

CCE responses to enquiries about the Wellbeing evaluation ITT

20.08.10

- **Definitions** – does CCE have working definitions of the following: young people, wellbeing, educational attainment?

Young People – the Creative Partnerships programme covers nursery up to sixth form, though the majority fall within the age range of 5 – 16

‘Wellbeing’ and ‘Educational attainment’ – we would imagine these meanings could be fixed during a desk-based phase of the research via a literature review, but we would favour an inclusive approach as we are coming to understand this theme and are not working with fixed definitions ourselves.

- **Methods** – in relation to educational attainment, is it CCE’s intention for the successful organisation/individual to conduct further statistical research/analysis, or simply to review the previous studies that have been completed? What is your preferred method and approach for assessing the impact on educational attainment in particular – mainly secondary analysis of existing research coupled with in-depth qualitative work or a greater degree of primary quantitative data collection and analysis, particularly around attainment? Is there an expectation to use a pre-identified sample of schools from previous research to conduct on-going longitudinal research or would contacts with new schools be expected?

We would be looking for tenderers to suggest the most appropriate methods, sample and sources to use rather than prescribe this element of the research. As long as what was being proposed offered good value for money, we would be interested in hearing what they have to suggest. If tenderers feel there is a good reason for choosing to include schools that have taken part in previous research or choosing schools that haven’t, they should include this in their response to the ITT.

- **Sources**

Kendall et al 2007 – this should read 2008. This can be found on the CCE website at this link: <http://www.creativitycultureeducation.org/research-impact/showcaseresearch/nfer-attainment-and-behaviour,41,AR.html>

‘Toxic childhood’ – cf work of Sue Palmer (2006)

There are a number of references about back to basics approach leading to negative impact – one source is the 2008 education select committee chaired by Barry Sheerman which also made this point and called many expert witnesses.

- **Data** - is an SPSS file a required output of this project?

This is mentioned in the ITT and is only a requirement if you generate quantitative data through your proposed research design. We do not necessarily expect you to, but if you did generate quantitative data we would expect to receive a copy of it in an SPSS file.

- **Budget**

We are flexible on budget. Any proposal would need to demonstrate methodological rigour as well as value for money. This research, like any research, should be able to evidence the degree to which its findings can be said to be representative of the whole programme. The key would be to balance cost against how representative the sample was. The balance between the two would give us a sense of VFM.

We are happy to accept a modular element to the proposal with different options costed.

Travel expenses are not expected to be excluded from the bid.

Dissemination costs should not be included in the budget. At this stage we are more interested in your ideas, but any dissemination needs would be explored as a separate piece of work.

- **Appendices**


Appendices, including CVs won't be counted against the 5000 word limit.

- **Organisations tendering**

We cannot say how many organisations are tendering as we are still hearing from people who are expressing an interest and wouldn't want to mislead anyone. We are always open to working with new people.

- **What are Creative Agents?**

Creative Agents are experienced in working in educational settings in an advisory and enabling capacity. They are skilled in relationship building, partnership management, programme development and delivery, brokering contractual arrangements with other practitioners, enabling professional development and developing networks of practice. Most importantly, Creative Agents are skilled in developing reflective practice through fostering the growth of professional learning communities in schools. While Creative Agents are recruited from a broad range of professional creative backgrounds, they all have one thing in common – a commitment to working in partnership with schools to help realise the creative potential of all learners and to help to make learning more engaging and effective through creative approaches. Further information about Creative Agents and



the Creative Partnerships programme can be found on the website: <http://www.creative-partnerships.com/>

