
Demonstrating Success

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Demonstrating Success

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The Demonstrating Success model is a new approach to measuring the progress and outcomes of children and young people in Wales.

The products that have been created to promote knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) can all be used in conjunction with the Demonstrating Success model. Below is an outline of Demonstrating Success and its key features. This has been abbreviated from <http://demonstratingsuccess.co.uk/>

Following this explanation there are some methods and proformas. These are designed for you to use alongside the UNCRC product that you select to use with the young people you are working with. These proformas are just a guide to help you become acquainted with Demonstrating Success. They are not exhaustive and you may wish to devise your own tools for mapping Demonstrating Success alongside the UNCRC products. There are methods and tools to support short term, medium term and long term interventions.

Demonstrating Success

The Demonstrating Success model is based on a recognition that young people achieve far more through their involvement with programmes and policies than is currently measured by more traditional approaches that focus largely on assessment and attainment measures, such as GCSEs. The model will therefore capture previously unrecorded progress, developments and achievements, in particular where measuring the development of Social and Emotional Dispositions and Skills (SEDS).

Constructs, key requirements, levels, methods & interventions

The term Social and Emotional Dispositions and Skills (SEDS) has been developed to articulate the set of skills being considered which have been grouped into four areas, or constructs.

1. Interaction
2. Respect for others
3. Motivation and active participation
4. Independence

These constructs were they populated with 3 or 4 key requirements, as seen in the table below.

	Interaction	Motivation & Active Participation	Independence	Respect for Others
Key Requirements	Listens to others	Demonstrates a willingness to participate	Manages own feelings	Accepts others
	Asks questions	Makes a positive contribution to an activity	Knows rights and taking responsibility	Practices empathy
	Uses appropriate body language	Sees value in participation	Manages risk and understands consequences	Values relationships
	Uses appropriate verbal communication	Shows resilience	Is an individual	

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The key principles have been assigned 3 levels, as shown below

Level	The context	Guidance	The Individual	Reflect and Evaluate
1	Familiar	Supervised	Knowing	Describe an action
2	Less familiar	Supported	Applying	Reflect & evaluate self
3	Unfamiliar	Unsupported	Supporting others	Reflect & evaluate self & others

There are various methods that can be used for recording Social and Emotional Dispositions (SEDS) in the young people we are working with. These can include:

Observations	Diaries
Creative Methods	Interviews
Role Play	Self Assessment
Peer Review	Formal Assessment

The methods can be used in short term, medium term and long term interventions. When attempting to capture a young person's achievement in terms of SEDs, the longer the time over which the evidence is gathered, the more accurate the data. However, this is not always a feasible way of working. Consequently we have developed some tools for data collection that can be used along side the UNCRC products that best suit the time scale of the intervention. For example, if you are a teacher in a school, you may have access to the same young people over a number of weeks. Therefore, it would be suitable to use a mid to long term intervention. However, if you work with young people over a shorter time scale, for example in informal education settings, the short term intervention tool may be more appropriate.

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Short Term Intervention - self assessment questionnaires

This intervention can be used by practitioners who are working with young people over a short period of time. It takes the form of a pre-activity and post-activity questionnaire and can be used as follows:

1. The practitioner decides on the UNCRC product that they think is appropriate to use with the young people with whom they are working
2. The practitioner gives the young people the pre-activity questionnaire to complete before the activity
3. The practitioner uses the UNCRC product in a session with the young people
4. At the end of the session the practitioner gives the same young people the post activity questionnaire.
5. The practitioner compares the pre and post activity questionnaires and feeds the data into the short term evaluation form. This will give an indication of whether the individuals SEDs have regressed, stayed the same or progressed, due to using the product.

Medium Term Intervention - one to one discussion

This can be used by practitioners who are working with young people over a medium to long time period. It can be a combination of practitioner observation and a one to one interview with the young person. The latter is essential to ensure that the young person plays a full role in the process. This uses an observation sheet for the practitioner and a one to one interview recording sheet as follows:

1. The practitioner decides on the UNCRC product that they think is appropriate to use with the young people with whom they are working
2. The practitioner asks permission of all/some/one of the young people they are working with if they would like to be involved in measuring their SEDs
3. The practitioner decides carries out an observation of these young people prior to using UNCRC product and records it on the Observation forms.
4. The practitioner carries out a one to one interview with the young people. The practitioner may use the questions on the One to One Interview Questions form to help structure the interview. The practitioner records the young person's

- answers on the One to One Discussion forms
5. The practitioner uses the UNCRC product in a session with the young people
 6. The practitioner observes the young people during the session and afterwards records their observations on the Observation forms
 7. The practitioner has a one to one interview with young people after the session and records findings on One to One Discussion forms
 8. The practitioner decides when to use the product with the group again
 9. The practitioner carries out observations/interviews with young people in between using this product again
 10. The practitioner uses the UNCRC product again
 11. The practitioner observes the young people during this session and records observations on One to One Observation forms
 12. The practitioner carries out further one to one interviews with young people and records findings on One to One Interview forms
 13. The practitioner compares the development of the young people from before, during and after the use of the UNCRC product and notes this on the Medium Term Intervention Evaluation form.

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Long term intervention

Diaries

These could be used in conjunction with the medium term interventions as an aid memoir to supported discussion. These are focused on the young person's reflections of their own experiences and learning and could include personal diaries; video diaries; reflective journals; facilitated vivas (the performance bit). They could also include scrap book type diaries with pictures, cut outs, notes etc or on line diaries/blogs where they can upload videos, pictures, awards that are important to them. It would be very unusual for the diary to ever be assessed or handed over.

1. They could be used as follows:
2. The practitioner decides on the UNCRC product that they think is appropriate to use with the the young people with whom they are working
3. The practitioner follows the outline for medium term intervention Nos 2 – 12.
4. The practitioner asks the young people to choose a method by which they would like to keep a memoir of their experience. This will be used as an aid to support the discussion in the one to one interviews
5. The practitioner compares the development of the young people from before, during and after the use of the UNCRC product and notes this on the Medium/ Long Term Intervention Evaluation form. As this has been conducted over a long time more interview, recording and evaluation forms may be used.

Demonstrating Success Proforma:

SHORT TERM INTERVENTION:

Initial Self Assessment Questionnaire
Final Self Assessment Questionnaire
Short Term Evaluation Form

MEDIUM TERM INTERVENTION

Observation forms
One to one suggested interview questions
One to one interview recording forms
Medium/Long Term Evaluation Form

LONG TERM INTERVENTION

As for Medium Term Intervention using diaries as aid to one to one interviews.

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Medium/Long
Term One to
One Interview
Recording Sheet

Demonstrating Success –
Medium/Long Term One to One Interview
Recording Sheet

Name	Date
Staff	

Setting and context of the observation (e.g. where, what activity?)

Questions	Interview Notes

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UNCRC
Medium/Long
Term Intervention
- One to One
Interviews

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Medium/Long Term Intervention - One to One Interviews

Suggested questions

1. Did you understand?
2. How did that make you feel?
3. Do you feel you have learnt something?
4. Tell me what you have learnt?
5. How challenging was that?
6. How easy was that?
7. Can you explain why that was useful?
8. How can you use this?
9. Tell me when you can use this?
10. Do you prefer working on your own or in groups?
11. What did you find difficult?
12. What did you find easy?
13. Can you see the purpose of this?
14. How could I/you have done this differently?
15. Can you see the aim of this?
16. Did you understand the reason why we did that?
17. Do you think you had enough support?
18. Was the information clear enough?
19. Tell me how I could have made this more interesting?
20. Was it enjoyable?
21. What made it interesting to you?
22. Did you feel comfortable in this environment?
23. Were you distracted and if so why?
24. What helped you achieve that outcome?
25. You seemed very focused. What do you think helped you achieve that?
26. How would you describe to someone else what you have just done?

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UNCRC
Medium/Long
Term One to
One Interview
Recording Sheet

Demonstrating Success –
Medium/Long Term Evaluation Sheet

Name	Date 1
Staff	Date 2

Setting and context of the observation (e.g. where, what activity?)

Interaction (listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication)
Motivation and Taking Part (demonstrates a willingness to take part; makes a positive contribution to an activity; sees value in taking part; shows resilience)
Independence (manages their own feelings; knows their rights and takes responsibility for their actions; manages risk and understands consequences; shows independence)
Respect for Others (is accepting of others; practices empathy; values relationships)

Construct	Session 1 (Circle)	Session 2 (Circle)	Notes
Interaction	Level 1 Level 2 Level 3	Level 1 Level 2 Level 3	
Motivation	Level 1 Level 2 Level 3	Level 1 Level 2 Level 3	
Independence	Level 1 Level 2 Level 3	Level 1 Level 2 Level 3	
Respect for others	Level 1 Level 2 Level 3	Level 1 Level 2 Level 3	

<p>Session 1</p> <p>Signed by(young person)</p> <p>Signed by (staff/mentor)</p>	<p>Session 2</p> <p>Signed by(young person)</p> <p>Signed by (staff/mentor)</p>
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UNCRC
Medium/Long
Term Observation
Sheet

Demonstrating Success –
Medium/Long Term Observation Sheet

Name Staff	Date 1
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Setting and context of the observation (e.g. where, what activity?)

Construct	Observation Notes
Interaction (listens to others; asks questions; uses appropriate body language; uses appropriate verbal communication)	
Motivation and Taking Part (demonstrates a willingness to take part; makes a positive contribution to an activity; sees value in taking part; shows resilience)	
Independence (manages their own feelings; knows their rights and takes responsibility for their actions; manages risk and understands consequences; shows independence)	
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Success Feedback
Form – Beginning

Demonstrating Success –
Demonstrating Success Feedback Form – Beginning

Name

Date 1

Please complete this form at the beginning of the session.
Circle the face that most represents how you feel.

Working with others

I enjoy working with others



I am able to ask questions if I don't understand



I like listening to others



Motivation & taking part

I enjoy taking part



I think my taking part is important



I take part even if the task is not easy



Respect for others

I can work with others as part of a team



I respect people's opinions even if I don't agree



I can disagree with others without falling out



Independence

I like to work on my own



I know what I am supposed to do and get on and do it



I know about my rights



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Success Feedback
Form – End

Demonstrating Success –
Demonstrating Success Feedback Form – Beginning

Name

Date 1

Please complete this form at the end of the session.
Circle the face that most represents how you feel.

Working with others

I enjoy working with others



I am able to ask questions if I don't understand



I like listening to others



Motivation & taking part

I enjoy taking part



I think my taking part is important



I take part even if the task is not easy



Respect for others

I can work with others as part of a team



I respect people's opinions even if I don't agree



I can disagree with others without falling out



Independence

I like to work on my own



I know what I am supposed to do and get on and do it



I know about my rights



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Success – Short
Term Intervention
Evaluation

Demonstrating Success – Short Term Intervention Evaluation

UNCRC Product:

Name of young person:

Staff name:

Working with others	Regressed	Stayed the same	Improved
I enjoy working with others			
I am able to ask questions if I don't understand			
I like listening to others			

Motivation & taking part	Regressed	Stayed the same	Improved
I enjoy taking part			
I think my taking part is important			
I take part even if the task is not easy			

Respect for others	Regressed	Stayed the same	Improved
I can work with others as part of a team			
I respect other people's opinions even if I don't agree			
I can disagree with others without falling out			

Independence	Regressed	Stayed the same	Improved
I like to work on my own			
I know what I'm supposed to do and get on and do it			
I know about my rights			