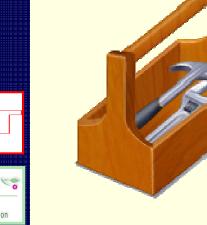


### **Summary of HEFCE Guidance**

### 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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# **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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# **HEFCE Expectations: Para 13**

### **Aimhigher Partnerships**

- Evaluation reports 1<sup>st</sup> 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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### **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

**1**A

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





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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

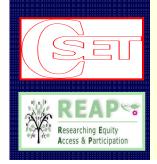
See 6D

Evaluation Practicalities for further information on:

- Data Sharing
- Date Storage

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**1**A



# **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



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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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#### **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	<b>Confined to</b>	Only one
1	category 1 activities	category 2 activities
Experience	can include some	Minimum of <b>3</b>
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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