

Aimhigher Plus+

NCOP Evaluation Strategy

[Version 1.3 - June 2018]

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Section 1: Introduction

1.1 NCOP the National Context

The National Collaborative Outreach Programme (NCOP) funds 29 partnership consortia (universities, colleges and local partners) to deliver outreach programmes to young people aged 13 - 18. The programme started in January 2017 and receives £60 million per year in funding. The programme targets students within 997 wards where higher education participation is lower than might be expected given the GCSE results of the young people who live there¹ ('participation gap'). The programme targets investment to boost the numbers of young people from disadvantaged backgrounds going into higher education. The emphasis is on working with young people who choose not to go into higher education despite achieving or being on track to achieve the entry requirements. The programme is designed to support the government's goals to:

- double the proportion of young people from disadvantaged backgrounds in higher education by 2020
- increase by 20 per cent the number of students in higher education from ethnic minority groups
- address the under-representation of young men from disadvantaged backgrounds in higher education.

1.2 National and Local Evaluations

CFE research, the Behavioural Insights Team (BIT), University of Sheffield (UoS) and London School of economics have been commissioned by HEFCE, and now the Office for Students (OfS), to evaluate how successfully the programmes has met it's aims at a national level. This includes:

- **A formative evaluation** with reports at key points in the programme. This includes capacity building support for local consortia in developing high quality evaluation plans.
- **An impact evaluation** that assesses the changes resulting from NCOP interventions, by using a range of quantitative, experimental methodologies.

Figure 1 provides an outline of the evaluation design. Local consortia are responsible for the areas highlighted in green and contribute to the areas highlighted in purple.

OfS provide the following guidance for consortia in terms of their local evaluations. Consortia will evaluate their projects on a local level, and should:

- adopt a locally determined approach as set out in their operating plans
- adapt to take account of national evaluation team recommendations
- track their individual target learners through the Higher Education Access Tracker (HEAT) or a similar mechanism.
- Consortia must also submit six-monthly monitoring returns.

Figure 1



¹ This includes wards with low levels of young participation (YPR POLAR3 Q1 or 2) and lower than expected levels of young participation, considering Key Stage 4 attainment and ethnicity.

1.3 NCOP the Local Context

Aimhigher West Midlands (AHWM) is a well-established partnership of local universities that have been delivering widening participation outreach programmes since 2004 (Excellence Challenge, Partnerships for Progression, Aimhigher, Aimhigher local funded programme, NNCO and NCOP). AHWM developed Aimhigher Plus as a specific programme to meet the requirements of the NCOP. Delivery partners include six local HEIs (Aston University, Birmingham City University, Newman University, University College Birmingham and University of Worcester), several FE Colleges (Bournville College/South and City College Birmingham, Heart of Worcestershire College), and other organisations. The programme operates in 79 NCOP schools/colleges. Aimhigher Plus is overseen by Strategy and Management Groups comprising senior representatives from delivery partners and the consortium also manages the Aimhigher Learner Tracking Database, one of the three national learner tracking databases approved by funders for use by NCOP consortia.

Aimhigher was awarded £4.5 million in NCOP funding to work across 25 NCOP rural and urban wards with a resident population of 24,000 domiciled NCOP students. The aim of the local programme is to improve HE progression rates of students from NCOP wards where there is a large gap between Higher Education progression rates relative to KS4 attainment ('participation gap'). Within our NCOP operating plan we have set a number of short, medium and long term targets to demonstrate success in terms of increasing progression rates for these students:

- **Output objective 1:** Engage 20% (4950) of NCOP students by December 2018
- **Outcome objective 2:** Increase the proportion of NCOP students aspiring to enter HE (target: 20% higher than comparison group)
- **Outcome objective 3:** Increase² the proportion of NCOP students progressing to Full Time Level 3 programmes (target: higher than comparison group)
- **Impact objective 4:** Increase the proportion of NCOP students' progression to HE (target - 1.5% - 2017 and 2% - 2018 higher than the ward observed value and comparison group).

This Evaluation Strategy outlines the Aimhigher Plus approach to monitoring and evaluating the OfS National Collaborative Outreach Programme (NCOP).

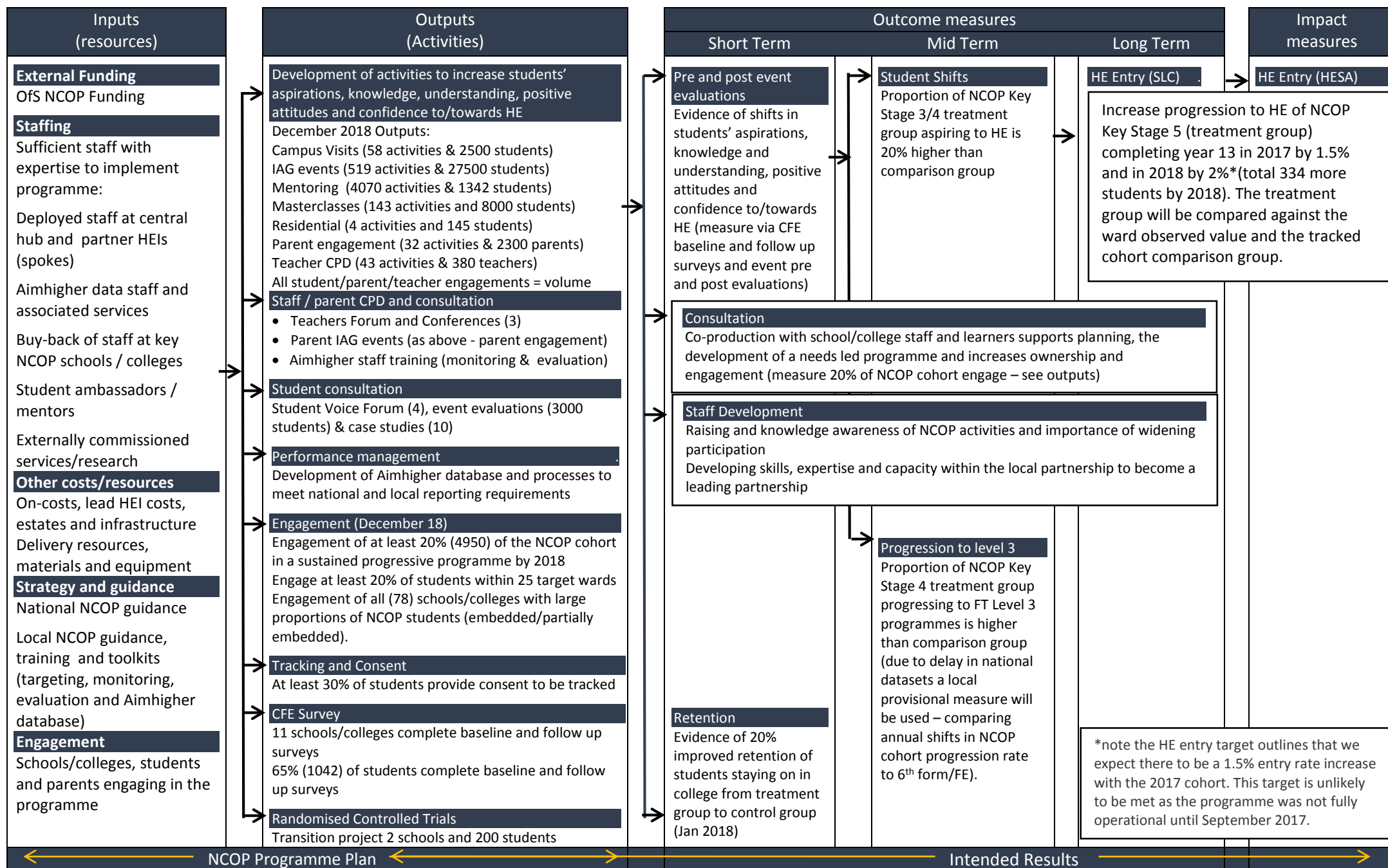
Section 2: Logic Model

The logic model (see fig. 2) summarises the planned programme of activity in terms of inputs (resources), outputs (activity milestones) and the intended results in terms of short, medium, long term outcomes/impact targets (objectives/indicators). The output, outcome and impact measures are discussed in more detail in later sections. Success in terms of measuring overall impact of the programme is dependent on staff recording student engagement within the Aimhigher Tracking database (see page 9 and appendix 1), effective local and national evaluation, consent (see page 14) to enable the partnership to track students in terms of specified outputs, outcomes and impact. Outcome and impact measures will be accessed via national data sets (see pages 11-18 and 21). To measure the short-mid term impact of activities we have developed a bank of age appropriate³ standardised evaluation questions. Not all questions are employed for all activities, to ensure questions are only posed if they relate to the content and objectives and age group of students engaging within each activity. As we have delivered over 700 activities it would be excessive to list the evaluation themes and questions explored within each activity. Instead within this document we outline the general NCOP activity types delivered and the themes that evaluations may explore (see short-term outcome measures via pre and post evaluation toolkits in the logic chain below).

² Awaiting NPD/ILR data to set targets

³ Questions items were tested for readability level using the SMOG test - <http://www.learningandwork.org.uk/SMOG-calculator/smogcalc.php>. Short-term impact of the scheme will be measured via activity evaluations and mid-term impact via the CFE national evaluation employing baseline and follow up surveys.

Figure 2: Logic Model



Section 3: Theoretical Approach and Evaluation Model

Aimhigher West Midlands has well-established evaluation tools and methodologies that have been highlighted as good practice by HEFCE, The Sutton Trust, HEA and OFFA. Our evaluation approach is peer reviewed by academics within the University of Birmingham's Centre for Higher Education Equity and Access (CHEEA). We have an in depth understanding of the flaws of previous research within the field and how to address these by employing robust data collection and sampling methods. Our evaluation framework adopts a quasi-experimental longitudinal approach to track students that have engaged within NCOP activities (treatment group) against a non-treatment comparison group who have not engaged and then compare outcomes/impact measures via quantitative data sets. Our approach employs a matched-groups design, so as to control for confounding variables (see pages 17-18). Our evaluation approach primarily focuses on tracking students in terms of quantitative short, medium and long term outcomes. Our approach also employs qualitative approaches and formative evaluations to identify what works and in what contexts.

The local evaluation strategy employs the New World Kirkpatrick model of evaluation. The Kirkpatrick model provides a robust sequential approach to evaluating the outcomes and impact of interventions. Bourdieu's theory of 'Cultural Capital' has been employed to underpin this approach by providing an explanation for why students from disadvantaged communities are less likely to progress to higher education. We have reconceptualised these approaches, so that they are relevant in terms of the NCOP programme.

3.1 Cultural Capital

Conflict theories

In the 1960s the notion that education promoted equality and social mobility began to become more widely challenged by conflict theories, as evidence showed that educational achievement was stratified by class. Sociological conflict theories of education suggested that educational outcomes are largely based on family background and the education system is designed with the intention of causing social reproduction of inequality, as it reproduces the dominant culture and is unequally distributed to individuals in our society.

Cultural Capital Theory

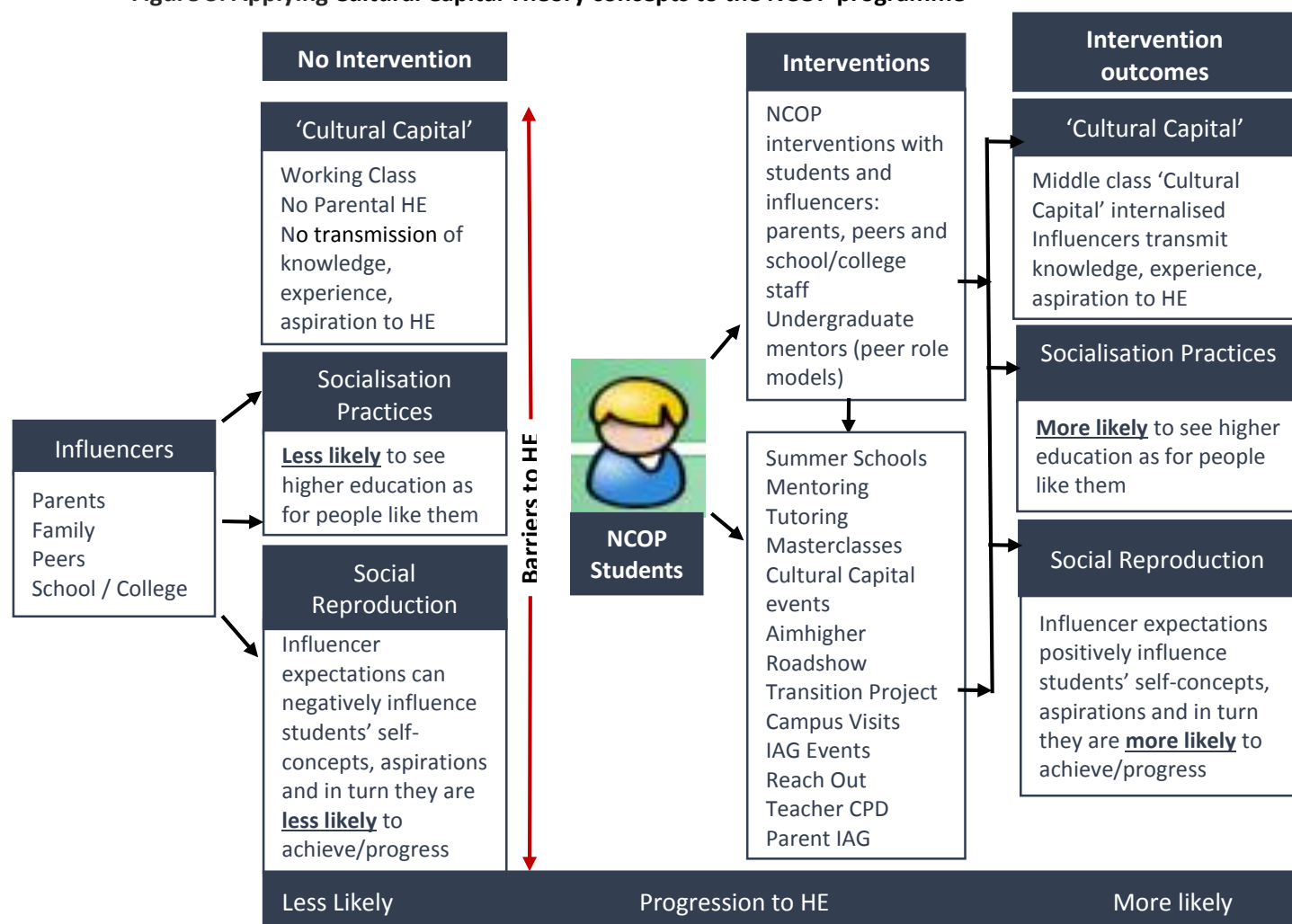
Pierre Bourdieu developed the 'Cultural Capital' Theory and theorised that economic, cultural and social capital were core components of the intergenerational reproduction of class differences and differences in educational achievement. Bourdieu used the idea of cultural capital to explore the differences in levels of educational achievement for students from different classes in the French educational system. Bourdieu (1971 and 1974) suggested that the major role of the education system is cultural reproduction, serving to transmit the culture of the 'dominant classes' as this is seen a legitimate and devalues the knowledge and skills of the working class. Bourdieu argues that scholastic achievement depends fundamentally on the education previously accomplished in the earliest years of life'. Children from the dominant classes have internalised the required skills and knowledge for schooling during their pre-school years. They therefore possess the key to unlock the messages transmitted in the classroom. Students with upper-class backgrounds have a built-in advantage as through the process of socialisation and the acquisition of class habitus they tend to acquire considerable cultural capital for themselves. In turn this helps them to become part of the dominant culture. This also helps them to get into the most prestigious schools and gain educational capital in the form of qualifications.

Those lower-class students are therefore disadvantaged. Children from working class backgrounds lack 'cultural capital' *'as their parents are unable to transmit the knowledge, experience, aspirations, connections and ownership of resources to succeed'* (Bourdieu, 1984, 1986, 1988; Bourdieu and Passeron, 1990). Working class parents are less likely to have gone to HE and in turn their children are less likely to progress than their middle-class counterparts. Further, the subjective expectations influenced by the objective structures found in the school, perpetuate social reproduction by

encouraging less-privileged students to eliminate themselves from the system, so that fewer and fewer are to be found as one journeys through the levels of the system. To gain qualifications they must acquire and internalise the legitimate cultural capital of the dominant classes, by exchanging their own (usually working-class) cultural capital.

This approach aligns closely to widening participation and the overall objectives of the NCOP programme. NCOP students are less likely to have parents who have progressed to HE (100% of NCOP wards are AHE quintiles 1 and 2). In line with ‘Cultural Capital’ theory we postulate that (a) these students are in turn less likely to have an awareness, knowledge and understanding of higher education and progression pathways (e.g. lack of transmission) (b) due to this lack of parental HE experience and socialisation practices they are less likely to see university as a place for people like them. The Aimhigher programme aims to address these issues by working with students and their key influencers such as parents, peers and schools/colleges. The programme provides these key influencers with information advice and guidance about higher education pathways. Further, peer undergraduate mentors support this process by providing one-to-one support. Students are also provided with opportunities to access a wide variety of widening participation activities. The aim on the programme is to address these barriers to HE progression by raising students’ aspirations, motivation and confidence and by increasing their awareness, knowledge and understanding and positive attitudes towards HE, so that they can make informed choices. The diagram below outlines how we have operationalised ‘cultural capital’ theory and re-conceptualised key elements to fit within the field of widening participation work. The following section outlining our evaluation framework provides more detail on how key evaluation questions will be used to develop a robust evidence base.

Figure 3: Applying Cultural Capital Theory concepts to the NCOP programme



3.2 The New World Kirkpatrick Model

The Kirkpatrick Model⁴ was developed to evaluate the effectiveness of training programmes against four levels. We have re-conceptualised the descriptors, so that they are relevant to the objectives and content of local NCOP programme. Section 5 provides more detailed information in terms of how students who have engaged (treatment group) and have not engaged (comparison group) will be tracked in terms of outputs, outcomes and impact measures.

NCOP operationalisation of Kirkpatrick descriptors	Evaluation tools and measurements
Level 1: Reaction The degree to which students find NCOP activities engaging and relevant to making an informed choice. Student Satisfaction: Student satisfaction with NCOP activities Engagement: The degree to which students are actively involved in and contribute to the development of NCOP activities Relevance: The degree to which students will have the opportunity to use or apply what they learned from activities/programmes to make informed choices about their future progression options.	Event evaluations and Student Voice Forum allow students to feedback on their satisfaction with events (what worked well and areas for improvements and new activities). Case studies will gain an in depth understanding of barriers to progression (see pages 18-19). Feedback will allow students to contribute to the development of the programme. Staff consultations and the school forum – allows staff to provide feedback on the design of the programme and solutions on how to overcome barriers to engagement within the programme (see pages 19-20)
Level 2: Learning The degree to which students acquire the intended aspirations, knowledge/understanding, attitudes, confidence / motivation based on their participation in the activities/programmes. Knowledge- “I know it.” Skill - “I can do it right now.” Attitude - “I believe this will be worthwhile to go to HE” Confidence - “I think I can progress to HE.” Commitment - “I intend progress to HE.”	Pre and post event evaluations (see page 20) and CFE baseline and follow up surveys (see pages 14-15) will be used to measure short and medium terms shifts in students learning: <ul style="list-style-type: none"> • Understanding of the different qualifications, HE courses and types of institutions, including apprenticeships • Understanding of applying via UCAS • Understanding of student life (finance etc.) • Addressing barriers and misconceptions about HE (positive attitudes) • Intentions and aspirations to apply to HE • Confidence towards progressing to HE and managing with HE academic challenges
Level 3: Behaviour The degree to which students apply what they learned during the NCOP activity/programme. Required Drivers Processes and systems that reinforce, encourage and reward performance of critical behaviours to make an informed choices about their future progression route.	Students make informed decisions about progression routes in terms of more students <ul style="list-style-type: none"> • Progressing to level 3 courses (see pages 15-16) • Progressing to HE (see pages 16-17)
Level 4: Results The degree to which targeted outcomes occur as a result of engagement within the NCOP programme. Leading Indicators: Short-term observations and measurements suggesting that critical behaviours are on track to create a positive impact on desired results.	Outcomes and impact via local and national data sets: <ul style="list-style-type: none"> • Increase in proportions of students progressing to level 3 courses • Increase in proportions of students progressing to HE • Reduction in participation gaps in 25 NCOP wards (see page 16-17 and appendix 3) Case study findings and RCTs in terms of outcomes (see page 12)

⁴ <https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model>

Section 4: The Aimhigher West Midlands Learner Tracking Database

The Aimhigher database allows students and schools/colleges to be effectively targeted, enable their engagement to be monitored and supports reporting on performance against local and national KPIs. The following sections provide more detail on certain aspects of the Aimhigher database in terms of how it supports the evaluation strategy. We have produced detailed operational and process guidance for staff in terms of monitoring and evaluation. This document provides an overview of this guidance.

The flowchart in Appendix 1 provides an overview of our partnerships operational procedures and processes for targeting, monitoring, evaluating and collecting consent. We have categorised activities as high, medium and low intensity. Targeting and the extent of monitoring and evaluation data collected is proportional to the intensity and nature of the outreach activity delivered.

4.1 Targeting and Engaging Schools/Colleges and Students

The NCOP programme aims to increase HE progression rates of young people (aged 18-19) domiciled within NCOP wards. These wards have lower than expected proportions of young people participating in HE relative to their KS4 attainment ('participation gap'). In order for the programme to be successful it is important to effectively identify and target NCOP schools/colleges and students. The Aimhigher learner tracking database has been developed and refined during the course of the programme to support effective targeting. Our database targeting module has been developed over 4 phases:

Phase 1: Using HEFCE Data to Identify NCOP Cohorts

At the start of the NCOP programme, HEFCE provided data showing the proportions of students from NCOP wards on roll within local schools. Using this data we developed profiles for each school/college⁵. We then ranked the 109 local schools / colleges in terms of the proportions of NCOP students on roll (proportions varied for 2%-100%). This analysis provided a number of important insights to support the planning process and to ensure programme resources were allocated effectively to schools/colleges with larger NCOP cohorts. Programme resources are aligned against four types of school/college within the Aimhigher Plus Partnership⁶:

Figure 4: Programme Model

Programme type	Undergraduate coaches	APAs*	TLRs**	Commissioned services	Wraparound activities
60 Fully Embedded Schools/Colleges (average 44%/365 NCOP students)***	✓	✓	✓	✓	✓
6 Partially Embedded Schools/Colleges (average 23%/154 NCOP students)	✗	✗	✓	✓	✓
13 Wrap Around Schools/Colleges (average 18%/148 NCOP students) ⁷	✗	✗	✗	✗	✓

*Aimhigher Progression Ambassadors. **TLR – schools/colleges provided with extra funding to appoint a member of staff to build capacity to support the programme via additional funding for teaching and learning responsibilities. These figures apply urban schools/colleges only.

⁵ HEFCE data did not provide coverage for NCOP learners on roll within FE colleges. As significant proportions of NCOP learners were missing, we obtained ILR data to profile the proportions of NCOP learners within FE colleges on level 3 programmes (main aim) aged 18-19.

⁶ 28 schools/college with very small proportions of NCOP students (less than 20% or less than 100 NCOP students on roll) will not be targeted directly to take part within activities.

⁷ Some of these schools/colleges may have relatively large number of NCOP students on roll but have not been included within the embedded programme as they have not responded to any communications about their involvement in the programme.

Phase 2: Refreshing student level targeting in embedded schools/colleges

From September to October 2017, we contacted all fully and partially embedded schools/colleges to secure individualised data (name, DOB, etc.) for all students on roll (schools years 9-13 and colleges level 3 programmes 16-18 years). To identify if students were domiciled within NCOP wards we developed a postcode lookup module on the Aimhigher database. This tool has also been incorporated into EMWPREP tracking system and is being used by over 30 HEIs/FECs. This data was uploaded onto the Aimhigher database onto a NCOP student register module (see Fig. 5). This information was sourced as the original data provided by HEFCE was historic and it was vital to obtain accurate data to support three aspects of the programme in terms of identify eligible target NCOP students, delivering activities to these students and recording student engagement. This data also allowed the partnership to re-profile school/college NCOP cohorts to support effective targeting and deployment of resources (see appendix 2).

Phase 3: Improving targeting to increase the proportions of students on a SPP

In the autumn of 2017, HEFCE provided further clarification on what consortia could count as contributing to their student engagement targets. Guidance outlined that students could only be counted if they had engaged in a sustained progressive programme (SPP). As a tracking provider we developed a local definition of a SPP which included students engaging in 2 or more NCOP activities or engaging in an intensive programme (e.g. mentoring/summer school). We developed the Aimhigher database to enable NCOP staff and schools/colleges to easily identify a students' level of engagement (not engaged, engaged once, SPP) to support the process of targeting activities and increasing the proportions of students on a SPP (see Fig. 5). We have also developed school/college level reports which drill down and provide engagement levels by year group.

Figure 5: Aimhigher database NCOP Register Module (targeting and engagement tracking)

Name	Level of Engagement	Year Group	View Activities	Consent
Student A	SPP	11	View Activities	Yes
Student B	SPP	11	View Activities	Yes
Student C	1	10	View Activities	Yes
Student D	SPP	10	View Activities	Yes
Student E	1	11	View Activities	Yes
Student F	0	11	View Activities	No

Phase 4: Aimhigher Plus student profiling and targeting model

In April 2018, we met our 20% student engagement target for the first 2 year phase of the NCOP (4950 students). This is our minimum target and we intend to engage more students by July 2019. In response to a reduced level of funding in 2019, we have revised our targeting model to drill down and focus on the more 'hard to reach' NCOP students that are most in need of intervention (the risk assessment section outlines the full rationale for this). This will ensure that the programmes resources are more effectively targeted to support greater proportions of students to progress to level 3 qualifications and enter HE.

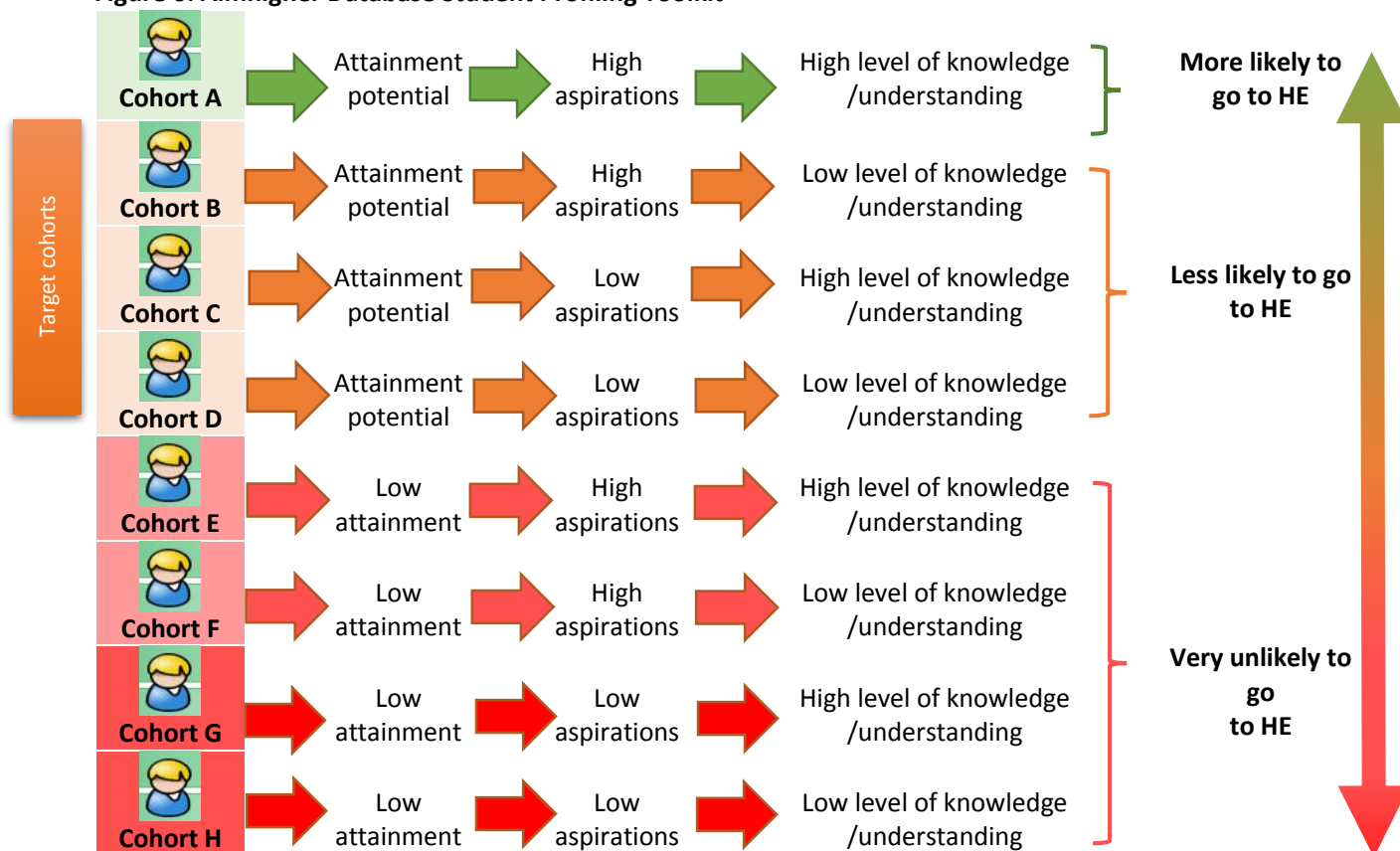
To support this process we have developed a student profiling and targeting model that is accessible to all NCOP staff on the Aimhigher database. The model profiles students in terms of four characteristics outlined in figure 6. Profiles contain data on NCOP ward, attainment potential (defined as the potential to progress to HE e.g. 5 A*-C GCSEs or equivalent including English and Maths⁸), aspirations and level knowledge/understanding of HE⁹. The illustration below outlines the characteristics of the different NCOP cohorts we are currently working with and how we have grouped

⁸ This measure will be revised in line with Progress 8

⁹ This data has been sourced from approximately 2000 evaluations. Aimhigher staff will also incorporate other evaluation data collected on the learner to provide further profiling to identify needs, barriers and gaps in knowledge about HE. The number of learners completing these evaluation will increase as the programme continues. This profiling tool will be further developed to include other criteria such as learner confidence to progress to HE and perceptions of HE (e.g. HE is for people like me).

them into eight distinct cohorts. We will be using the profile data to more effectively target **cohorts B, C and D** who have the potential to progress to HE in terms of attainment, but either have low aspirations¹⁰ or low knowledge/understanding of HE. This approach will support the planning of activities, where this contextual data can help to identify needs/gaps of individual students, themes across year groups and schools/colleges.

Figure 6: Aimhigher Database Student Profiling Toolkit



Section 5: Evaluation of Activities

The Aimhigher Plus evaluation framework will build a robust evidence base by triangulating both quantitative and qualitative evaluation approaches and secondary data sets. The formative evaluation will support the development of a needs led NCOP programme through consultation with students, teachers and parents/carers and explore the impact of interventions in terms of what works. The formative aspect of this evaluation strategy is outlined later in section 6.1. Even though we employ pre and post event evaluations, these are not the main focus of our evaluation strategy. We feel a programme level approach to evaluation (e.g. student tracking) is better suited to NCOP, as activities do not happen in isolation (e.g. students can attend multiple activities) and in turn it is not possible to distill or proportion learner outcomes solely to one activity using event evaluations. The next section outlines the longitudinal student tracking aspect of the evaluation that is primarily based on quantitative data sets.

5.1 Overview Student Tracking: Outputs, Outcomes and Impact Measures

This section provides an overview of the quantitative longitudinal quasi-experimental evaluation approach that will be employed to track NCOP learners that have engaged (treatment group) and have not engaged (non-treatment group). The design of the evaluation will use a matched groups design (see pages 17-18) and compare outcomes of both groups in terms of short, medium and long term

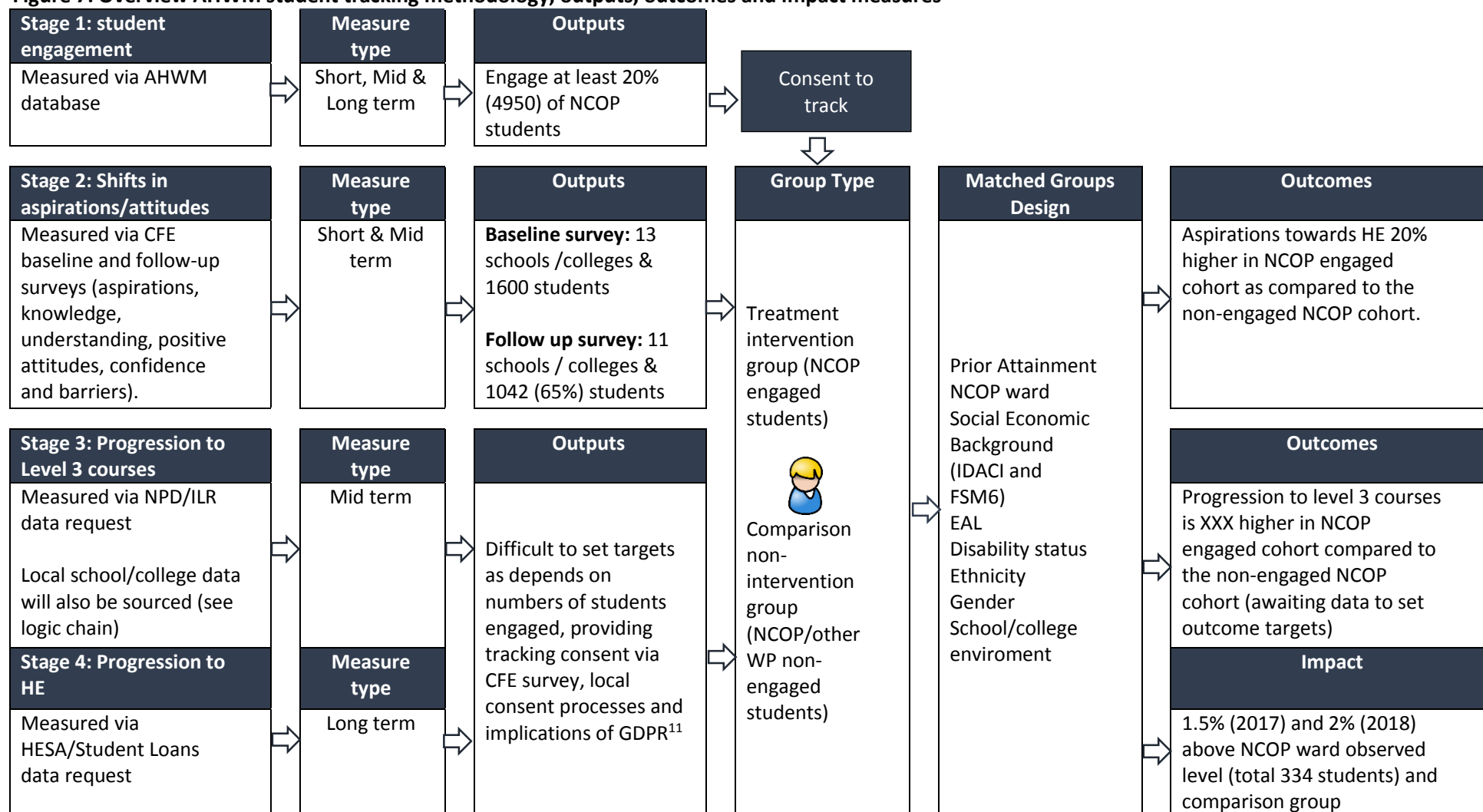
¹⁰ Currently this equates to almost 33% of survey responses.

outcome/impact measures. The planned evaluation and monitoring activities to support this process will be collected across the students' education lifecycle:

1. **Student engagement data** will be recorded for NCOP activities on the AHW database. This will provide data on the types of activities delivered and frequency of student engagement (e.g. sustained progressive programme or no engagement) in line with OfS monitoring and reporting requirements. Appendix 1 provides an overview of how data is collected. Further, the CFE survey outlined later will also be used to collect data on students' engagement in other non-NCOP widening participation activities to support the formation of a valid non-treatment comparison group.
2. **Consent Forms** will be used to collect parent/student consent to enable the partnership track student outcomes and the impact of the programme in terms of the national data sets outlined below (see page 14).
3. **CFE baseline and follow up surveys** will be used to track a cohort of students in terms of their aspirations, knowledge, understanding, attitudes, confidence and barriers they face in progressing to HE. The same bank of standardised questions will be asked within the baseline (Oct 2017) and the follow up surveys (Oct 2018). This will enable shifts in short-term/mid-term outcomes to be measured between the treatment and non-treatment groups (see pages 14-15).
4. **National data sets** will be sourced from the NPD, ILR, SLC and HESA to establish the impact of the programme in terms of students' progression to level 3 courses and entry to higher education. This data will provide:
 - Mid-term outcomes via tracking the proportions of students progressing to level 3 courses (see pages 15-16)
 - Long term impact via tracking the proportions of students' entering HE (see pages 16-17)
5. **Randomised Controlled Trials (RCT's)** will be used to establish the impact of the Aimhigher Plus year 11 Transition Project which is being piloted in 2 schools and 200 students. The project aims to increase retention rates of students from these schools within local colleges. Colleges are reporting that a significant proportion of students on level 3 pathways from these schools are dropping out early after enrolment. We intend to put interventions in place to improve the transition process over the summer with the aim of improving retention rates. To evaluate this project NCOP students will be randomly assigned to the intervention group (transition project) or non-intervention (control group). The evaluation will compare outcomes in terms of attitudinal shifts (pre and post intervention) and the proportions of NCOP students staying on in college post December 2018. The output, outcome and impact measures for this project are currently under development (a draft plan is provided within appendix 4).

Figure 7 provides an overview of the short, medium and long-term student tracking outputs and outcome based measures to be collected and the methodology employed to review the impact of the local programme. Full details of these measures are outlined within section 5.

Figure 7: Overview AHW student tracking methodology, outputs, outcomes and impact measures



¹¹ Note our methodology will track all learners who have completed baseline and follow up surveys in terms of all outcomes listed about. We are also using local systems to collect consent to track learners. Many of these learners will not have completed the baseline or follow up survey (e.g. measuring aspirations) etc. but will be tracked in terms of progression to level 3 and HE entry. This second cohort will be larger than the cohort who completed the CFE surveys.

5.2 Student Engagement Data (Short, Mid-Term and Long Term Output Target)

The Aimhigher West Midlands Database is used to record the frequency and types of activities NCOP students have engaged in. Within our operational plan, the partnership outlined an objectives to:

- Engage 20% (4950) of NCOP students [in a sustained progressive programme¹²] by December 2018
- Within each NCOP ward engage 20% of NCOP students [in a sustained progressive programme] by December 2019 (see appendix for targets)

Definition: Students Engaged on a Sustained Progressive Programme (SPP)

KPI Definitions	
Disadvantaged	Students from NCOP wards (HEFCE)
Engagement	A sustained and progressive programme (SPP). This includes students that have engaged in at least 2 NCOP activities or an intensive programme of activities (e.g. mentoring/summer schools etc.).
Young People	Year 9-13 including FE year 1 and 2 (age 18-19 on level 3 programmes)
Data Sources	
Local data available from AHWMD database. The database records students frequency of engagement (e.g. 0, 1 or SPP)	
Data Release	
As required in line with local and OfS reporting requirements	

5.3 Student and Parent Consent

A key aspect of the NCOP programmes success will be in our ability to track students and evaluate outcomes in terms of their progression pathways (e.g. whether they progress to HE). To achieve this we require the fully informed (opt-in) consent from students and parents. Since the start of the programme we have been distributing consent forms to NCOP students. By December 2018, we aim for 30% of the NCOP cohort to have provided consent to be tracked. In preparation for changes in GDPR, our partnership is considering employing a privacy notice and public task condition. If the NPD, ILR and HESA accept this approach then our consent and tracking rates are likely to significantly increase.



5.4 Student Aspirations, Attitudes, Knowledge and Confidence (Short to Mid-Term Outcome Target)

In the autumn of 2017, the partnership participated within the CFE national student baseline survey. The online survey included questions items to explore students' aspirations, attitudes, knowledge, understanding, confidence and barriers towards progressing to HE. We invited a number of schools/colleges with high proportions of NCOP students to participate within the survey. In total an opportunistic sample of 13 schools/colleges and 1598 NCOP (52%) and non-NCOP (48%) students (years 9 to 13) participated.

The follow up survey will be completed in the September to October 2018. From previous experience of conducting these surveys it is likely that a few school/colleges will drop out and not all students will complete the survey. In particular some year 11 and 13 leavers who completed the baseline survey,

¹² In autumn 2018 – HEFCE asked programmes to only count those learners who has engaged in a sustained progressive programme. No national definition has been provided. Locally this has been defined as a learner engaged in more than one activity or within a programme of activities (e.g. intensive ongoing/longer activities such as mentoring, tutoring and summer schools).

may be difficult to contact to complete the follow-up (year 13/FE 2 will have left their school/college and year 11 may not have a sixth form to progress to within their school). With these limitations in mind we have set the following targets in terms of response rates:

- 11 schools/colleges that completed the baseline survey complete the follow up survey
- 65% (1042) of students that completed the baseline survey also complete the follow up survey¹³

We will be using data from the baseline and follow-up CFE surveys to measure the short/medium term impact of the programme in terms of shifts in students' aspirations, attitudes, knowledge, understanding, confidence and barriers towards progressing to HE. The local targets we have set include:

- There will be a 20% positive shift in engaged NCOP students intentions to progress to HE compared to NCOP students that have not engaged.

We also included our own question items within the survey to improve the validity of our proposed comparison (non-treatment group). We asked students how many times they had participated within different widening participation activities within the last year. This control measure will ensure students who have not engaged in NCOP activities but have engaged in other WP activities (e.g. HEI, school/college or third sector) are not included within the non-treatment comparison group.

5.5 National Data Sets: Tracking Student Outcomes and Impact

The next section outlines the national data sets we will access to measure the outcomes and impact of the NCOP programme on students in terms of progression rates to level 3 courses and impact in terms of progression rates to higher education. These data sets will be sourced from the National Pupil Database (NPD), Individual Learner Records (ILR), Student Loans Company (SLC dependent on release/access) and the Higher Education Statistics Agency (HESA). The following sections outline our targets in relation to these outcome measures, timescales and definitions of the data sets. A full timeline for the release of all national data sets and implementation of local evaluations is outlined later on page 21.

5.6 Progression to Level 3 (Mid-Term Outcome Target)

Within our operational plan the partnership set a mid-term outcome target to:

- Increase the proportion of NCOP students progressing to Full Time Level 3

As outlined in section (see page 21) this data will not be available until March 2018 for the first cohort. Following this the data will be available annually. We intend to compare the level 3 progression rates between NCOP students that have (treatment group) and have not engaged (non-treatment comparison group) within activities. When this data is available we will be able to develop baseline, benchmarks and milestones/goals for this KPI. We will not be tracking the first NCOP cohort that reached this milestone (year 11 in 16/17) as there was little engagement with this cohort, due to the programme not being fully staffed and operational until September 2017.

Due to the delay in obtaining NPD/ILR data sets (12 months) we will be obtaining level 3 progression data from local 6th form schools and FE colleges to identify if the proportions of NCOP students

¹³ This estimate is based on the assumption that 2 schools/colleges drop out and where 77% (899 out of 1169) of year 10, 11 and 13/FE2 (current 18/19) and 33% (143 out of 429) of year 11/13/FE2 (leavers 17/18) learners that completed the baseline complete the follow up survey

progressing to level 3 qualifications are increasing and if the gap is closing with non-NCOP students. This data will provide an early indicator of progression rates for some of the NCOP cohort.

Definition: Students Progressing to a Level 3 Qualification

KPI Definitions	
Disadvantaged	Students from NCOP wards (HEFCE)
Level 3 courses	DFE Level 3 qualifications are: A level, access to higher education diploma, advanced apprenticeship, applied general, AS level, international Baccalaureate diploma, level 3 award, level 3 certificate, level 3 diploma, level 3 ESOL, level 3 national certificate, level 3 national diploma, level 3 NVQ, music grades 6, 7 and 8, tech level.
Progression	Option 1: Enrolled on level 3 FT programme or Option 2: stayed on for at least 3 months
Young People	Aged 16-18 on entry to a level 3 qualification
Data Sources	
<p>NPD/ILR use a consistent data set to measure progress to level 3. They have informed me that the best measures for entry to level 3 are: <i>KS5_TRIGGER_2016, KS5_ACAD, KS5_TLEV and KS5_AGEN</i> <i>Use filter: KS5_TRIGGER_2016 = 1 and (KS5_ACAD=1 or KS5_TLEV=1 or KS5_AGEN=1)</i> <i>The filter selects students at the end of 16-18 study (KS5_TRIGGER_2016 = 1) who entered for at least one approved level 3 academic (includes A and AS levels and other level 3 academic qualifications), tech level or applied general qualification during 16-18 study.</i> <i>This approach should produce student numbers which match the level 3 cohort reported in the KS5 performance tables from 2016 onwards.</i></p>	
Data Release	
Annually – March	

5.7 Progression to HE (Long-Term Impact Target)

NCOP partnerships are required to increase progression rates within each NCOP ward by 2 percentage points a year to meet Government targets. We have set detailed long-term targets for this measure as outlined in Appendix 1 which provides a summary of our annual goals and milestones for 2017-2018 across the partnerships 25 NCOP wards (all percentages are cumulative). We intend to access this data via HESA entry rates.

By 2018 we have set a goal for a 3.5 percentage point increase (334 more students) in HE entry rates across all wards. Data for the first cohort¹⁴ who enter HE in September 2018 will not be available until March 2020 (see timeline page 21). Within our operational plan we were not asked to set milestones and goals beyond December 2018.

As part of our evaluation plan we will also compare HE entry rates of NCOP students that have engaged in activities (treatment group) against a non-treatment comparison cohort of NCOP students that have not engaged in NCOP activities.

Due to the time delay in accessing HESA data (18 months) we intend to access Student Loans Company data to provide an early indicator of HE entry rates (January – annually) where students have enrolled

¹⁴ The first cohort entering HE in 2017 will not be tracked in terms of HE entry outcomes as there was little engagement with this cohort, due to the programme not being fully staffed and operational until September 2017.

and taken up a loan. We have requested aggregate ward based data for all NCOP partnerships. We are currently in discussion with SLC to define and secure this data.

Definition: HESA entry rates

KPI Definitions	
Disadvantaged	Students from NCOP wards (HEFCE)
Higher Education	Any course of prescribed HE, whatever the mode of study (HND, HNC, foundation degree.
HE entry	Data is based on a students enrolled and stayed on a course for a least 50 days
Young People	Aged 18-19 on entry to HE
Data Sources	
HESA entry data field name: HE_COMDATE (Date of Commencement of Programme)	
ILR data field name: DEST (learner table) - Destination of the learner after completion of learning (code 55 entered higher education (Previous field name L39). Data on students completing FE in HE	
Data Release	
Annually – March	

5.8 Matched Groups (Control Variables and Contextual Data)

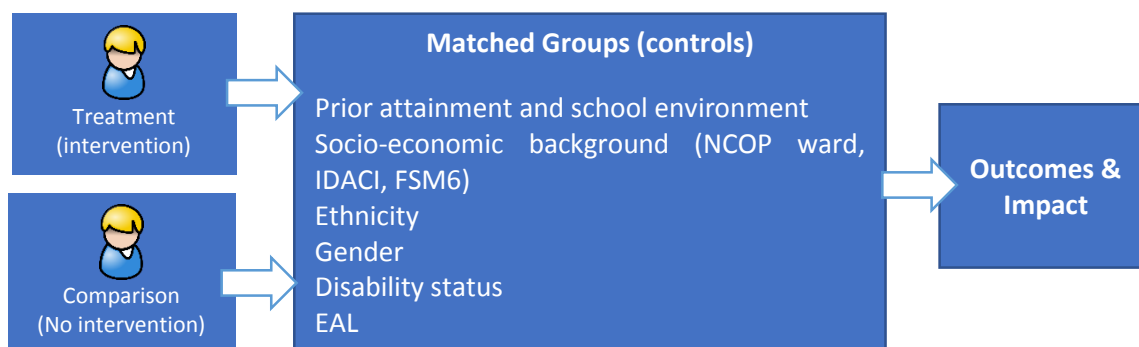
Within our quasi-experiment evaluation approach we will be employing a matched groups' design, where NCOP students within the treatment (intervention) and non-treatment groups¹⁵ will be matched in terms of key variables which have been found to influence attainment and HE progression rates. A key component of our matched group design is that the no treatment group only includes students that have not engaged in NCOP or other widening participation activities.¹⁶ Without such a control group comparisons would be made between a treatment-group (for whom the dosage of intervention is known) against a 'so called' control/comparison group (for whom dosage of interventions is only partially known or not known at all). This runs the risk of supressing any significant impact as the control/comparison group may have engaged in WP interventions.

A large amount of evidence suggests that the most significant factor associated with progression to HE is a students' prior level of attainment (DfE, 2014 Gorard 2012; BIS 2013; Goodman et al., 2010; Chowdry 2013). Prior attainment and HE progression rates vary across socio-economic groups (DfE 2009, DfE SFR 2013, BIS 2015, Sutton Trust 2010, HESA), gender (DFE SFR, 2016; HESA 2014/2015), ethnicity (DFE SFR, 2016; UCAS End of Cycle Report, 2015), disability (DFE SFR 2016) and EAL (Perry 2016). In addition to the factors outlined above we will also only be comparing students' outcomes if they are attending the same schools/colleges. Evidence suggests that it is important to control for the school environment/experience in this way ((Bandura, 1994; Bryk et al, 2001 Rosenbaum et al, 1988). Students from NCOP wards will be matched in terms of these characteristics within the treatment and non-treatment comparison groups. In summary the variables that will be matched and controlled for will include:

¹⁵ As outlined previously we intend to obtain a comparison group of NCOP learners who have not engaged in NCOP interventions via the CFE baseline survey (e.g. they have provided consent to be tracked) and via locally returned consent forms (e.g. via a privacy notice).

¹⁶ We accept that this approach of learners self-reporting engagement within widening participation activities is not perfect as there may be issues in terms of learners' retrospective memory. However, this approach is useful and provides a better picture of engagement and reducing the risk of confounding variables biasing the validity of results.

Figure 8: Matched Groups



The table below outlines the NPD data sets we will be accessing to obtain this data.

Definitions: control variables/contextual data - NPD attainment and Census

Data set	NPD data field														
KS4 attainment	<p>Key Stage 4 Awarding Body data or Key Stage 4 Performance Tables (PT) data:</p> <ul style="list-style-type: none"> • Average progress 8 score • Average Attainment 8 score • % Grade 5 or above including English and maths GCSEs • Grade 4 or above including English and maths GCSEs <p>Data will either include a baseline prediction and actual attainment depending on the cohort (See below). We may also collect Key stage 5 data</p> <table border="1"> <thead> <tr> <th>Cohort age in 16/17 academic year</th><th>Data to draw baselines (NPD)**</th></tr> </thead> <tbody> <tr> <td>Year 8</td><td>KS4 prediction Summer 18</td></tr> <tr> <td>Year 9</td><td>KS4 prediction Spring 17</td></tr> <tr> <td>Year 10</td><td>KS4 prediction Spring 17</td></tr> <tr> <td>Year 11</td><td>KS4 prediction Spring 17</td></tr> <tr> <td>Year 12</td><td>KS4 actual summer 16</td></tr> <tr> <td>Year 13</td><td>KS4 actual summer 15</td></tr> </tbody> </table>	Cohort age in 16/17 academic year	Data to draw baselines (NPD)**	Year 8	KS4 prediction Summer 18	Year 9	KS4 prediction Spring 17	Year 10	KS4 prediction Spring 17	Year 11	KS4 prediction Spring 17	Year 12	KS4 actual summer 16	Year 13	KS4 actual summer 15
Cohort age in 16/17 academic year	Data to draw baselines (NPD)**														
Year 8	KS4 prediction Summer 18														
Year 9	KS4 prediction Spring 17														
Year 10	KS4 prediction Spring 17														
Year 11	KS4 prediction Spring 17														
Year 12	KS4 actual summer 16														
Year 13	KS4 actual summer 15														
Student characteristics	The fields below will be collected from the school census/ILR*														
Ethnicity	EthnicGroupMinor_[term][yy]														
Gender	Gender_[term][yy]														
FSM6	EVERFSM_6_[term][yy]														
Disability	SENprovision_[term][yy] SENstage_[term][yy] in 2001/02														
EAL	LanguageGroupMajor_[term][yy]														
Data Release															
Annually – March															

*The request will include census data for the Spring Census 2015 to ensure we have full coverage of data for FE students.

**The baselines assume college students are either in year 1 of FE (aged 16-17) or year 2 of FE (aged 17-18) and then we source their school data and not level 2 retakes in college

Section 6: Formative Evaluation

Over the course of the NCOP scheme, we will be employing a rolling programme of formative evaluations which will involve consulting with staff at local schools/colleges, students and parents. Consultation and co-production with students and stakeholders is deeply embedded across the Aimhigher Plus programme. Service user involvement and ongoing consultations will help to ensure that the design of the local NCOP programme is needs led and also to establish the impact of the programme on students and partnership working. These formative evaluations include:

1. Consultation with schools: In April 2017 we invited all NCOP schools to the launch of the Aimhigher Plus programme. Within this launch meeting we conducted a qualitative round table consultation with school staff to identify what types of activities/programmes they would like the NCOP programme to include, resources required to enable them to engage and how barriers to school engagement could be addressed. This consultation led to the creation of a core offer to schools and included providing NCOP funding to allow a member of staff to support and co-ordinate the programme, funding for transport to access activities (as in the past this has been a major barrier) and the introduction of Aimhigher Progression Ambassadors within schools to support the delivery and development of NCOP activities.

2. Pre and post event evaluation toolkits: These activity evaluations are primarily used to measure short-term student outcomes. A standardised set of pre and post event questions are used to measure shifts in students' aspirations, attitudes, knowledge, understanding and confidence towards progressing to HE. Findings are used to build an evidence base and inform planning in terms of what types of activities are most effective. Further, detail on these toolkits is provided within the next section.

3. The Student Voice: Since the start of the programme we have included students (and school staff) within the design of activities and programmes to identify any gaps in provision and ensure they are needs led. This approach has ensured that students have more ownership of the programme and are more motivated to engage. This consultation and co-production is ongoing and involves:

(a) Pre and Post event evaluations: These evaluations also allow students to provide qualitative feedback in terms of what works and improvements. This information is constantly reviewed and used to inform the planning and delivery of activities. Within the mentoring programme NCOP staff, complete a needs assessment with students to inform the future content of sessions (e.g. levels of knowledge about progression pathways and student finance etc.).

(b) Student Voice Forum: Student Voice is a regular forum attended by young people from NCOP schools. The forum includes representatives from all year groups (9-13) and allows students to play an active role in shaping the programme. Meetings are used to evaluate and improve the current provision of Aimhigher Plus activities and also allow students to provide feedback and voice their opinions on the types of NCOP activities they would like to see developed. Students are exploring new innovative ideas for projects to inform their future plans. In particular student's feedback is currently being used to improve Aimhigher Plus social media coverage (videos and web content) across platforms to improve student engagement. This co-production approach is helping to develop a more student needs-led focused programme and increase student engagement.

(c) Case studies: We are currently commissioning an external consultant to establish the impact of the programme on students (and wider partnership working) and the barriers they face in progressing to higher education. This will include semi-structured interviews with 10 students, their parents/carers (10) and relevant school staff (10). Findings in terms of barriers and gaps in provision will be used to inform planning and the development of the programme to help support 'hard to reach' groups within the NCOP cohort.

6.1 Pre and Post Event Evaluation Toolkits

Over the past eight years AHWMM has developed a suite of standardised evaluation questionnaire toolkits¹⁷ to measure the short term outcomes (see below) of interventions on students' and suggested improvements to activities. This information is used to support planning, service improvement and as an evidence base to report to our funders, HEIs, schools and colleges. The

evaluations are disseminated to students before and after NCOP activities. This enables the impact of short-term shifts to be measured in terms of students:

- Aspirations to progress to HE
- Confidence to progress to HE
- Awareness (knowledge and understanding) of HE
- Attitudes towards HE (barriers/misconceptions)

The extent of NCOP evaluation will be dependent on the intensity and nature of the outreach activity delivered. The table below outlines the evaluation requirements and toolkits for different activity types (high, medium and low intensity). This outlines that all 100% of intensive activities and 100% students attending should be evaluated, 20% of medium intensive activities should be evaluated. There is no requirement to evaluate low intensity activities. Employing this approach ensures that the extent of evaluation is aligned with the resources employed within activities. Staff select questions in line with the content and objectives of each activity. Appendix 1 provides a process flow of evaluation requirements.


Figure 9: Evaluation requirements by intensity of activity

Intensity of Activity	Activities	Evaluation Requirement
High	Activities lasting 2 or more days such as: 1. Mentoring & Aimhigher Plus Progression Coaches 2. Summer schools/tutoring /other activities	Evaluate all activities & 100% of students
Medium	Activities that last one day or less (e.g. large scale events such as immersion days and conferences).	Evaluate 20% medium intensity activities
Low	Large IAG events, talks to groups in schools / colleges or at exhibitions etc.)	No systematic event evaluation


It is only expected that no more than 20% of medium intensity activities should be evaluated. For large events of 100+ students, evaluation does not need to be completed with all students. The table below outlines the numbers of evaluations required to provide a reliable sample for different event sizes.

Figure 10: Evaluation of Medium Intensity Activities a Sample Based Approach

Number of learners attended event	Required sample size*
10	10
20	19
30	28
50	44
75	63
100	80
150	108
200	132
250	152
300	169
400	196
500	217
600	234
700	248
800	260
1000	278



May be easier to sample all learners here



Selective sampling: Some learners complete forms from all schools

*sample size required - so you can more reliably generalise your findings to the rest of the population that attended. Based on a 95% confidence interval and 5% margin of error. Source <http://www.research-advisors.com/tools/SampleSize.htm>

Section 7: Overview of Cohort Tracking and Data Collection Timescales

The table below summarises the key data collection points for each NCOP cohort in terms of national data set, student engagement data and the evaluation activities to be undertaken. The timeline also outlines the confirmed funding periods (1 and 2) for the NCOP programme. As the timeline is short there will be little evidence available by the end of funding period 2. The first year 13/FE2 cohort will not be tracked in terms of outcomes as the programme was not fully operational and the impact of the programme is likely to be limited on this cohort. It will not be possible to obtain any strong evidence of impact until 2020 until the first cohorts HESA data is available. However, as outlined we are exploring the possibility of employing earlier proxy measures for progression to level 3 and HESA data sets. Some national data on progression to level 3 will be available for two cohorts before the end of funding period 2 and also CFE baseline and follow up data will be available to examine the impact of the programme in terms of student engagement and shifts in student attitudes etc.

Cohort	16/17	17/18	18	19	19/20	20
1	Year 13		Cohort will not be tracked			
2	Year 12	Year 13	Student loans data*			HESA data (NPD)
3		Year 12 KS4 & L3 (NPD)	Year 13	Year 13	Student loans data	
4		Year 11	Year 12	Year 12 KS4 & L3 (NPD)	Year 13	Student loans data
5		Year 10	Year 11	Year 11	Year 12 KS4 & L3 (NPD)	Year 13
6		Year 9	Year 10	Year 10	Year 11	Year 12
7			Year 9	Year 9	Year 10	Year 11
8					Year 9	Year 10
9						Year 9

Recording Aimhigher engagement (SPP) and ward engagement

RCT Transition Project (May-Dec 18)

School consultation (Apr 17)

Student Voice via meetings and event evaluations (Sept 17 – Dec 2020)

Case Studies: students, parents, schools/colleges (impact, partnership working and barriers) (May 18-Feb 19)

*We are currently holding discussion with the Student Loans Company to negotiate the release of aggregate data at ward level with annual trends. We are requesting for this data to be shared for all NCOP wards. In the future we will intend to negotiate a service for individual learner level matching.

Section 8: Risk Assessment and Assumptions

This section outlines the risks and assumptions in terms of both our local evaluation strategy and the overall design of the NCOP programme.

Student and School/College Engagement

Some schools/colleges may be reluctant to engage within the programme, for example as a result of more pressing financial or inspection-related priorities. This could negatively impact on programme and ward¹⁸ level student engagement targets and subsequent outcomes/impact indicators. To mitigate against this risk we have consulted with schools/colleges to identify barriers to engagement to ensure that activities are needs led. This has informed the programme design and the deployment of resources (e.g. teacher TLR payment and APAs).

The more successful the programme is at engaging large numbers of students, the more challenging it will be to obtain a sizeable matched comparison group (e.g. students not engaged). If the comparison group is too small we intend to compare outcomes by frequency of student engagement/activity types.

OfS require consortia to report on the proportions of their NCOP cohort that have engaged on a sustained progressive programme (SPP). This assumes that the more interventions students' access the greater the likelihood of them entering HE. Whilst this assumption seems valid there is no robust research to show that there is a causal relationship between these factors. There is a risk that measuring the quantity / frequency of interventions could take precedence over consideration of the quality and impact of interventions.

Targeting

Poor targeting of interventions may result in no significant increase in HE participation rates. The initial HEFCE analysis identified that within certain wards there were fewer than expected young people participating to HE relative to their levels of GCSE attainment ('participation gap'). HEFCE funded consortia in terms of the number of young people living within these NCOP wards. There are a number of limitations to this approach:

1. The GCSE and HE entry data used by HEFCE related to two entirely different cohorts of young people (HE entrants aged 18/19 between 2005 and 2010, and 16 year old GCSE students in 2014/15)
2. Targeting is based on the assumption that the reason NCOP students are not progressing to HE is due to a lack of aspirations, knowledge/understanding of HE, rather than academic potential. However, there is no evidence to suggest there is a causal relationship between these factors and progression to HE (Gorard, See and Davies 2012). This is an under-researched area that to date has lacked valid sampling and control/comparison groups - Our local approach aims to address these gaps
3. HEFCE's analysis of this data also suggests that the 'participation gap' varies by consortia area (e.g. ethnicity or socio-economic groups). However, partnerships have not been provided within any consortia level analysis to enable them to refine the design or targeting of their programmes, or to explore needs further e.g. with reference to levels of 16-18 participation and attainment
4. A further issue with ward level targeting is that the population of NCOP students within wards is not homogenous. Despite relatively strong GCSE outcomes at ward level, the cohort will comprise individuals with high, average and low attainment, including those who will not have the potential to progress to HE and those who are very likely to, irrespective of any NCOP intervention (e.g. those with high attainment and high aspirations to progress to HE). As outlined in section 4 we have mitigated against this risk by developing a new targeting approach that focuses on students with low levels of aspirations and/or knowledge/understanding of HE and the potential to progress to HE.

¹⁸Some schools/colleges only have learners on roll from one NCOP ward.

CFE baseline and Follow up Surveys

There is a risk of a high drop-out rate for the CFE follow up survey¹⁹. Low response rates may reduce the validity of comparing response shifts. Results from these surveys may also be confounded as some students had engaged in the local programme before the baseline survey was completed. This could reduce the size of pre-post shifts observed.

Consent rates, GDPR and Access to National Data Sets

To ensure that the partnership is GDPR compliant we have moved to an opt-in basis of fully informed consent to process student data. This approach will reduce the proportions of students, for which we have consent to track and in turn may reduce the reliability and validity of data in terms of measuring outcomes. A further related risk relates changes in GDPR and our ability to access national data sets (NPD/ILR and HESA) to track student outcomes. To address this we are currently exploring the use of GDPR public task condition to increase the proportions of students we can track in terms of outcomes.

HE progression rates

A risk relates to consortia meeting their HE progression targets at programme and ward level. NCOP cohorts within some wards are very small and data could become skewed. Further, before the NCOP programme commenced there was an underlying UCAS trend of a 1% increase in HE applications. Recently this trend has decreased. To mitigate against this risk we are conducting a programme level evaluation that will compare HE outcomes between the treatment group and non-treatment group (this should control for any national trends across both groups).

The national evaluation runs the risk of suppressing any significant impact on students' as the treatment group (whose dosage of intervention is known) will be compared against a 'so called' comparison group (whose dosage of intervention is only partially known/not known at all). The national evaluation will source student engagement data from the three tracking database providers. These databases do not record all student engagements within NCOP interventions²⁰ and importantly do not record student engagement for all other types of non-NCOP WP activities (e.g. university/FE, school/college or third party outreach). Our local approach mitigates against this risk by including a question within the CFE survey which asks about students' engagement within NCOP and non-NCOP WP activities.

NCOP Funding

Consortia have been informed that NCOP funding will continue until July 2019. The short-term nature of funding decisions and reduction of funding post 2018 could reduce the impact of the scheme due to staff turnover and a reduction in resources.

The most significant impact indicator (HESA entry data) will not be released until 2020²¹. This will make it difficult to establish the impact of the programme until after its funding has ceased. To mitigate against this we are exploring access to proxy measures such as student loans data and school/college level data on the proportions of NCOP year 12/ FE1 intakes.

National Policy Drivers

National policy including changes to the school curriculum and the review of post-18 education may have a more significant impact on disadvantage students, attainment rates. For example, changes to the HE finance regime and GCSE / A Level reforms could lower aspirations²² and the number of students obtaining the grades to progress to HE. In such a scenario maintaining current levels of participation would be evidence of a positive impact.

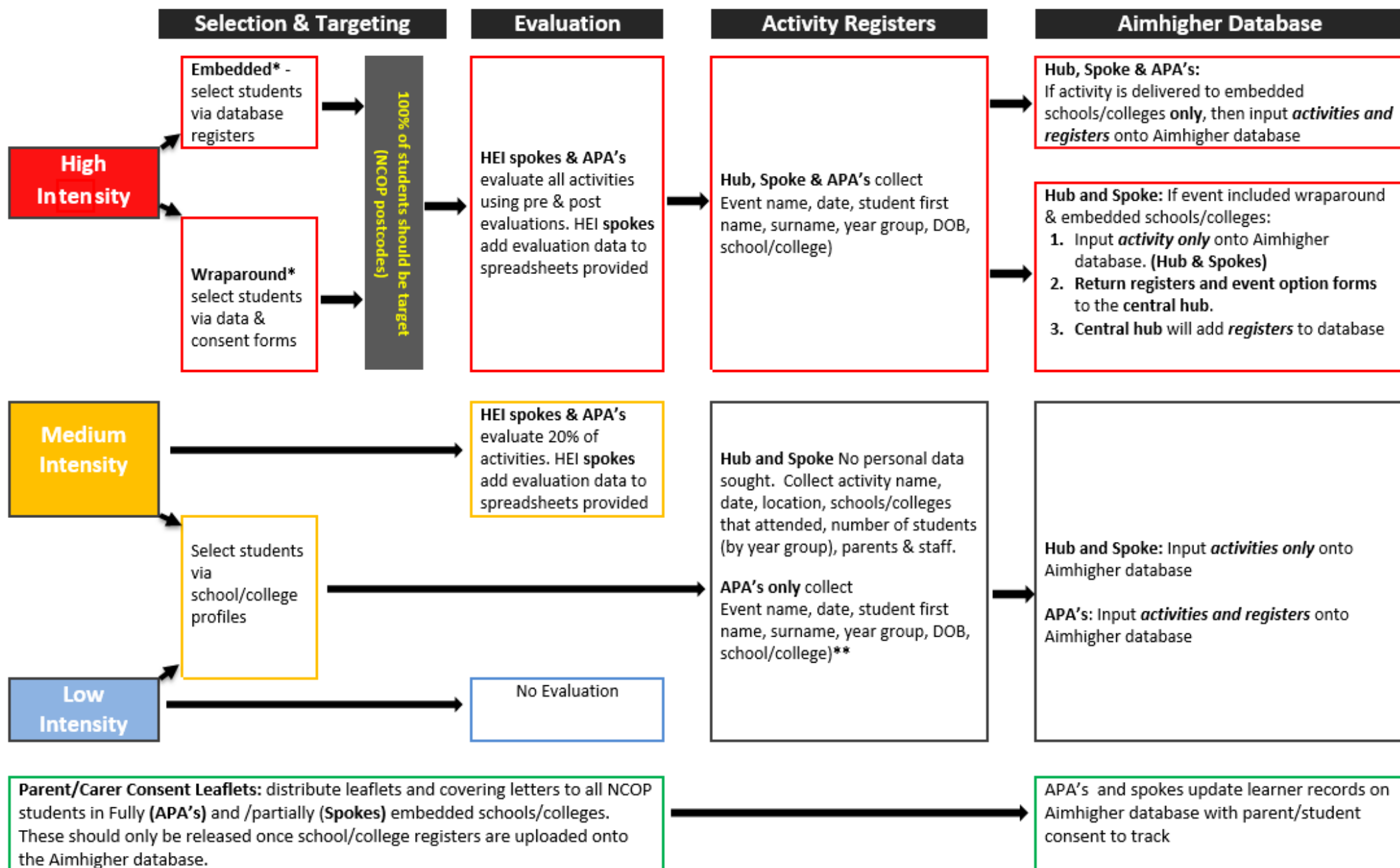
¹⁹ This risk is increased as some of the learners were in years 11, 13 and FE 2 when they completed the baseline and may be difficult to contact.

²⁰ NCOP consortia do not record all learner engagement especially within large NCOP events as it is not always possible to obtain learner registers.

²¹ The first year 13/FE2 cohort will not be tracked as the programme was not fully operational until September 18.

²² Our tracking data (over 15,000 learners) has demonstrated this trend over the years (pre and post Browne Review).

Appendix 1: Flowchart - NCOP Monitoring and Evaluation Requirements by Intensity of Activity



*Refers to embedded and wraparound schools/colleges. ** APAs If whole year group are attending there is no need for an attendance register (see database user guide)

Appendix 2: example of school/college profiles and monitoring engagement

School / College	LA	Rank	% NCOP students on roll (AHWM)	# NCOP students on roll (AHWM)	# of activities engaged	Volume NCOP students engaged (all consortia)	AHWM students engaged once (not SPP)	AHWM students engaged on a sustained progressive programme	Lead HEI
St Michael's CofE High School	Sandwell	1	78.4%	760	59	3427	1	564	UoB
Smith's Wood Sports College	Sol	2	84.4%	687	15	212	36	35	BCU
Colmer's School	Bham	3	77.8%	692	45	1766	255	253	UoB
CTC Kingshurst Academy	Sol	4	58.3%	705	45	2019	273	202	UCB
Bartley Green School	Bham	5	73.4%	534	26	851	20	301	Newman
Greenwood Academy	Bham	6	63.3%	419	45	1433	22	249	UCB
John Henry Newman Catholic College	Sol	6	55.0%	562	83	1416	112	189	Aston
Grace Academy Solihull	Sol	8	60.2%	339	30	399	101	49	BCU
Balaam Wood Academy	Bham	8	88.2%	225	59	1191	0	155	UoB
St Thomas Aquinas Catholic School	Bham	8	43.8%	420	20	968	198	103	Newman
North Birmingham Academy	Bham	11	45.2%	373	32	378	200	63	Newman
Park Hall Academy	Sol	12	41.3%	408	51	1057	163	105	Aston
Cardinal Wiseman Catholic Technology College	Bham	13	55.8%	247	35	1113	50	118	Newman

Appendix 3: Ward engagement and HE entry milestones and goals

		20% ward engagement target		HESA entry milestones and goals								
Target wards	Local district (NUTS3)	NCOP target cohort number*	Target: Engage 20% of NCOP cohort on SPP** (17-18)	Observed YPR (POLAR3 Q1)	Expected YPR (POLAR3 Q1)	# of students completing year 13 per annum	Milestones: Increase observed YPR - entry rates of students engaged (based on 1/5 of overall cohort completing Year 13 per annum)				Goal 2018 Cumulative YPR % point increase for engaged cohort that complete Year 13 over 2 years	
							2017		2018		3.5% point increase on observed YPR	# leaners progress to HE
							1.5% point increase on observed YPR	# leaners progress to HE	2% point increase on observed YPR	# leaners progress to HE		
Bartley Green	Bham	1644	329	21.7%	34.7%	55	23.2%	12.7	25.2%	13.8	3.5%	26.5
Kingsbury	Bham	1572	314	17.0%	23.0%	52	18.5%	9.7	20.5%	10.7	3.5%	20.4
King's Norton	Bham	1536	307	21.5%	27.3%	51	23.0%	11.8	25.0%	12.8	3.5%	24.6
Longbridge	Bham	2658	532	20.7%	26.4%	89	22.2%	19.7	24.2%	21.4	3.5%	41.1
Shard End	Bham	1848	370	14.1%	17.8%	62	15.6%	9.6	17.6%	10.8	3.5%	20.5
Kingstanding	Bham	2424	485	16.3%	19.2%	81	17.8%	14.4	19.8%	16.0	3.5%	30.4
Fordbridge	Solihull	816	163	13.7%	15.8%	27	15.2%	4.1	17.2%	4.7	3.5%	8.8
Kingshurst	Solihull	864	173	13.4%	18.9%	29	14.9%	4.3	16.9%	4.9	3.5%	9.2
Smith's Wood	Solihull	1080	216	11.5%	15.6%	36	13.0%	4.7	15.0%	5.4	3.5%	10.1
Chelmsley Wood	Solihull	930	186	11.2%	14.4%	31	12.7%	3.9	14.7%	4.6	3.5%	8.5
Rowley	Sandwell	1002	200	19.4%	25.2%	33	20.9%	7.0	22.9%	7.6	3.5%	14.6
Blackheath	Sandwell	1002	200	23.4%	27.6%	33	24.9%	8.3	26.9%	9.0	3.5%	17.3
Bristnall	Sandwell	1206	241	20.7%	24.3%	40	22.2%	8.9	24.2%	9.7	3.5%	18.7
Tividale	Sandwell	1080	216	22.6%	23.9%	36	24.1%	8.7	26.1%	9.4	3.5%	18.1
Batchley	Worcs	504	101	20.2%	23.5%	17	21.7%	3.6	23.7%	4.0	3.5%	7.6
Oldington & Foley P.	Worcs	468	94	8.5%	11.2%	16	10.0%	1.6	12.0%	1.9	3.5%	3.4
Droitwich West	Worcs	474	95	16.7%	18.8%	16	18.2%	2.9	20.2%	3.2	3.5%	6.1
Areley Kings	Worcs	402	80	22.3%	24.0%	13	23.8%	3.2	25.8%	3.5	3.5%	6.6
Greenlands	Worcs	658	132	17.9%	18.6%	22	19.4%	4.3	21.4%	4.7	3.5%	8.9
Rainbow Hill	Worcs	437	87	14.1%	14.8%	15	15.6%	2.3	17.6%	2.6	3.5%	4.8
Belmont	Here..	786	157	16.7%	22.0%	26	18.2%	4.8	20.2%	5.3	3.5%	10.1
St Martins & Hinton	Here..	876	175	16.0%	20.7%	29	17.5%	5.1	19.5%	5.7	3.5%	10.8
Stokesay	Shrop..	186	37	17.9%	21.5%	6	19.4%	1.0	21.4%	1.1	3.5%	2.1
Burford	Shrop..	120	24	21.6%	26.2%	4	23.1%	0.8	25.1%	0.8	3.5%	1.6
Ludlow Henley	Shrop..	180	36	19.7%	26.4%	6	21.2%	1.1	23.2%	1.2	3.5%	2.2
Total	NA	24753	4951	NA	NA	824	1.5%	159	2%	175	3.5%	334

Note all HE progression rates are based on a 1% increase trend observed in UCAS applications data for 2016. However, in 2017 this trend had decreased. In turn overall we are expecting to increase HE progression rates by 3.5%. 2% of this will be accounted for via UCAS trend if it continues and 1.5% will be accounted for from the impact of the NCOP programme. *NCOP cohort number based on data at ward level – for 5 cohorts (academic years) provided by HEFCE. **SPP refers to Sustained Progressive Programme

