



## Mapping activity onto the student lifecycle **2D**

For an overview of different mapping techniques see Evaluation Preparation **2C**: Auditing existing evaluation data

Mapping widening participation activity onto the student lifecycle can allow you to identify:

- The range of activities delivered:
  - For different groups,
  - By different sections of the organisation,
  - By other organisations
- Possible duplication of effort
- Gaps in the spread and range of activities
- Connections and possible linkages between activities currently offered by different staff, services within the organisation

See p3 of **2B** and the extended student life cycle slide in the presentation **2C**

### Mapping data onto the student lifecycle

You can use the same process to map the data that you collect about participants as well as any tracking or monitoring systems and existing evaluation activities see p2 of this document for a table to list the data. This can help you to answer the following questions:

1. What data do you collect about participants?
2. How much of the 'core participant data'? (see HEFCE Guidance, April, 2008, presentation **1A**)
3. When do you collect data?
4. Who collects data?
5. Where do you record the data?
6. If you use more than one system to record data, is the data stored in a similar way to aid sharing the data?
7. Who has access to data?
8. Is it possible to share the data you collect with:
  - colleagues in your organisation?
  - outside agencies?
9. What changes to the data collection process would you need to make to enable you to share this data?
10. Who is your data protection officer and what role will they need to play in this process?

#### **Things to think about:**

- How much of the 'Core Participant Data' do you collect each time you ask participants to complete a feedback form?
- How might you identify if a participant has been involved in an activity before?
- To whom do you report feedback data? And when?



**What student data do we collect?**

