

Recommendations

Findings from this evaluation have highlighted a number of recommendations relating to the content, communication and future development of Shattering Stereotypes which are presented here as suggestions for consideration by the project team.

Content

R1: Review the Opening Doors report to identify those principles that are most closely aligned to Shattering Stereotype's objectives and SEPnet's strengths. Develop content that is consistent with those principles, which is likely to include Initiatives, Careers guidance & Student Ownership.

R2: Ensure key features of SEPnet are present throughout all activities, e.g. use of undergraduate ambassadors to promote messages about studying physics, capitalising on the experience of Outreach Officers and other physics graduates to explain career routes and progression opportunities.

R3: Develop a suite of activities (lesson starts or assemblies) that can be delivered by teachers and Yr12s throughout the year to support and reinforce a core programme of SEPnet-led activities. Teacher and Yr12 activities will require content materials and guidance for use.

R4: Review content of the separate elements of the programme, including where these link or overlap, to maintain focus and ensure a cohesive approach.

Communication

R5: Develop a clear schematic overview for all stakeholders, with accompanying more-detailed information for each stakeholder group (Yr12s, teachers) explaining their expected involvement and commitment throughout the project.

R6: Provide clear, simple messages and template documents to help wider engagement with the project i.e. Information for all school staff and parents/carers.

R7: Consider how to incorporate increased lead-time into the planning and communication process to optimise school commitment and engagement.

Future development

R8: Use academic year 2017/18 to revise and develop the programme and recruit schools for further test delivery in 2018/19.

R9: Consider working with a panel of teachers to ensure the programme is informed by their needs and experiences.

R10: Use strengths and areas of development identified in this evaluation to create meaningful, engaging activities that deliver impacts for all stakeholders.

R11: Ensure the key features of SEPnet are present across the programme, e.g. use of Undergraduate Ambassadors, using the experience of Outreach Officers and Physics Graduates.

R12: If the programme is to focus on gender stereotyping in general rather than gender and physics, review evaluation indicators to ensure they are more consistent with this aim.