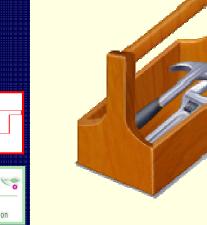


Summary of HEFCE Guidance

HEFCE 2008/05

Annex D: Additional guidance on evaluation
HEFCE April 2008

Annex A: Further guidance on evaluation planning



http://www.lancs.ac.uk/fass/events/capacitybuilding/index.php



Summary of HEFCE Guidance

National Evaluation HEFCE Expectations Core Participant Data Aimhigher Categories of activity > Levels of experience **Attainment and progression Professional judgement**





HEFCE Guidance

Slides based on 2 sets of guidance

Guidance for Aimhigher partnerships: Updated for the 2008-2011 programme, HEFCE February 2008/05

<u>http://www.hefce.ac.uk/pubs/hefce/2008/08_05/</u>

Aimhigher April 2008: Annex A Further Guidance on Evaluation Planning
➢Available on web ?
➢Or add in link to ECB website





HEFCE 2008/05 Guidance



National Evaluation: Para3

Main Data Sets:

- HE-IPR Higher Education Initial Participation Rate
- FYPSEC Full-Time Young Participation by Socio-economic Classification

Including

- Higher Education Statistics Agency (HESA) <u>http://www.hesa.ac.uk/index.php</u>
- Learning Skills Council (LSC)
- Labour Force Survey data from Office for National Statistics (ONS) <u>www.statistics.gov.uk/StatBase/Source.asp?vln</u> <u>k=358</u>
- Government Actuary's Dept Population Data



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HEFCE 2008/05 Guidance

National Evaluation: Para4-9

Good research depends on obtaining reliable data

- Large scale surveys
- Representative Case Studies
- Use a mix of qualitative and quantitative measures in a complementary way (para 18)

Useful research depends on asking questions that are clear, focused and specific





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April Guidance

HEFCE Expectations: Para 13

Aimhigher Partnerships

- Evaluation reports 1st week September
- Try not to evaluate everything nor turn practitioners into researchers
- Consider a 'rolling programme'
- Report core interventions over 3 year cycle



Higher Education Institutions

Consider collaborative evaluation with Aimhigher Partnerships



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HEFCE 2008/05 Guidance

Evaluation at area level: Para 10

Impact of Aimhigher on:

- targeted participants
- ➢on providers
 - Individual level
 - Teachers perceptions of HE
 - Institutional level
 - Commitment to action e.g. present in School Development Plan



HEI might also add impact on: ≻institutional staff ≻Institutional WP plans

1A

April Guidance

Prioritising Data Collection

Not possible to collect information from all participants in every activity

HEFCE only require 'core participant data'

- Decide in plan which activities will collect 'core participant data'
- Obtain necessary data protection permission to use these data to contact learners for future activity and evaluation
- Learners and parents / carers must give consent
- Ensure quality of data and store in accessible format





April

Guidance

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Core Participant Data

≻Name

- Dob (dd/mm/yyyy)
- > Gender
- Ethnicity
- Disability
- Postcode
- Occupational Background
- Parent / Carer experience of HE
- School / Training Provider

See 6D

Evaluation Practicalities for further information on:

- Data Sharing
- Date Storage

HEFCE 2008/05 Guidance

1A



Activities identified by HEFCE

Intensity will depend on mode of delivery Probable low intensity

- >Aimhigher campus visits (generic)
- HE student ambassadors in school and college lessons and IAG events
- School based interventions as part of a programme agreed with schools

Probable high intensity

- Mentoring (face to face or electronic)
- Subject enrichment, master classes or revision sessions
- Summer schools and other HE related residential experiences



April Guidance



Collect 'core participant data' on: >Category 1

• All participants for between 10% and 30% of your large group / short duration activity

Category 2

 All participants for between 50% and 60% of your high intensity activity (linked series of events over time, smaller numbers involved)



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HEFCE 2008/05 Guidance



Experience 1

- Confined to Category 1 activity (low / short duration)
- No more than one category 2 activity

Experience 2

- Includes Category 1 activity (low / short duration)
- Minimum of three category 2 activities over two to three years

Not necessarily consecutively





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Activity Categories and Levels of Experience

	Category 1	Category 2
Experience	Confined to	Only one
1	category 1 activities	category 2 activities
Experience	can include some	Minimum of 3
2	category 1 activities	category 2 activities
Core	All participants for	All participants for
Participant	10% to 20% of	30% to 50% of
Data (CPD)	category 1 activities	category 2 activities





Evaluation Capacity Building in Widening Participation Practice



ECB Toolkit Website:

www.lancs.ac.uk/fass/events/capacitybuilding/index.php



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