they wanted to share, the programme 'was great' and they 'really liked it'. One respondent said that they were 'very comfortable talking to Joshua about the way school is and my weaknesses'.

Survey Questions: Next Steps

In the post-programme survey, participants were asked about their intended HE destinations. Amongst this cohort, as year 12 and 13 students, it is possible that some may have already decided on next steps or were taking steps towards this.

	Definitely not	Probably not	Not sure sure	Probably yes	Definitely yes
Alternate vocational course, for example a Higher National Diploma or Certificate (HND or HNC); practical courses provided by Higher Education Institutions	7%	20%	60%	13%	0
Go to University or into Higher Education, for example a Bachelor's or Foundation degree	0	13%	13%	40%	33%
Start an apprenticeship, for example a higher apprenticeship with a registered organisation ('earning and learning' at the same time)	27%	7%	47%	20%	0
Start working immediately (not on an apprenticeship scheme)	13%	20%	27%	33%	7%

Table 7: Destinations * % are rounded

As shown in Table 7, the most popular destination for respondents was University and particularly BA or Foundation degrees. There was less certainty around alternative HE routes, though students were not necessarily ruling out these options. The two students who indicated that they were probably not going to pursue a BA indicated that they were likely to start working immediately.

Recommendations

PROGRAMME RECOMMENDATIONS

- Based on student feedback and expectations, it may be valuable to include some more content or information for participants to take away regarding higher education. Involvement of student ambassadors in some of the sessions might also support this.
- Information about higher education could also be supplied by delivery of a follow-up session from NCH specifically focused on this.
- The skills of the facilitator appear to be an important factor in positive outcomes. If there are multiple facilitators, opportunities for these to share good practice would be advantageous.
- Sharing outcomes of this evaluation with the school may be valuable.

EVALUATION RECOMMENDATIONS

- It would be positive to review how NCH can ensure better response-rates from participants. This might include:
 - Incentives (intrinsic and extrinsic) to further responses
 - Using methods that enable students to increase their ownership of taking part in the programme e.g., electronic diaries to further qualitative reflection alongside a clear incentive.
 - Ensuring the process of evaluation is embedded in the programme delivery
- Asking participants about their year group would be helpful to compare outcomes and expectations for participants at different stages.
- Gathering attendance data to understand patterns of engagement with the course would be helpful a could allow comparisons between those who engage in the whole programme vs those who engage in only some elements.
- Gaining feedback from teachers and the facilitator of the course may help to identify specifically:
 - Who the course works best for
 - Where improvements could be made in delivery

- How this course fits into other initiatives in the school/college
- Whether they had also seen improvements in behaviour for learning (triangulation)
- Gaining consent from participants to follow up with them at a later stage, particularly after assessments, would help to identify whether they feel the programme was beneficial in their academic achievement.
- This programme presents opportunities for a more in-depth evaluation that could include use of a comparison group and detailed qualitative evaluation with participants. SEER could help to design and deliver this if desired.

Theory of Change

TOC: Coaching Programme 2021-22

THE PROBLEM

HE counsellors from schools within the Linking London partnership have highlighted that students have shown significant demotivation and lack of resilience. Students are also struggling with getting back into the school routine; many students have also felt that the disruption of studies has negatively impacted their chances of pursuing university, leading to decreased participation. HE councillors from partner schools have expressed that they are not looking for support from universities with university applications or student life sessions; in fact, they are looking for support in boosting students' self-efficacy, resilience, and grit.

SOLUTION

After several focus groups with HE councillors from partner schools, NCH will be delivering 4-5 weeks of resilience coaching at Barking College and Havering College in October. Each school will pick 4-5 modules they would like to cover from the list below.

TOPICS

Module 1 - What Is Your Why?

This session encourages each student to reflect on or identify their stimuli of motivation. Throughout the programme, students will be required to reflect on this key aspect of the journey ahead.

Module 2 - Blind Spots

This session introduces the theme of emotional intelligence and encourages students to reflect on their learning habits. By the end of this session, students will be encouraged to identify an aspect of their learning that needs attention in order to aid their progression and preparation moving forward.

Module 3 - Acknowledge Who You Move With

This session aims to encourage students to identify positive and negative influences. This exercise will also encourage self-reflection as students will also evaluate the quality of their influence in their peers' lives.

Module 4 - The Flying V

The aim of this session is to encourage problem-solving and strategic thinking as students reflect on and refine their current revision schedule and approach to independent learning.

Module 5 - What Are Your Goals?

The aim of this session is for students to get acquainted with SMART action planning. They are to revisit or establish goals that will challenge them to focus on goal completion.

Module 6 - What are Your Goals? Pt 2 - Review What You Do

The aim of this session is to encourage self-reflection as students consider how their strengths and weaknesses impact their learning and their ability to achieve their goals.

Module 7 - Competition Is A Reality!

This challenging session encourages students to think critically about how their skills, qualities and attitude for learning will contribute to their competitive edge as they prepare for higher learning, apprenticeships and the working world.

Module 8 - Results Day

This thought-provoking session will encourage students to think about how they are making use of the time that they have as students.

Module 9 - Bounce

The aim of this session is to introduce the theme of resilience. Students will be encouraged to explore how this significant feature of emotional intelligence can serve as a unique asset to their personal and academic development.

Module 10 Focus

The aim of this session is to emphasise the importance of focus as this key component will enable students to apply all they have learnt since being on the coaching journey.

As research suggests that this seemingly simplistic theme is a formidable force when harnessed by students or professionals, we thought it would be an important theme to conclude our remote resource with.

TARGET AUDIENCE

The College will be working with WP ward learners of the Linking London/ NCOP network in years 12 and 13.

DELIVERY OF TOPICS

As of September 2021, NCH has a no travel policy. Therefore an external facilitator will be delivering weekly sessions at the schools preferred time.

Theory of Change Model

What is the issue or problem our activity is designed to solve?	How does our activity solve the issue or problem?	What are the 'active ingredients that make this happen?	What do we need to measure to prove this is happening?	How do we measure this?
<p>1</p> <p>Sometimes, students can lose sight of the end goal, particularly when they feel discouraged in school. Losing sight of their end goal can often lead to decreased school attendance, participation and sense of belonging.</p>	<p>The session will support students to explore where they see themselves in the future.</p>	<p>Through interactive activities, students will be able to reflect on where they want to go at what is their motivation, for e.g.:</p> <ul style="list-style-type: none"> • "I want to be the first male in my family to go to university". • " I want to be able to give my children what I did not have growing up". • "I want to make my mum proud; she has done a lot for me." • " I want to be able to provide for my family in the future." 	<p>Increased confidence in students understanding what their end goals are</p>	<p>Changes in levels of motivation and student confidence that they are on the right track</p>
<p>2</p> <p>This session introduces the theme of emotional intelligence and encourages students to reflect on their learning habits.</p>	<p>The session will provide students with the tools to boost their learning.</p>	<p>By the end of this session, students will be encouraged to identify an aspect of their learning which needs attention in order to aid their progression and preparation</p>	<p>Increased understanding and awareness of emotional intelligence:</p> <ul style="list-style-type: none"> • Empathy • Managing relationships • Self-awareness • Managing distressing emotions 	<p>Awareness and understanding of certain blind spots that may be affecting individual learning</p>

Theory of Change Model (continued)

What is the issue or problem our activity is designed to solve?	How does our activity solve the issue or problem?	What are the 'active ingredients that make this happen?	What do we need to measure to prove this is happening?	How do we measure this?
<p>3</p> <p>Sometimes, students find themselves demotivated or encouraged to do bad/good things because of factors/influences/friends they surround themselves with.</p> <p>If students are finding themselves in trouble or struggling at school – could it be because of external influences?</p>	<p>In this session, students will reflect on the positive and negative influences in their life.</p> <p>By identifying the negative influences, they will be able to make more informed choices about who they wish to surround themselves with.</p>	<p>The coaching questions students will be discussing are:</p> <ul style="list-style-type: none"> • Identify two friends who have a positive impact on your learning. • What do they do to encourage or inspire you? • Share an example of a specific time you were positively supported by a friend? • What is an important lesson which you have learnt from a friend recently? • What are three of the most important qualities of a good friend to you? (Feel free to use the space below to list them if you find it easier to see it written.) 	<p>Students show confidence in identifying and removing negative influences.</p> <p>Students have more confidence in taking positive action to surround themselves with positive influences.</p>	<p>Teacher feedback</p> <p>Student anecdotes at the end of the programme</p> <p>Student survey feedback</p>
<p>4</p> <p>Students who are struggling academically may lack a structured revision plan or organisation to dedicate time to their studies.</p>	<p>The aim of this session is to encourage problem-solving and strategic thinking as students reflect on and refine their current revision schedule and approach to independent learning.</p>	<p>Students reflect on how they manage their time and refine their strategy to boost their studies to achieve the goal they set themselves earlier in the programme.</p>	<p>Students have a refined revision schedule by the end of the session.</p> <p>Students develop/improve time management skills.</p>	<p>Teacher feedback</p> <p>Student anecdotes at the end of the programme</p> <p>Student survey feedback</p>

Theory of Change Model (continued)

What is the issue or problem our activity is designed to solve?	How does our activity solve the issue or problem?	What are the 'active ingredients that make this happen?	What do we need to measure to prove this is happening?	How do we measure this?
5 & 6				
<p>To ensure students are prepared for the future, we wish to equip them with the skills of visualising and establishing goals, in particular SMART goals.</p>	<p>Students develop SMART action-planning skills.</p>	<p>When establishing goals, students should consider the following:</p> <ul style="list-style-type: none"> • Is it specific? • Why is it meaningful? (How does it relate to your why?) • Is it achievable? (Do you have sufficient time, resources and a strategy in place?) • Is it relevant? (Is this goal related to a priority at this point in time?) • Is it timebound? (What is the deadline?) 	<p>Students have clearer goals that are specific, achievable, relevant and timebound.</p> <p>This exercise will boost students the confidence in the goals they have established.</p>	<p>Teacher feedback</p> <p>Student anecdotes at the end of the programme</p> <p>Student survey feedback.</p>
7				
<p>The real world is highly competitive, which may lead to students feeling discouraged in meeting their goals – this is a problem.</p> <p>We wish to change their perspective, and instead of this demotivating them, we want this to fuel their passion for succeeding.</p>	<p>This challenging session encourages students to think critically about how their skills, qualities and attitude for learning will contribute to their competitive edge as they prepare for further education, apprenticeships and the working world.</p>	<p>The student will reflect and complete activities that will encourage them to go for their goals, regardless of the reality of their competition.</p>	<p>Students will not allow the reality of competition to discourage them from going after their goals and manifesting their dreams.</p>	<p>Teacher feedback</p> <p>Student anecdotes at the end of the programme</p> <p>Student survey feedback</p>

Theory of Change Model (continued)

What is the issue or problem our activity is designed to solve?	How does our activity solve the issue or problem?	What are the 'active ingredients that make this happen?	What do we need to measure to prove this is happening?	How do we measure this?
8				
<p>Students lack resilience.</p>	<p>In this session, students will be able to identify areas they need to bounce back into – this is the initial step to taking action and improving their resilience.</p>	<p>In this session, students will explore the 3 Rs of resilience:</p> <ul style="list-style-type: none"> • Responsibility • Reach out • Reframe 	<p>By the end of the session, students should be able to identify key aspects of their learning, which requires them to take heightened responsibility and action.</p> <p>To feel confident and empowered to ask others for help.</p> <p>To explore new ways to approach a problem and take action.</p>	<p>Changes in the level of motivation and confidence in asking questions – Survey or teacher feedback</p>
9				
<p>Students may struggle with focus, particularly after a huge disruption in their studies due to the Covid-19 Pandemic.</p>	<p>The aim of this session is to emphasise the importance of focus as this key component will enable students to apply all they have learnt whilst being on the coaching journey. Research suggests that this seemingly simplistic theme is a formidable force when harnessed by students and professionals. It's, therefore, an important theme to conclude our remote resource with.</p>	<p>Coaching questions for reflection:</p> <ul style="list-style-type: none"> • What are the main distractions which can affect your focus at this point? • How can reflecting on your why help when you feel distracted? • What other techniques can you use in order to maintain your focus? • What would be the impact of you losing focus at this point in your journey? • What does support look like in order to minimise the impact of this challenge? • Who could check in with you in order to offer support so that a lack of focus is not undermining your progress? 	<p>Increased level of focus in class</p> <p>Increased participation in school</p> <p>Longer-term – we could look at increased grades</p>	<p>Teacher feedback</p> <p>Student anecdotes at the end of the programme</p> <p>Student survey feedback</p>