

Previous recommendations

Based on the LOLS 2020-2021 programme delivery cycle evaluation reporting recommendations, the following changes were made to the LOLS 2021-22 delivery:

- On the recommendation from Fife College, changes were made to the assessment policy. The limit of 6 minutes was maintained as time management tool and this cycle further outlined that anything delivered over 6 minutes was not assessed. The previously added marking structure was also maintained for each of the presentation framework criterion, enabling pupils to understand what they had to do to achieve and assess where to focus their efforts in future skills development.
- To avoid solo presentations that don't fully align with the assessment criteria, it was agreed that consolidated groups could be carried through to presentation delivery, where all the 'solo' students worked together and undertook a group presentation.
- Inclusion of the standardisation meeting in the external moderation folder was recommended and, as such, was submitted as part of the LOLS 2021- 22 evidence folder.
- From the 2020-21 cycle, it was suggested that the LOLS 2021-22 delivery cycle revert to the former timeframe of the October holidays. As such, this cycle was delivered during the October holiday week that encompassed the Angus, Dundee and Fife regions.
- Whilst the learning skills centred content was unchanged, the activity elements of the workshops were separated out and consolidated into tutorials in order to avoid breakout room coordination time restraints for the workshop moderator.
- Based on staff and pupil feedback, academic workshops and tutorials were spread over 5 days and were limited to a maximum of 3 per day.

- It was suggested that the “Webinar” function on MS Teams should be explored as an alternative group delivery method for 2021-22. This research was conducted prior to delivery and was found not to enhance delivery, therefore MS Teams calls were maintained with an altered workshop delivery structure to ensure smooth transition from workshop to tutorial groups.

COVID-19 Adaptations

Whilst delivery was achievable in the planned October holiday period, restrictions on business travel and schools’ individual visitor policies once again impacted the method of delivery. The following changes were made to LOLS 2021-22 delivery:

- Pupil materials remained in a digital format and were hosted on a secure MS Teams private LOLS21-22 channel. Materials were sent to pupils using the assignment function.
- Promotion and sign up for the event were completed digitally using video resources and a MS form sent via email and phone.
- As HEI campus access was still restricted, workshops remained on a digital platform and were all delivered virtually via MS Teams. Pupil group presentations were delivered either virtually or in-person dependent upon school restrictions in place at the time.

Programme evaluation

To effectively evaluate the programme, pupils were given the opportunity during their feedback sessions to anonymously review elements of the LOLS programme. The 2021-22 cycle utilised a digital form and individual feedback opportunities to gather this evidence. Staff were also given the opportunity to reflect on the delivery cycle to gain an internal perspective.

Impact evaluation

To assess the impact of LOLS, LIFT OFF’s internal tracking questions used to assess confidence and knowledge surrounding post school learning were completed pre-LOLS delivery and post-LOLS delivery to gauge the impact of the course –

Fig 1. LOLS delivery feedback:

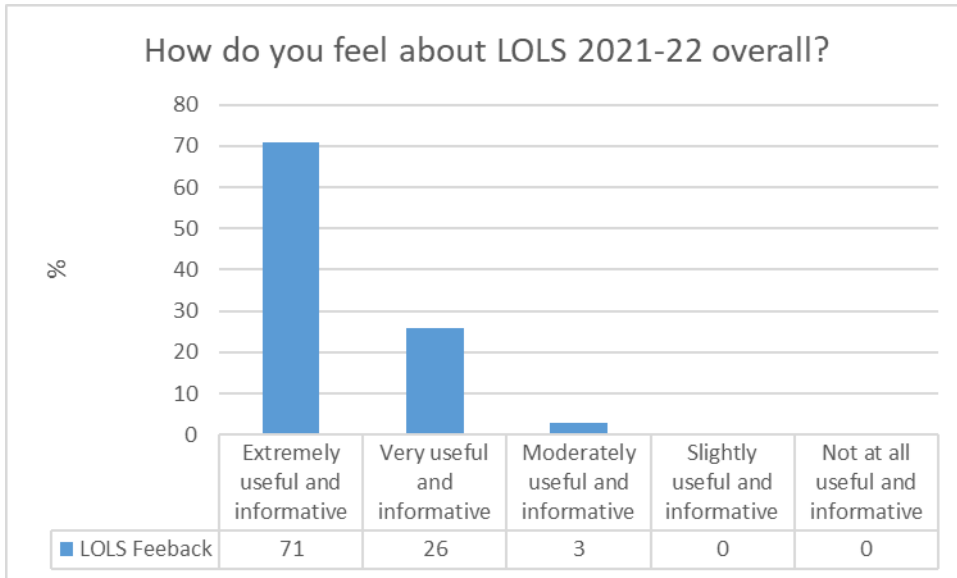
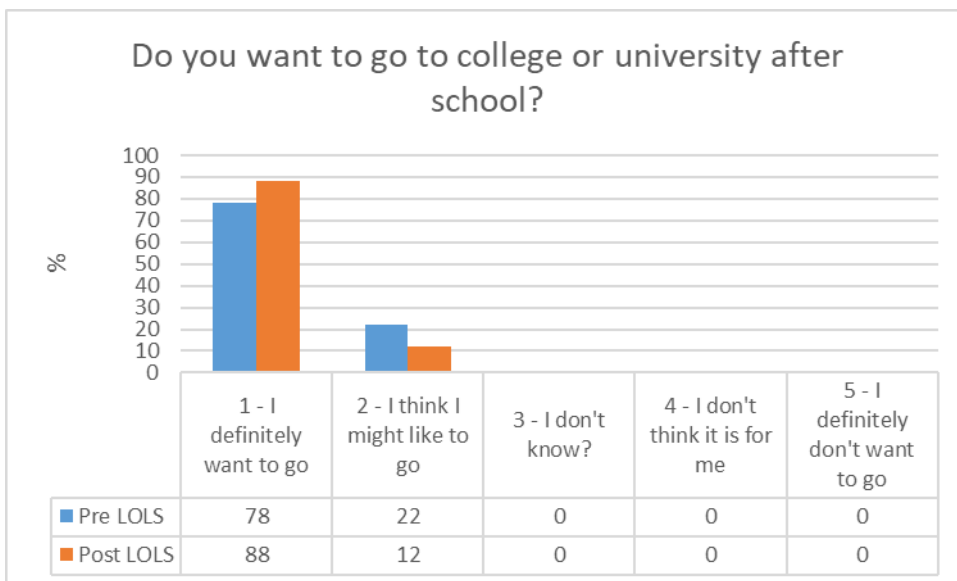
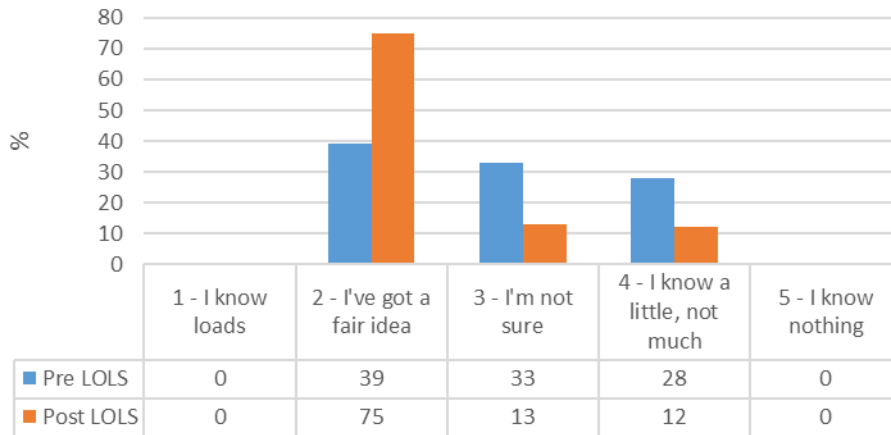


Fig 1: It can be seen from Fig 1. that the majority of pupils (97%) found the LOLS course to either be extremely useful and informative (71%) or very useful and informative (26%).

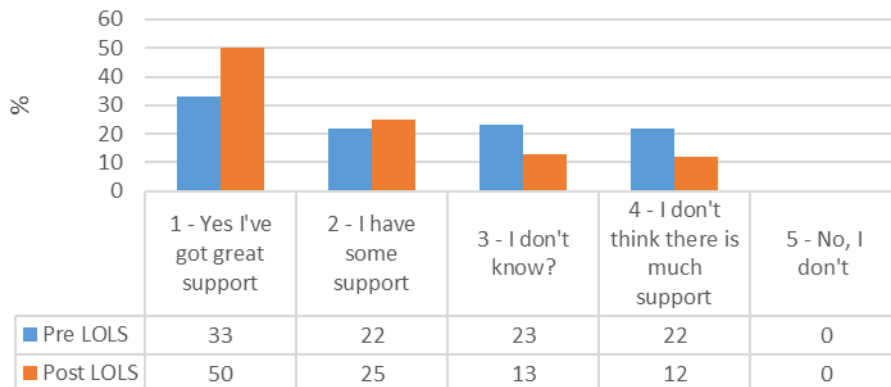
Fig. 2-6 Impact evaluation summary:



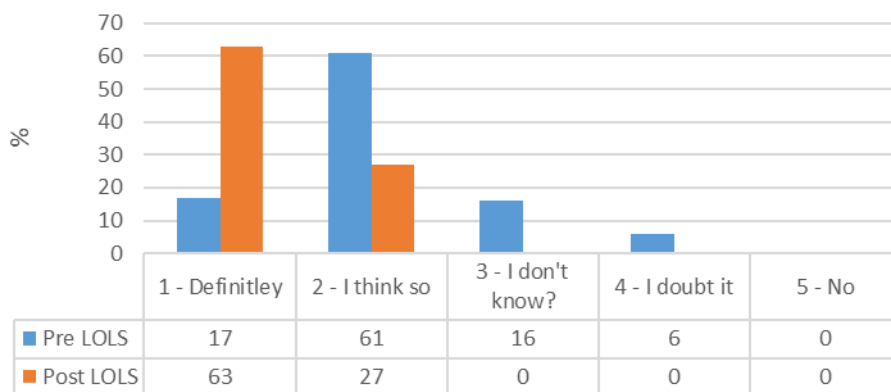
How much do you know about the range of courses and subjects that can be studied at HE?



Do you think you have a good level of support with IAG to help you choose what you want to do after school?



It's not just about exam results! Do you think you are learning other skills and qualities to help you succeed at HE?



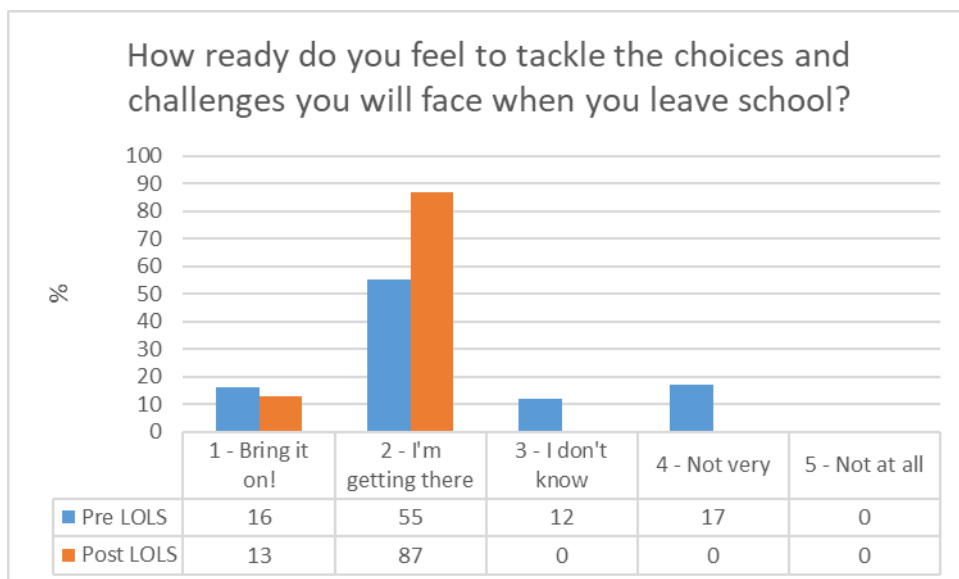
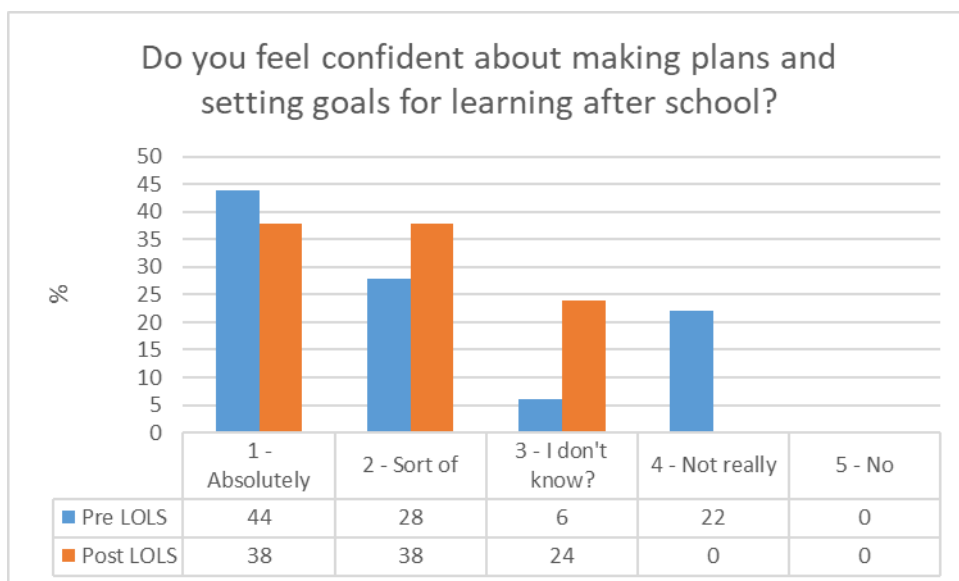


Fig 2-6: Shows the pupil tracking questions pre-LOLS delivery and post-LOLS delivery.

It can be seen from Fig 2-6. that the impact of the LOLS course on all areas of pupils' post school aspirations, knowledge and confidence has been a positive one. Particularly in the area of HE related skills development, post-school aspirations and knowledge of HE routes; all areas that LOLS is intended to develop.

Pass rate

	2020/21	2021/22
Participants	46	26
Withdrawal	7	3
Unsuccessful	2	3
Total Pass Rate	94%	88%

Although there was a drop in the number of participants, largely attributed to the lack of lockdown environment, the pass rate remained stable and within the realm of expectations.

Pupil feedback

Pupils were encouraged to share their experiences about all of the elements of LOLS during the feedback sessions through a reflective exercise worksheet (MS Form hosted) and in one-to-one follow ups with a member of the LIFT OFF Team. This data produced a number of common themes -

- The majority of the pupils reviewed the newly established presentation topic (climate change) positively, with a particular reference to the material being both relatable and current.
- Despite reports of anxiety surrounding presentations, the overwhelming majority of pupils still preferred to be assessed via a presentation as opposed to an alternative method e.g. essay format, stating that this remains a core transferable skill that they rarely get to develop in school
- Some pupils expressed that some subject specific information would be beneficial from those that are currently studying at college and university.
- The newly introduced security requirements made the platform difficult to access and there were multiple access issues throughout the delivery week.

Staff feedback

LIFT OFF Core staff acted in delivery, assessor and IV capacities across the LOLS course and provided feedback at multiple debriefing opportunities, pre, post and during delivery -

- Pupil numbers were considered low, even for a digital delivery format. Staff suggested that this may be a reflection of the limited COVID restrictions in place when compared to the 2020-21 cycle i.e. pupils were no longer learning in a virtual capacity for school and there was freer movement to allow for socialising during this October holiday period.
- MS Teams as the delivery platform was not as well received as it was previously as recent security updates by LIFT OFF's host institution (Abertay University) made pupil access incredibly challenging and there were multiple firewall issues across the whole week.

- It was noted that workshop delivery overlapped with some partner (ACES & Reach) events which may have contributed to lack of pupil uptake.

Future Recommendations

Reflecting on both pupil and staff feedback, the following recommendations have been made for the next cycle of LOLS delivery (AY 2022-23):

- Where feasible, avoid fully digital delivery in future cycles due to lack of engagement and value of learning environment. Utilise a partner HEI for experiential element where possible.
- MS Teams should not be the platform for future digital delivery as a result of too many technical and security access issues. The recently revamped website should be explored as the main materials hub with support from an alternative delivery platform.
- Consideration for wider Widening Access calendar when planning as delivery overlapped with ACES & Reach events which may have contributed to lack of uptake.
- Scheduling over multiple weeks as opposed to a condensed holiday delivery block should be considered to ease delivery pressures on both staff and pupils.
- A presentation as the concluding assessment criteria element will be maintained based on both pupil and staff feedback.