



Q STEP

## SUMMER RESEARCH PROJECT

A report on the longitudinal impact of the training IVE offers.

By Chloe Bower

*“Everyone should be able to have that as an experience!”*

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# 1. Introduction

This report illustrates the findings of the Q Step Research Project undertaken by Chloe Bower, on behalf of the charity organisation IVE. Here you will find the results on a study on IVE's training, that they offer as part of their innovatIVE programme, and the longitudinal impact it has on organisations.

The contents of this report may be used to promote IVE as a charity to philanthropic investors.



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## 2. Outline of the Research

### Aims

The aim of this study was to investigate the longitudinal impact of the training IVE offers to organisations. This particularly focused on the Diversity & Inclusivity Training, and the Quality Principles Training, and how attending training with IVE has impacted organisations.

### Objectives:

The objectives of this research project were the following:

- Interview attendees to gain rich, qualitative data on what they have felt to be the impact on their organisation as a result of attending the training
- Create and conduct a survey for attendees to complete which will contain both quantitative and qualitative data on the impact of the training on organisations
- Create a database of meaningful quotes from the interviews and the surveys that may be used to market IVE to investors
- Find out from those who have done both sets of training as to whether they have had a more meaningful experience, and whether the two sets of training should be ran in conjunction with the other

### Methods:

This project's methodology consisted of obtaining both quantitative and qualitative data.

The study was testing across three groups: those who have just completed the Quality Principles training; those who have just completed the Diversity and Inclusivity Training; and those who have completed both sets of training.

These groups were designed so that comparisons could be made as to whether the training's impact is more meaningful if people attend both sets of training. They were also designed so that investigations could be made into the specific types of training in great detail.

To obtain qualitative data, interviews were conducted. In order to make the data comparable, there had to be a control set of questions that all interviewees had to answer. These questions were drawn from the nature of the training IVE host; they are run as 'Reflective Spaces'. Therefore, the initial questions asked, were demographical, followed by questions around how the training is run. The interviews would then go on to ask about the type of training they received more specifically, then ending with any further additional comments the interviewees would like to make. These interviews were recorded, and the recordings were then transcribed for future reference. Once the interviews were transcribed, meaningful quotes were extracted and inserted into the quote database.

The surveys followed a very similar structure, only were more condensed. The questions that would ordinarily be answered with qualitative data, were instead framed so that answers would be given on a Likert Scale. This then therefore made the data measurable and comparable, thus becoming quantitative data. The survey did also include some comment boxes, so they could obtain short qualitative data when suitable. The survey used 'page logic' and routing so that those people who hadn't done one type of training wouldn't have to skip through irrelevant questions but would rather



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be taken directly to the questions that applied to them. As with the interviews, all participants in the survey answered questions about reflective spaces and had an opportunity to fill on a comment box at the end with any additional comments.

Before the interviews and surveys were conducted, previously gathered data was analysed to find relevant useful information. From this, some meaningful quotes were gathered and stored in the quote database.



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### 3. Reflective Spaces: Findings

IVE host training that is formatted as a 'Reflective Space'. This is an environment where discussion, debate and questioning of ideas is encouraged in a format that is very similar to a seminar or focus group.

This section is the control across all three groups that were studied as it is a constant feature across both the Quality Principles and the Diversity and Inclusivity Sessions.

Participants were questioned on the impact on being trained within a reflective space environment to determine as to whether it is an effective means of training. The survey data was also divided into two groups; those with a higher level of influence within their organisation, and those with a lower level of influence, in order to compare the impact, they have made.

#### Q2 What do you think of training within a reflective space?

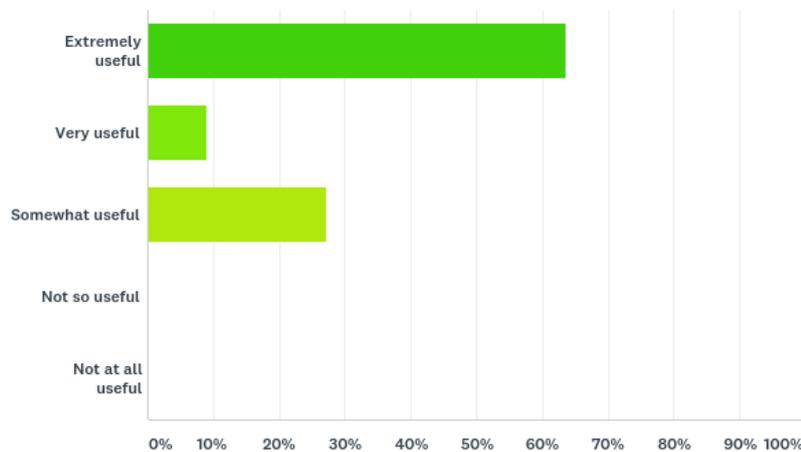


Table 1 - General Data

#### Q2 What do you think of training within a reflective space?

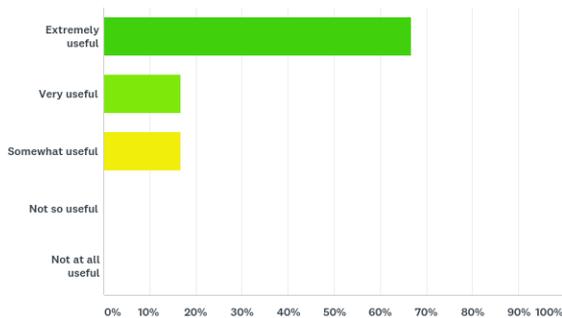


Table 2- Lower Influence Level

#### Q2 What do you think of training within a reflective space?

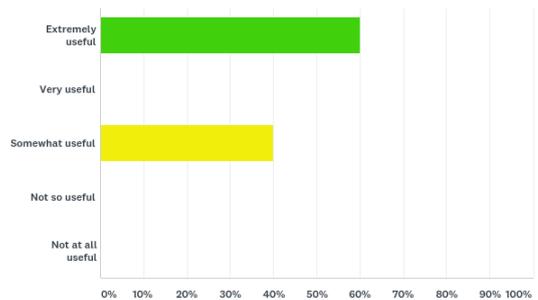


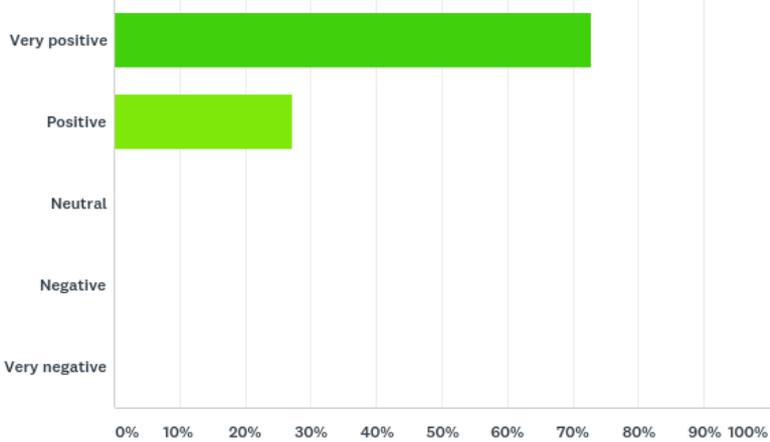
Table 3- Higher Influence Level



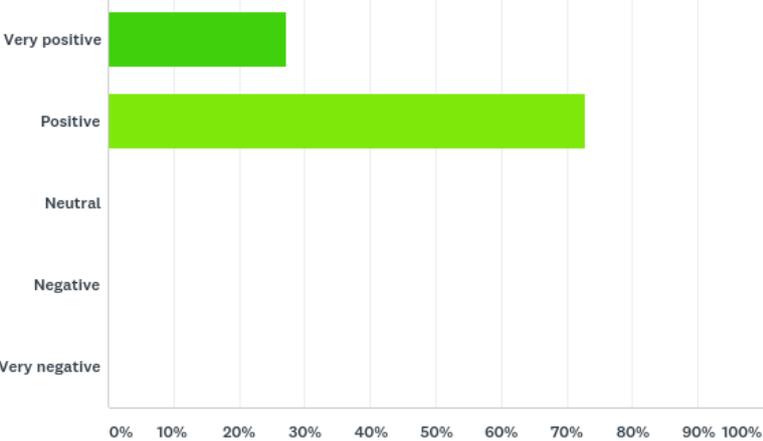
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Q3 How was your experience training within a reflective space with IVE?



Q4 What impact has attending the reflective space had on yourself?



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## Q5 What impact has attending the reflective space had on your organisation?

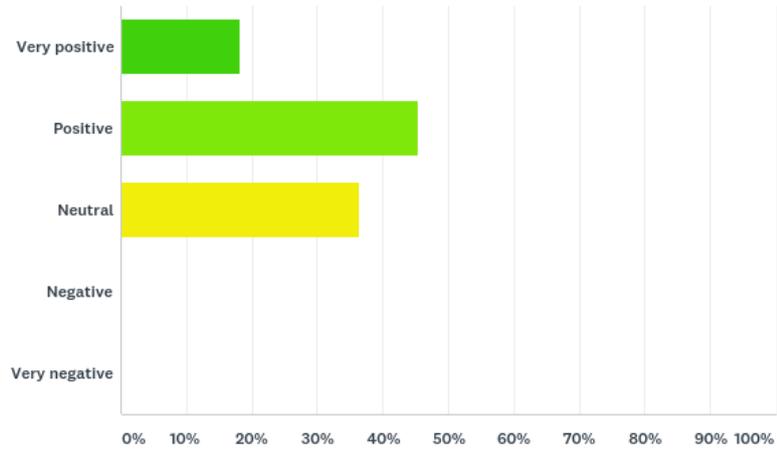


Table 1 - General Data

### Q5 What impact has attending the reflective space had on your organisation?

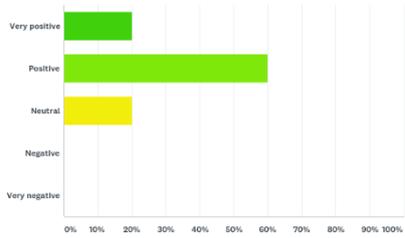


Table 2- Higher Influence Level

### Q5 What impact has attending the reflective space had on your organisation?

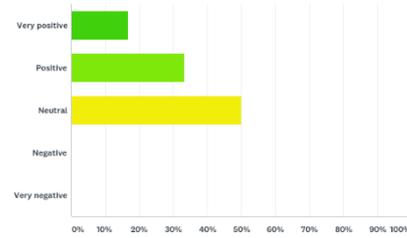
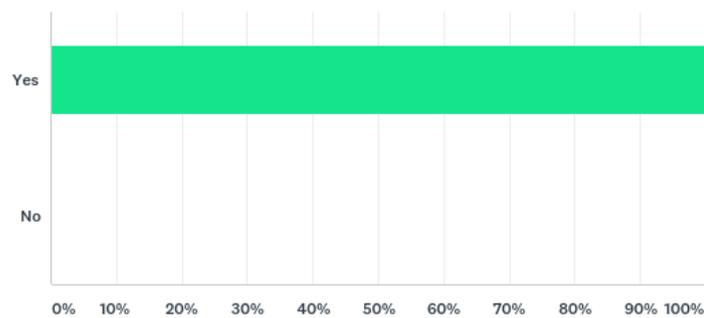


Table 3- Lower Influence Level

## Q6 Would you recommend training with IVE within a reflective space to other organisations?



The survey data demonstrates a positive attitude towards Reflective Spaces as a training method. The data also presents evidence for Reflective Spaces as a training method providing a positive impact on both the participants as individuals and the organisations that they represent: 100% of the participants said that the reflective training had a positive to very positive influence on themselves, and 65% of participants said that taking part in a reflective space had a positive to very positive impact on their organisation. It is worth noting that participants whose job titles allow for minimal influence on the changes in the organisations answered “neutral”. This may suggest that it is harder to make impactful decisions in an organisation unless you are in a significantly higher level of decision making.

100% of the participants said that they would recommend training with IVE, within a reflective space, to other organisations.

### Interview Results

From interviewing, a common theme was found across the benefits and longitudinal impact of training within a reflective space; the opportunity to speak with and collaborate with other members of organisations, often from completely different backgrounds or ways of working. Of the participants I interviewed, most of them stated that this has had a lasting effect on their organisation’s ability to make significant connections, feeling confident and reassured in knowing that they could speak to others about any questions or issues they may have, in situations where normally such contacts wouldn’t be so readily available. One participant said that *“having the opportunity to come together with other individuals - that now I’ve got direct contacts with and having a mutual understanding of what each other does, I think is exceptionally useful”*. Another said that *“it’s put me in contact with other people I wouldn’t maybe talk to.”*

One participant stated that, however, they felt that in the future, a more matched group of people would result in a more beneficial experience of the training, as there may be more focused and direct conversations surrounding Diversity and Inclusivity, in conjunction with where the particular organisations are in terms of how they approach the protected characteristics.

Another consistent theme across interviews is how a reflective space enables participants to come away from their jobs to allow for space and time to reflect on their practise.



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***“Part of our practise and learning should be about reflecting. But often we don’t get to do it ourselves as much as we can. I felt that the sessions always set up as a safe time out from our jobs in a way, we might end up reflecting on something we hadn’t thought we were going to reflect on.” – Family Learning Coordinator***

All participants stated that this is often difficult to do within their own working environment, and *“just having that time to come away from all of that, to come away from the office where the phones ringing and emails” and into a space which allows them to do so is “incredibly useful.”*

It is arguable that being given the time to reflect in a space away from their normal working environment enables them to work more effectively upon returning to the practice.

All participants stated that they felt training in a reflective space is better than training within a more traditional environment. *“For me to understand that piece of information that I needed to ask that question, so having known that I was in a reflective space that I was allowed to ask questions in was really useful.”*

All participants of the interviews stated they would be happy to attend more training if it was being run as a reflective space, so long as it was relevant to the content of the training. In fact, for the participant who had attended both sets of training, it was knowing that the Diversity & Inclusivity training was going to be ran as a reflective space that encouraged her to book it, when they were *“very aware that the Diversity Lab was going in that direction as well, that’s what made me book on to the diversity lab - being able to reflect and play around and discuss and think, have space to think, being given tools for all of that was really, really useful”.*

***“Being able to reflect and play around and discuss and think, have a space to think and being given tools for all of that was really, really useful”***

***– Youth and Community Arts Coordinator***



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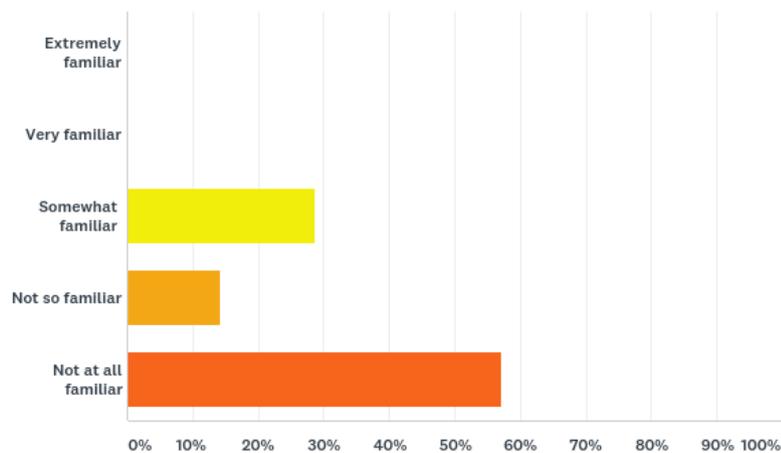
## 4. Quality Principles Training: Findings

The Quality Principles are seven key statements surrounding quality that are given to arts educators, in order for them to be aware of how to confidently measure success in what they are doing, by, for and with young people.

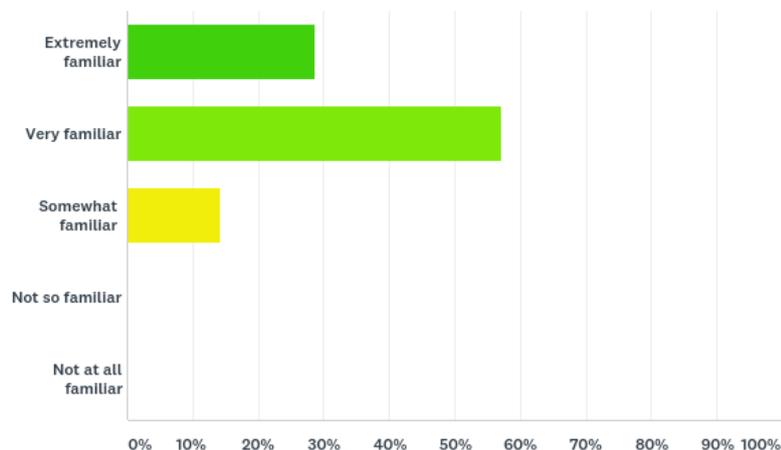
IVE hosts training about those Quality Principles in order to help organisations understand what they mean and how to implement them. This study looks into the longitudinal impact of the Quality Principles training on organisations in terms of how well they now understand it, how they are implementing it and what effect has doing so had on their organisation. The survey data was also divided into two groups; those with a higher level of influence within their organisation, and those with a lower level of influence, in order to compare the impact, they have made.

### Survey Results:

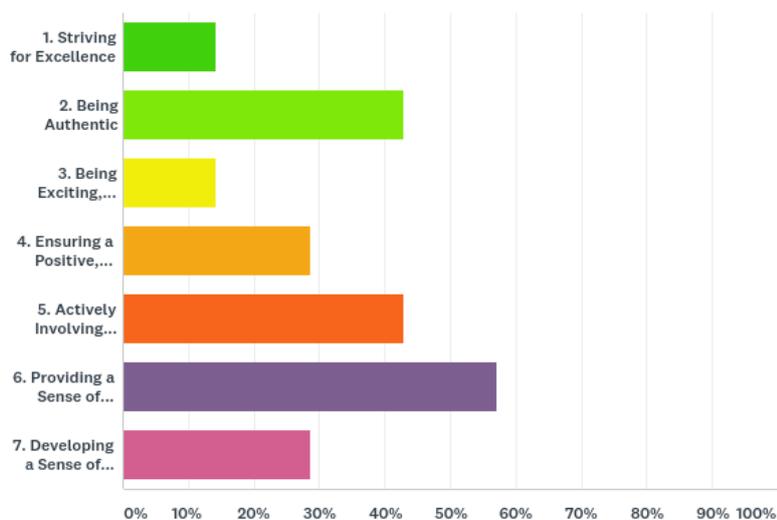
Q8 How familiar were you with the Quality Principles before attending your training with IVE?



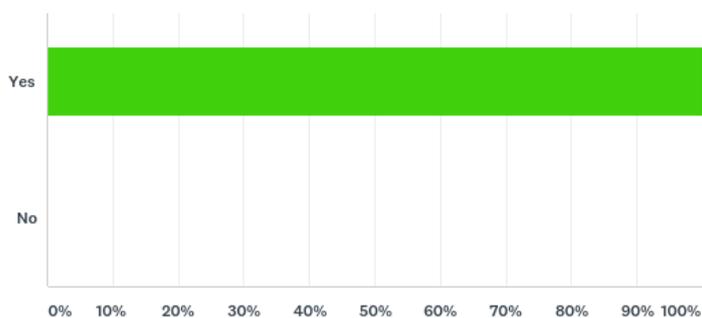
Q9 How familiar were you with the Quality Principles after attending your training with IVE?



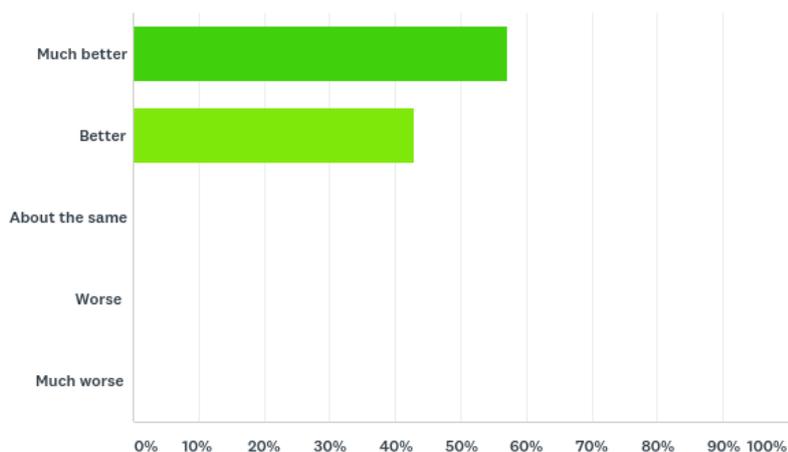
Q10 Which of the seven Quality Principles did you particularly want to focus on? You may select more than one.



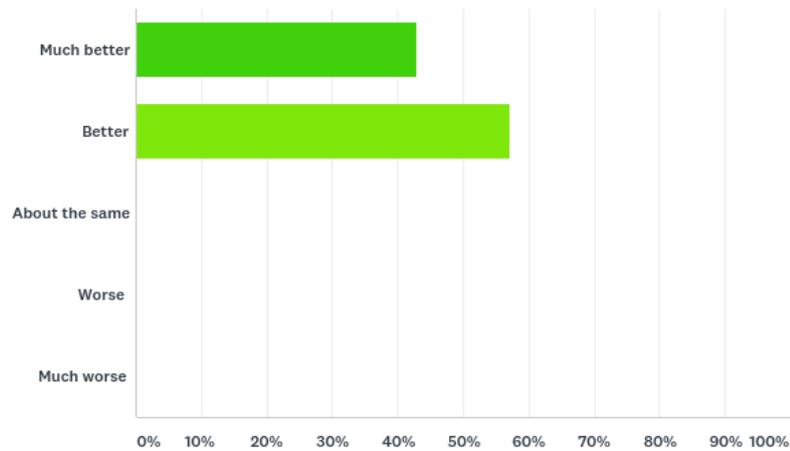
Q11 Did the training sessions hosted by IVE enable you to do this?



Q12 How is your confidence with embedding the Quality Principles since attending the training with IVE?



Q13 Since attending the Quality Principles training with IVE, how well do you understand how to embed the Quality Principles?



Q14 Since attending the training with IVE, has your organisation put in place actions to ensure you are hitting the Quality Principles?

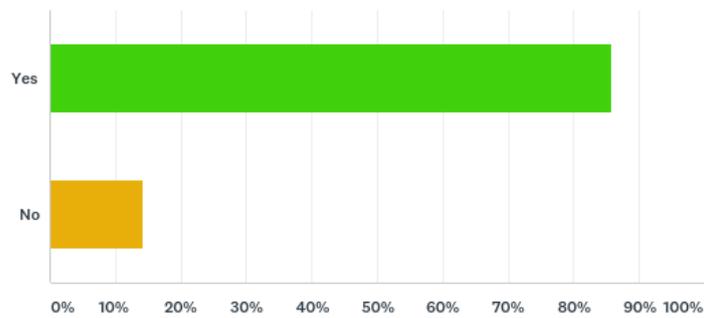


Table 1 - General Data

Q14 Since attending the training with IVE, has your organisation put in place actions to ensure you are hitting the Quality Principles?

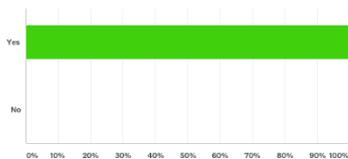


Table 2 - Higher Influence Level

Q14 Since attending the training with IVE, has your organisation put in place actions to ensure you are hitting the Quality Principles?

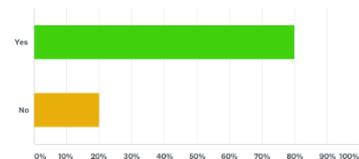


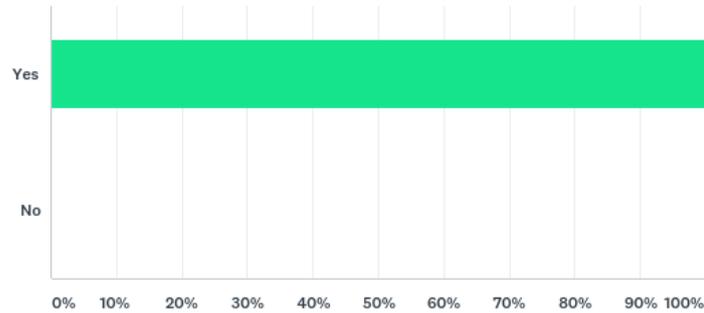
Table 3 - Lower Influence Level



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## Q16 Would you recommend the Quality Principles training with IVE to other organisations?



The survey data demonstrates a positive attitude towards the Quality Principles training, and its ability to allow participants to focus on particular quality principles, as well as improving their understanding and confidence in how to embed the quality principles within their organisation. All questions received 100% positive or very positive as a result. In the question regarding as to whether changes have been made within the organisation as a result of attending the training with IVE, 15% answered no. All of the 15% who answered no are in Lower Influential Positions within the organisations that they work for, therefore it may be difficult for them to make significant changes.

The survey data also suggests that the most common Quality Principle that participants wish to look further into is Quality Principle 6: Providing a Sense of Personal Progression.

100% of the participants said that they would recommend the Quality Principles training with IVE to other organisations.

### Interview Results

Of the interviewees that were questioned about Quality Principles training, similarities in longitudinal impact were apparent, particularly for those who have a clear appreciation of the alumni sessions that follow completion of the training. What is clear is the regularity of both the training and the alumni sessions that follow influence how well the training remains relevant to the participants: *"So I think by going regularly, it reminds you that they're [Quality Principles] an industry standard"* and *"it's kept Quality Principles there, it's kept them highlighted"*. Therefore, the consistency of IVE's commitment to the quality principles training has enabled it to become reinforced.

Another consistent impact of the Quality Principles training with IVE is affect it has on the participants understanding of the quality principles, and consequently their confidence embedding them. Both the interviewees questioned on Quality Principles had very little or no understanding of the Quality Principles before attending the training but stated that after attending the training they *"certainly felt like I got a better understanding"*. Both interviewees stated they feel more confident embedding the quality principles into what they do as a result of the training with IVE increasing their understanding. One interviewee stated that after attending the training, she now knows that *"you shouldn't be scared by them [...] they're there to help you as a practitioner to be the very best you can be for your audiences, whoever they might be."*



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***"they're there to help you as a practitioner to be the very best you can be for your audiences, whoever they might be." –  
Family Learning Coordinator***

This increase in confidence, as a result of the training with IVE, has had a large impact in terms of how the participants are thinking about and using the quality principles as part of their practice. Looking at data prior to interview, one interviewee had stated that after attending the training they realised *"that in a project we aren't just thinking about the impact we want the project to have on the young participants, but also on the artist, the deliverer, and the organization too. Quality comes from the whole package – artist, organization, staff and young people."* When this participant was interviewed, this realisation was apparent in their subsequent actions: *"every time we plan a workshop, I will look at them, the quality principles, and think about which quality principle I would like to make sure I'm channelling in or thinking about back to that workshop"*. They also stated they now address the deliverer and their expectations surrounding the quality principles: *"I let the artists know who are delivering – this is the quality principle I want them to really think about, and then we reflect on that during the project"*. There is a clear longitudinal consequence to attending the Quality Principles training that can be evidenced just by examining the pattern these two quotes present.

The other interviewee that was questioned around the impact of quality principles training with IVE, also demonstrates a similar pattern. They had stated, from data prior to interview, that they were looking to improve on their ability to evidence personal progression within their projects: *"I realise we have the soft outcomes but are missing the educational impact and how we can see how children have developed. That in turn will help us market the project back into schools."* When being interviewed and asked to provide examples of how they are embedding the quality principles, they stated that they have now *"developed the case studies much more"* which has *"really helped us evidence that personal progression"*. This is another example of consequential actions after attending the training with IVE, and its longitudinal impact on that organisation's work with children and young people.

When asked, both interviewees said that they would recommend the Quality Principles training to other organisations, one stating that they would *"whole heartedly"* whilst the other had said that they have *"already recommended people to come"*.

***"I've already recommended people to come"***  
**– Youth and Community Arts Coordinator**



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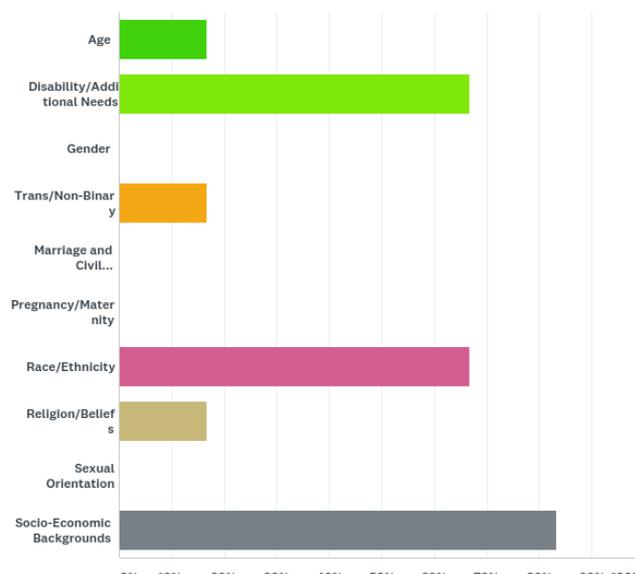
## 5. Diversity & Inclusivity Training: Findings

IVE hosts training that explores what Diversity & Inclusivity means to organisations and the young people and children that they work with. The training aims to help assist organisations' awareness of the importance of Diversity and Inclusivity, as well as other important factors organisations should know about, such as unconscious bias.

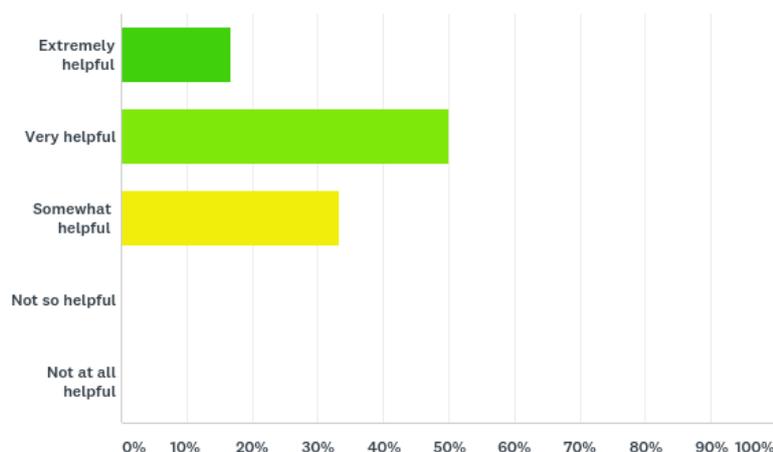
This study looks into the longitudinal impact of the Diversity & Inclusivity training on organisations in terms of how well they now understand it, how they are implementing it and what effect has doing so had on their organisation.

### Survey Results

Q18 Which of the protected characteristics did you feel your organisation needed to work towards being more inclusive of? You may select more than one.



Q19 How helpful was the training with IVE in terms of improving the inclusivity of the protected characteristics you selected?



## Q20 What effect did the training at IVE have on your understanding of what diversity and inclusivity means, within a working environment?

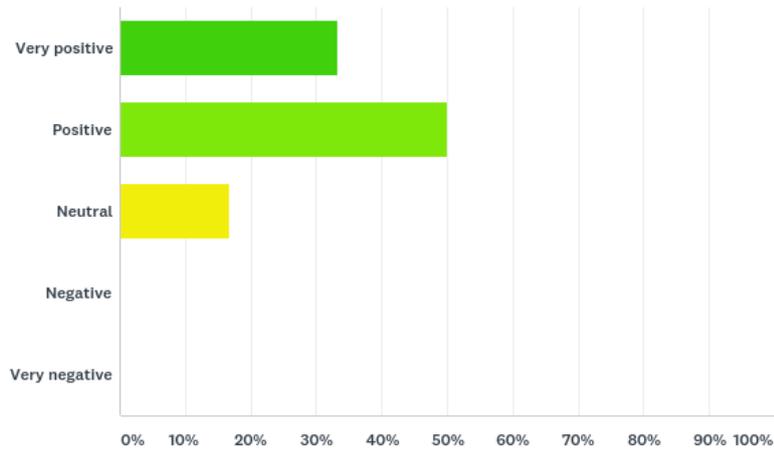


Table 1 - General Data

Q20 What effect did the training at IVE have on your understanding of what diversity and inclusivity means, within a working environment?

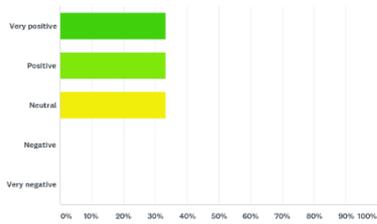


Table 3- Higher Influence Level

Q20 What effect did the training at IVE have on your understanding of what diversity and inclusivity means, within a working environment?

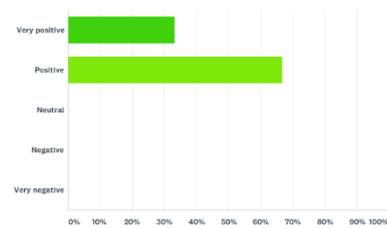


Table 2- Lower Influence Level

## Q21 Have you implemented any changes within your organisation to improve your inclusivity and diversity, since attending the training with IVE?

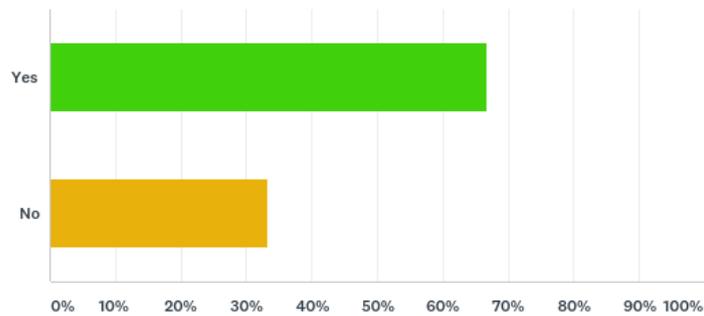


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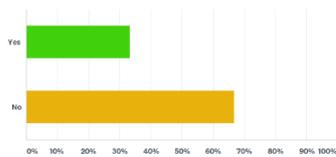


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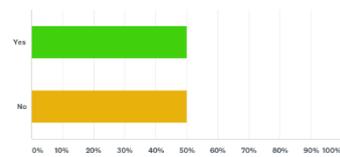
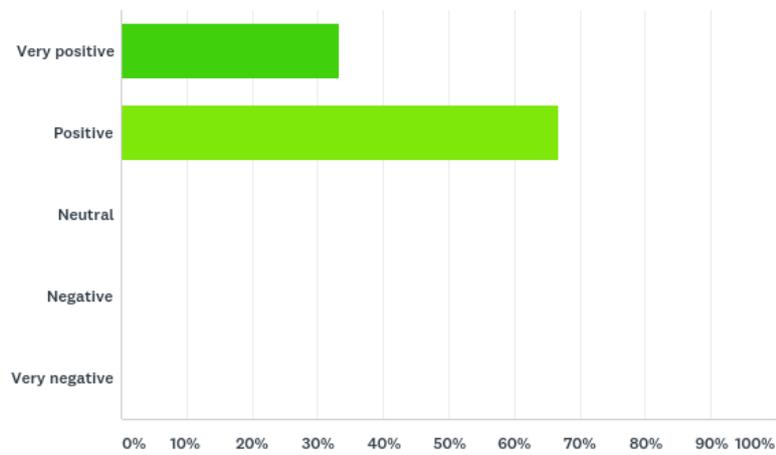
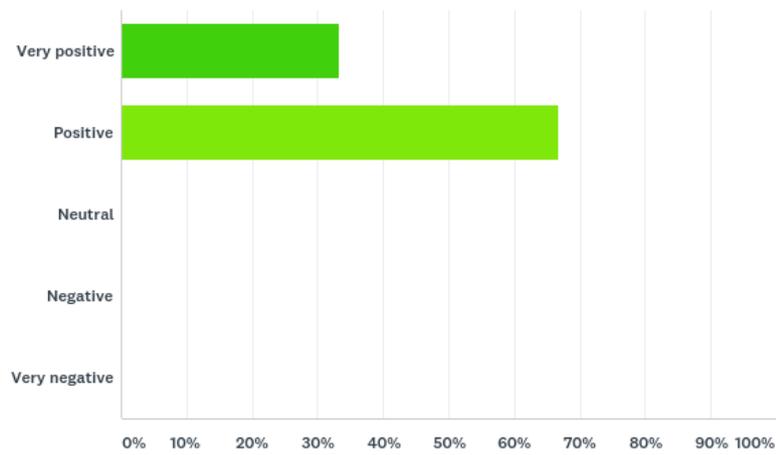


Table 2- Lower Influence Level

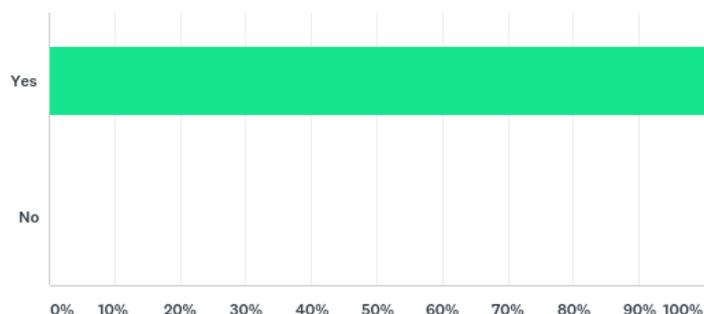
Q25 What impact has attending the Diversity and Inclusivity training with IVE had on your organisation?



Q26 What impact has the Diversity and Inclusivity training had on you outside of work?



## Q27 Would you recommend the Diversity and Inclusivity training with IVE to other organisations?



The survey data demonstrates a mostly positive response to the Diversity and Inclusivity training with IVE. 100% of participants stated that the training with IVE had a positive to very positive impact on both their organisation and outside of work.

Attention was drawn towards whether participants had implemented any changes: 35% of participants said that they had not, 67% of which were at a higher influence level job within their organisation. 1/3 of the participants who were in a higher influence level job also had a neutral impact on their understanding of what Diversity and Inclusivity means within a working environment. It is interesting to consider as to whether this is because of professional progression resulting in a greater understanding of diversity and/or inclusivity within the workplace.

100% of the participants said that they would recommend the Diversity and Inclusivity training with IVE to other organisations.

### Interview Results

A consistent theme across the interviewees that were questioned surrounding the Diversity and Inclusivity training was the significant benefit of having time away from their working environment in order to reflect on what Diversity and Inclusivity means to them within their organisation. One participant, who the CEO for their organisation, prior to interview, had commented on the benefit of these sessions allowing space outside of their practice: *"I don't get the time to do that, and moreover it's often quite difficult to do that with your team if you're the Chief Executive, because you're meant to have all the answers. It's really safe coming away and having a chat with people from different sectors. And it's good – we should do it more often!"*. This particular benefit came up again during the interview, in which the participant stated that *"I think it probably afforded me the capacity, the time to consider the things that I know I need to consider. I think it gave me structured moments of which I could work through the things I'm working through already."* This demonstrates a consistent longitudinal impact on the participants ability to consider diversity and inclusivity. This was similarly discussed with the other interviewee that was asked about Diversity and Inclusivity training with IVE, in which they stated that the training allowed them to *"have space to think."*



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*“Having made that commitment to do the course, meant that there were **dedicated moments in my work life** that I had to focus on [Diversity and Inclusivity], and nothing else, which is very valuable.”*  
– Chief Executive

One interviewee stated, in addition to this, that having the “structured time to focus on it” and making a commitment to attending the training “meant that there were dedicated moments in my work life that I had to actually focus on that and nothing else, which is very valuable.”

The interviewees questioned about Diversity and Inclusivity did have some opposing opinions. Whilst the participant who works as a Youth and Community Arts Co-ordinator felt that there was significant benefit to working with a variety of people within the training session, the other participant, the CEO, felt that a more focused demographic would have been more beneficial “in order to take advantage of that”. The interviewee who is working as CEO also stated that they did not feel that they felt a significant benefit to themselves outside of work, after receiving the training. That being said, the other interviewee stated that there had been a significant impact to them outside of their working life, so much so that they have “talked about it outside of work” with friends and family and had come away from the training thinking that “everyone should be able to have that as an experience”. This demonstrates a clear positive longitudinal impact on that participant’s attitude towards Diversity and Inclusivity after attending the training with IVE, so much so that they felt that all should attend.

It is worth considering how the difference in professional working position may influence the impact the participants feel having received Diversity and Inclusivity Training. This may be due to already having gained professional experience through prior training.

*“**Everyone should be able to have that as an experience.**”*  
– Youth and Community Arts Coordinator



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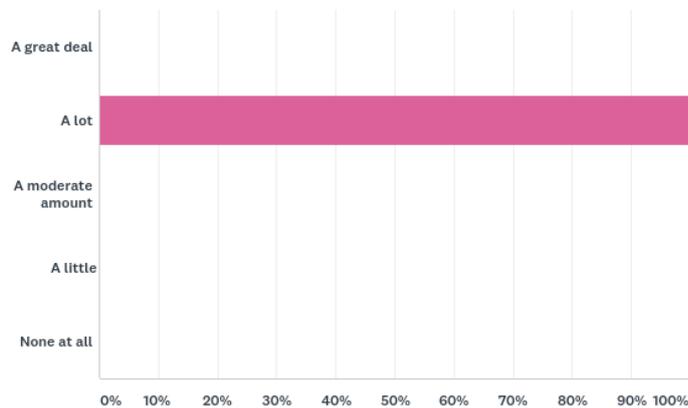


## 6. People who attended both sets of training: findings

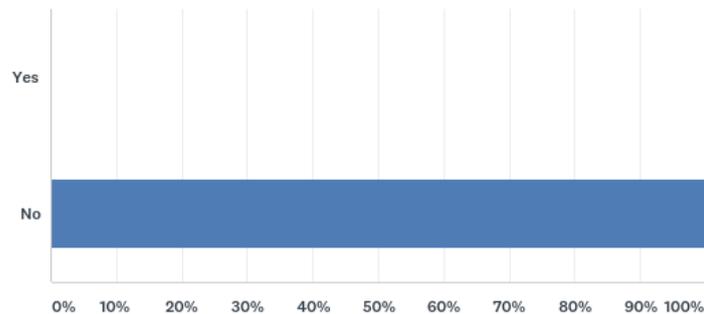
One of the aims for this study was to investigate whether those who had attended both sets of training had a more meaningful response, in terms of longitudinal impact. Another aim was to investigate as to whether people who have done both sets of training believe that the two sets of training relate to each other, and if they should be ran in conjunction with each other.

### Survey Results

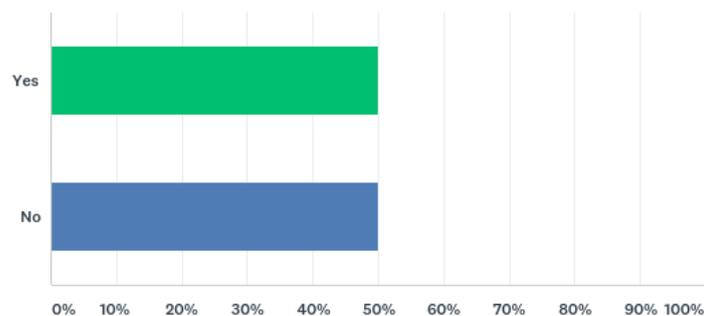
Q29 How well do the two sets of training relate to one another?



Q31 Do you believe that the two sets of training should be run in conjunction with the other?



Q30 Do you believe that it was easier to implement changes to your organisation after attending both sets of training?



This survey data demonstrates that the participants felt that the two sets of training related well to each other. However, the participants did not believe that the training should be ran in conjunction with each other. It was inconclusive as to whether participants felt it was easier to implement changes after attending both sets of training, as it was a 50/50 split.

## Interview Results

One participant in the interviews had taken part in both sets of training. When asked as to whether they believed that it was easier to implement changes after attending both the Quality Principles and the Diversity & Inclusivity training, they stated that it was in fact easier, as they were being “spurred on” by “those regular sessions as markers”. However, when asked as to whether the two sets of training should be run in conjunction with each other, the participant said no, stating “they were good because they were separate” but suggested that “there could be a discussion on how they do link” separate to the training.

As for whether attending both sets of training results in a more meaningful response in terms of longitudinal impact, this may be evidenced in the majority of changes that the participant who had attended both sets of training had made, in comparison to the participants who had not. The participant who had attended both sets of training, had implemented changes in both the way they are measuring success, by gathering data for case studies, and also are making steps towards improving their inclusivity by reaching out to families attending food banks, after stating that in their training they wanted to focus on socioeconomic backgrounds. There is a clear magnitude in how this has and will continue to affect their organisation. This therefore demonstrates a more impactful change to the organisation in terms of both their Quality Principles and their Diversity & Inclusivity.

*“The facilitators for both those sessions are **incredibly skilled**”*  
– Youth and Community Arts Coordinator



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## 7. Additional Findings

Throughout the research process, additional information and feedback was discovered that was not the intention of the research, however is useful and valuable information regarding the quality of the training IVE offers.

All of the participants interviewed has positive things to say about the leader of the Quality Principles and Diversity & Inclusivity training, Sophie Hunter.

Such praises included:

- *"facilitators for both those sessions are incredibly skilled in kind of group dynamics [...] so I think IVE have got a real asset with that person who is leading the training."*
- *"I'm very happy to say that I felt Sophie did a fantastic job of holding the space."*
- *"I want to thank IVE for offering that training really and the person that's lead it because I think it's been so, so useful."*

Another notable finding was that, during one interview, one participant asked about more training sessions, so that their new manager may take part in the future. This is a positive reflection on the training's impact, if new management has noticed the effect on the organisation so much so that they would also like to attend in the future.

*"I think IVE have got a real asset with that person who is leading the training."*  
– Youth and Community Arts Coordinator



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## 8. Conclusions

The research on the longitudinal impact of IVE's Quality Principle and Diversity & Inclusivity training has drawn multiple conclusions.

### **Longitudinal Impact of Quality Principles training:**

The data gathered in the survey shows that the most sought-after Quality Principle to learn more about is Quality Principle 6: Providing a Sense of Personal Progression. If you are in a Higher Influential Level position in your job you are more likely to make significant changes to your organisation after attending the training with IVE than if you are in a Lower Influential Level position. The data both gathered in the survey and the interview demonstrates a positive longitudinal influence on the participants and the organisations they are part of, particularly with their confidence in understanding and embedding the Quality Principles within their practise.

This is particularly reinforced by 100% of participants saying they would recommend the training to other organisations.

### **Longitudinal Impact of Diversity & Inclusivity training:**

The survey data revealed that the protected characteristics participants wanted to pay the most attention to was Socioeconomic backgrounds. You are more likely to benefit from the Diversity and Inclusivity training if you are in a Lower Influential position at work. The data both gathered in the survey and the interview demonstrates that the Diversity and Inclusivity Training has a positive longitudinal influence on the participants and the organisations that they are part of.

This is particularly reinforced by 100% of participants saying they would recommend the training to other organisations.

### **Longitudinal Impact for people who have attended both sets of training:**

Although attending both sets of the training is more likely to produce a richer and more meaningful positive impact on the organisation, most participants felt that the two should not be run in conjunction with each other, with multiple responses suggesting that this would make the training "confusing".

It was suggested that there should be a talk on how the two sets of training relate to one another, to bridge the two together.



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