EMWPREP

East Midlands Widening Participation Research and Evaluation Partnership

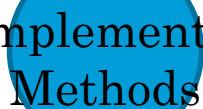Emma Church

Introduction to
EMWPREP

Data in the
East Midlands

‘Making data matter’ - a profile of the
practices and procedures developed
through a collaborative approach to
monitoring and tracking the impact of
fair access measures on learners

Examples of
the Use of Data
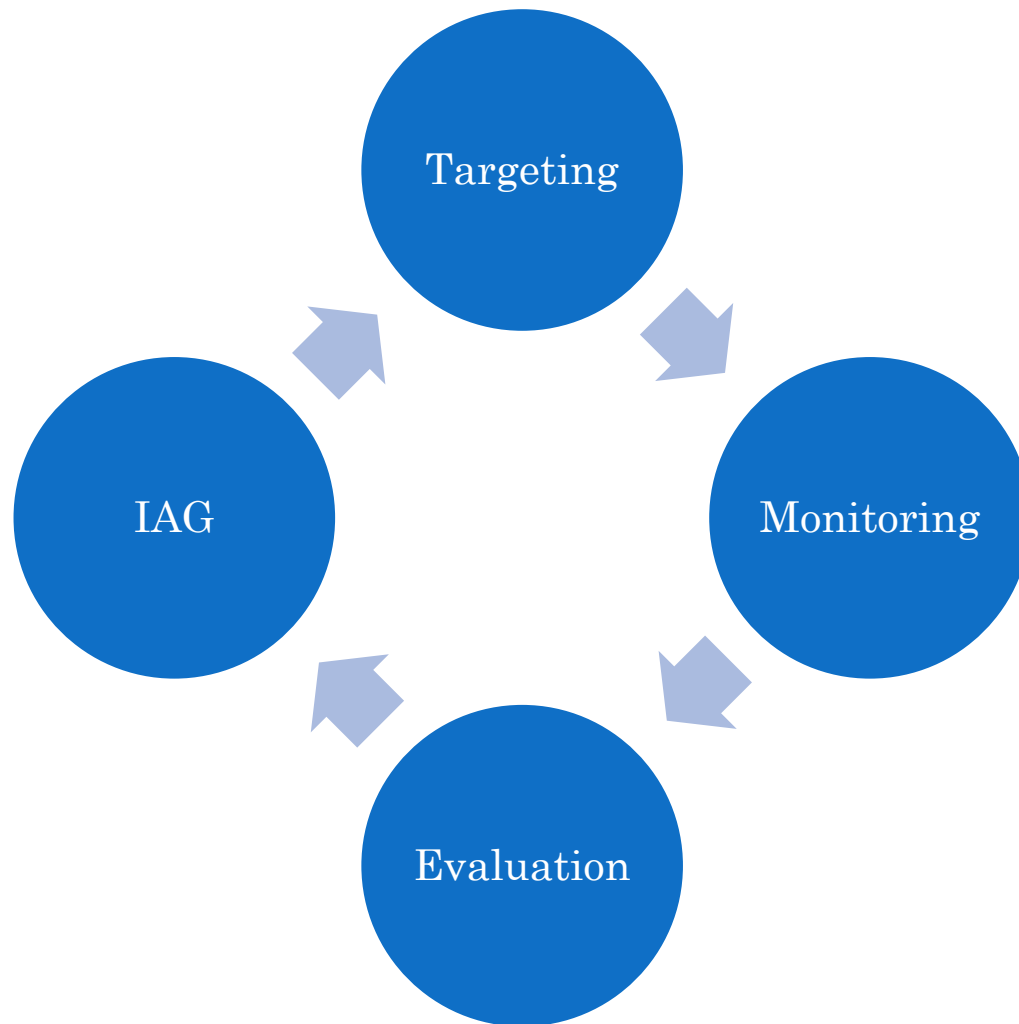
Complementary
Methods

EMWPREP:

- 8 HEIs in the East Midlands
- Continuing the work of Aimhigher in the East Midlands
- Work includes:
  - Targeting students for outreach activity
  - Monitoring and evaluating institutions' outreach programmes
  - Evaluation of discrete outreach activities
  - Analysing partner institutions' student data
  - Analysing external data: DfE; HESA

USES OF DATA:

TARGETING:

o Targeting for inclusion in WP interventions takes place on two levels:

o School Level

o Individual Level

TARGETING: SCHOOL LEVEL

| School Name | % residing in POLAR3 quintile | | | % residing in IMD2010 area | | | Free School Meals (FSM) | GCSEs | KS2 | No. of Pupils | | Targeting | |
	qYPR 1	qYPR 2	qYPR 1or2	10% most deprived	20% most deprived	40% most deprived	% eligible for FSM (performance table stats) (Jan 2013 Census)	% 5+ A*-C inc E&M 2012	% achieving level 4 or above in reading and mathematics test and writing teacher assessment 2012	Total No. of Pupils	No. used in analysis	Target School	Total All Criteria
School A	64%	34%	97%	94%	95%	99%	49%	N/A	77%	342	342	✓	10
School B	62%	3%	65%	9%	9%	57%	29%	N/A	74%	120	116	✓	4
School C	62%	11%	73%	17%	32%	61%	17%	N/A	46%	760	759	✓	3
School D	60%	1%	61%	56%	60%	97%	44%	NO DATA AVAILABLE	N/A	293	289	✓	9
School E	46%	45%	92%	0%	0%	20%	17%	NO DATA AVAILABLE	N/A	395	395	✓	1
School F	44%	22%	67%	43%	70%	84%	67%	0%	N/A	63	63	✓	8
School G	44%	44%	88%	0%	0%	20%	17%	31%	N/A	403	403	✓	1
School H	42%	35%	77%	49%	52%	81%	25%	49%	N/A	1,040	1035	✓	6
School I	41%	26%	67%	35%	40%	50%	18%	NO DATA AVAILABLE	N/A	500	498	✓	2
School J	41%	38%	80%	0%	0%	14%	9%	NO DATA AVAILABLE	N/A	468	467		0

o Assists in targeting schools

o Combines various datasets to indicate which schools to offer activities to

o Can help clarify levels of priority

TARGETING: SCHOOL LEVEL- DATA

- Performance Tables (including FSM data)

- Statistical Releases (including Attainment data)

- National Pupil Database (NPD)

- Postcode Checker (incorporating data from ONSPD, IMD2010, POLAR3 and geographical locators)

TARGETING: INDIVIDUAL LEVEL- EXAMPLE

- Currently a student will fall into the cohort if they meet the following criteria:
- They are predicted a 40% (city)/ 50% (county) chance of achieving 5+ A*-C GCSEs **AND**
- They are eligible for Free School Meals (FSM), **OR**
- They fall within one of the 20% most deprived areas nationally according to the Indices of Multiple Deprivation (IMD), **OR**
- They fall within one of the 20% lowest young HE participation wards (quintile 1) of POLAR3, **OR**
- They fall within one of the 40% most deprived areas nationally according to IMD **AND** within one of the 40% lowest young HE participation wards (quintile 1 or 2) of POLAR3.

MONITORING: M&E DATABASE

MONITORING: PROFORMAS AND CONSENTS

- The proformas allow HEIs to record a wide variety of information about their interventions such as:
    - Activity type
    - Category
    - Funding stream
    - Duration
    - Location
    - Target group
    - Number of participants involved

- The consent forms allow HEIs to collect key tracking information including:
    - Name
    - DOB
    - Postcode
    - Parental HE experience
    - Parental occupation
    - FSM eligibility
    - Disability
    - Ethnicity

EVALUATION: EAST MIDLANDS ACTIVITY AND PARTICIPANT DEMOGRAPHICS

Summary	
No. Activities	562
No. Participants	25,201

Category	No. Activities	%age of Activities	No. Participants	%age of Participants
Cat1	231	41.1%	13,835	54.9%
Cat2	331	58.9%	11,366	45.1%
Total	562	100.0%	25,201	100.0%

Activity Type	No. Activities	%age of Activities	No. Participants	%age of Participants
Campus Visits	58	10.3%	2,431	9.6%
Information, Advice and Guidance	293	52.1%	15,656	62.1%
Master Classes, including subject enrichment or revision sessions	159	28.3%	5,811	23.1%
Mentoring	22	3.9%	31	0.1%
School or college based interventions as part of an agreed programme	30	5.3%	1,272	5.0%
Grand Total	562	100.0%	25,201	100.0%

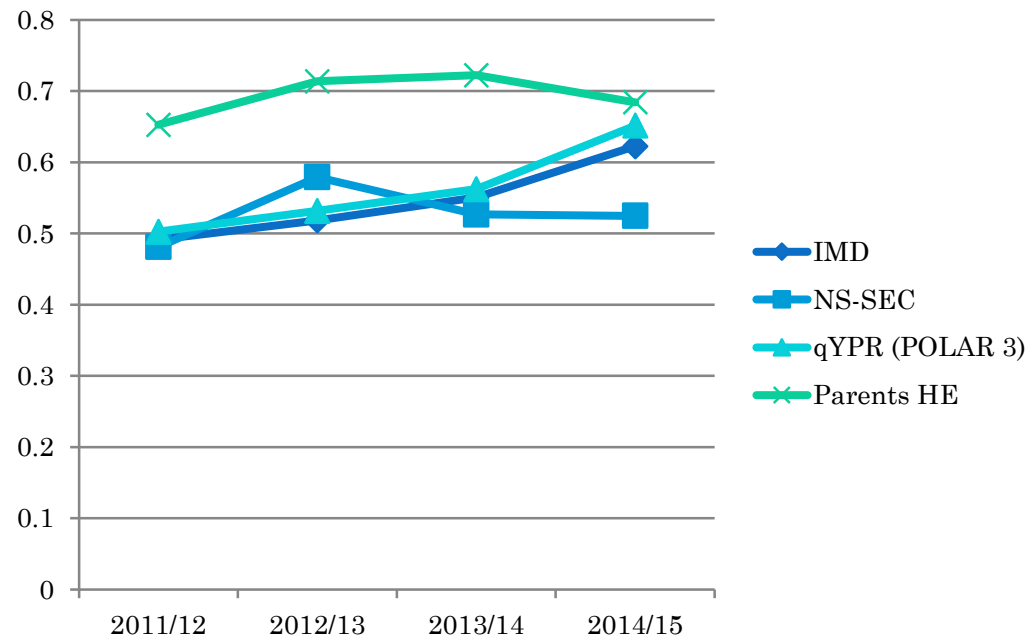Data analyses are taken from the East Midlands Widening Participation Research and Evaluation Partnership Monitoring and Evaluation Database for all partner University activities. The analyses are based on data collected on activities which have taken place during the 2014/15 academic year as at 30th January 2015. Only those activities that were stored on the database are included in the analyses

EVALUATION: EAST MIDLANDS ACTIVITY AND PARTICIPANT DEMOGRAPHICS

Targeting Summary for 2014/15 (Interim as at 30th January 2015)	%age in target group
IMD	62.3%
NS-SEC	52.5%
qYPR- POLAR3	65.1%
Parents/Carer HE	68.4%

Analyses are based on data collected on participants in activities which have taken place during the 2014/15 academic year as at 30th January 2015. This data is returned via valid consent (or application) forms, combined with activity data. Consequently, activities where participant data is not collected are not considered here. Only those activities and participants that were stored on the database are included in the analyses.

NB: for 2011/12 POLAR2 was used as source data

EVALUATION: ATTAINMENT & PROGRESSION

- Predicted versus Actual
  - Establish links between taking part in outreach interventions and doing better than expected in key assessments

- Progression to HE
  - Link participants of outreach interventions to attendance at HEIs

EVALUATION: COMPLEMENTARY METHODS

- Activity Questionnaires

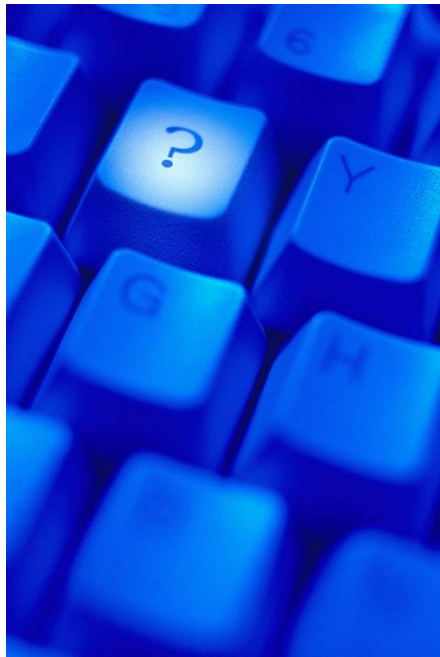- Interviews and Focus Groups

- Case Studies

Conclusion

o Correct identification of target school and pupils within those schools is important

o Production of school profiles allows for a consistent targeting approach across partner HEIs

o Collection of consent forms is crucial to monitoring and evaluation as it's the way to establish links as to "what works"

o Complementary evaluation methods such as activity questionnaires can give an 'immediate' picture of the success of an event, whilst follow up interviews can help paint a more detailed picture of outreach success

ANY QUESTIONS?

CONTACT DETAILS

Emma Church

Widening Participation Research & Evaluation Coordinator

- 01509 223462

- E.Church@lboro.ac.uk

- www.emwprep.ac.uk

- www.twitter.com/emwprep

Hazlerigg Building, Rm 201.0.18
Loughborough University

LE11 3TU