

Aspects of the Strategic Plan to be evaluated	Indicators of Success	Reason	Uses	Foci	Data and Evidence	Audience	Timing	Agency
Targeting the Aimhigher resource	<ul style="list-style-type: none"> <li>An identified Aimhigher cohort in each school and college according to agreed and consistent criteria across the partnership</li> <li>An increased number of applicants from targets groups (according to UCAS + other existing data)</li> </ul>	To determine if we are targeting the correct cohort for Aimhigher supported programmes.	To provide evidence that Aimhigher TWN cohort identification criterion is effective.	Parents/carers of young people within the current Aimhigher cohort.	<p>Parent/guardian forms with unique school/ pupil ref numbers will be distributed alongside a local authority letter.</p> <p>Occupational data gathered from parents and carers will be used to test the effectiveness of targeting and cohort identification in relation to NS SEC groups 4-8.</p> <p>UCAS data will be used to monitor increases in applications from target groups (using IMD)</p>	APC Local Authority Schools/colleges HEIs HEFCE	Annually (rolling programme)	To be supported and co-ordinated by Area staff Local Authority Schools.
Effectiveness of the Aimhigher curriculum in meeting learning outcomes	<ul style="list-style-type: none"> <li>A clear articulation of the Aimhigher curriculum and its associated learning outcomes</li> <li>An activity/operational plan that reflects the learning outcomes articulated in the Aimhigher curriculum</li> <li>A shared understanding of the contribution that all partners make to the delivery of the Aimhigher curriculum</li> </ul>	<p>To evaluate the effectiveness of the first years iteration of the Aimhigher curriculum.</p> <p>To evaluate the programme of activities for raising aspirations and awareness of higher education of the target cohort.</p> <p>To provide a basis from which to 'personalise' Aimhigher and other careers guidance programmes, identified by individual needs.</p>	<p>To inform practice and to see if the current learner outcomes are applicable to the year groups iterated.</p> <p>To be able to develop individual learner plans from a series of outcome driven activities</p>	Identified Aimhigher cohort in schools and colleges.	<p>Pupils within the identified cohort will undertake L.E.AP (Learner Evaluation Aimhigher Portal) online evaluation at identified transition points during their education as part of their careers and guidance programme. L.E.AP will also act as a learning resource for pupils, reinforcing skills and knowledge, addressing self awareness and confidence, and aiding them to understand more about careers and education.</p> <p>Both qualitative and quantitative data will be produced from the online system via a range of reports.</p> <p>The L.E.AP tool will be based on secure login and student identification numbers in accordance with the Data Protection Act. See also 'Visibility of Aimhigher' below.</p>	Staff in schools and colleges Area staff APC HEIs Local Authority's	Evaluation will be completed at the following transition points : 1. Beginning Year 9 2. End of Year 9/beginning of Year 10 3. Beginning of Year 12	Developed, supported and co-ordinated by Area staff and Local Authority co-ordinators  Staff in schools/colleges to support cohort in undertaking the evaluation.
Impact of the Aimhigher programme on individuals	<ul style="list-style-type: none"> <li>Baseline data will be gathered about a sample of the identified cohort</li> <li>Annually, Aimhigher TWN will have access to all of the baseline data gathered by Local Authority's from the sample schools</li> </ul>	<p>To capture the pupil perspective of Aimhigher and careers education.</p> <p>To assess the impact Aimhigher programmes have on pupils as part of a wider careers education.</p> <p>To assist schools and colleges in analysing strengths and weaknesses of current programmes of support available to pupils.</p>	<p>To determine how Aimhigher interventions support other school and college agendas.</p> <p>To gather baseline data which will inform practice, help develop the Aimhigher Curriculum and provide contextual data for other areas of evaluation.</p>	<p>A sample of pre and post 16 Aimhigher students to act as a controlled tracking sample.</p> <p>A range of high priority schools/FE colleges will be involved.</p> <p>A named contact at institution will complete a tracking template.</p>	<p><b>QUANTITATIVE:</b> Baseline information to be gathered from a sample cohort and recorded onto a tracking template to create a clear pupil profile. Baseline data will include: student identification number, name, d.o.b, gender, postcode, school/college, year group, disability, ethnicity. The tracking template also requires school/college contacts to collect and record detailed information on activity, contact and attainment.</p> <p><b>QUALITATIVE:</b> pupil reflections, personal experiences of the Aimhigher programme and aspirations towards HE will be captured using; focus groups and statements. Dialogic interviews will be used to capture school staff/teacher perspective.</p>	An annual review will reflect on the process and discuss the following year's cycle.  Analysis of data will be presented for a variety of audience including: HEIs, FECs, ACG, APC, LMG, Schools, Las, LSC, GONE, LLN, RDA	Ongoing 2008 -2011	Developed, supported and co-ordinated by Area staff and Local Authority co-ordinators.  Identified high priority schools and FE colleges with support from Local Authority Co-ordinators.
Visibility of Aimhigher	<ul style="list-style-type: none"> <li>Learners are able to identify Aimhigher activities and articulate the benefits of participating</li> <li>Work with parents and carers reinforces the Aimhigher curriculum and its learning outcomes</li> <li>Staff in schools and colleges understand the core principles driving the Aimhigher curriculum</li> <li>Other agencies and initiatives are familiar with the core principles of Aimhigher and local/area led activities</li> </ul>	<p>To raise 'brand' awareness of Aimhigher so that pupils, parents/guardians and institutional staff recognise that there is a link between higher education and the Aimhigher programmes supporting educational progression.</p> <p>To create a better understanding and shared vision of Aimhigher.</p>	<p>To understand pupil and staff perceptions of the Aimhigher brand and attempt to create brand awareness across the Aimhigher cohort and key partners.</p>	Target cohort Parents/guardians Aimhigher partners Institutions	<p>A branding question about the Aimhigher logo will be embedded into focus groups where possible and included in the L.E.A.P evaluation tool.</p> <p>An information 'Z card' about Aimhigher and the programmes offered will be distributed to the Aimhigher cohort, parents/guardians with the initial cohort letter from schools. Progression coaches and mentors will speak to pupils to gain pupils perception of the leaflet. <i>This aspect of evaluation is linked to the Aimhigher TWN Communications Plan 2008 – 2009 (see Parents and carers of those from target groups).</i></p> <p>Summary statistics and reports will be circulated to a range of external agencies and initiatives about the impact of Aimhigher on individuals and groups.</p> <p>Resources to support the "Where are they now" and Aimhigher information boards will be developed.</p>	<p>Progression coaches/mentors to feed back information to Local Authority.</p> <p>Feedback from schools and colleges on information boards will be gathered.</p>	<p>Resources developed 08 – 09</p> <p>Feedback gathered 09 – 11</p>	<p>Aimhigher TWN will provide and develop the publications/resources.</p> <p>Local Authority's /schools to distribute information and maintain display boards.</p>
Partnership and communications	<ul style="list-style-type: none"> <li>New structures are in place which reflect the merged area partnerships including APC, lead and local management arrangements</li> <li>Partnerships develop new contacts and opportunities for working collaboratively</li> </ul>	To evaluate the links Aimhigher TWN has with other agencies, projects and initiatives, including channels of communication and dissemination.	<p>To interface with agencies.</p> <p>To create collaborative opportunities.</p> <p>To demonstrate good practice and share innovation</p>	APC membership ACG membership Distribution of evaluation reports and summary statistics	<p>An annual report will reflect the progress of Aimhigher TWN a year into the merger. It will draw on personal experiences, best practice and successes as well as impact evaluations and data.</p> <p>The annual report will be disseminated to all Aimhigher partners nationally as well as a range of other agencies including Local Authority's, Schools, Colleges, HEIs, LSC, GONE, RDA, NEHSN. <i>This aspect of evaluation is linked to the Aimhigher TWN Communications Plan 2008-2009.</i></p>	Aimhigher partners and all relevant stakeholders: Local Authority's Schools/Colleges HEIs LSC GONE RDA NEHSN	September of each year for previous years progress	To be supported and co-ordinated by Area staff.
Embedding Aimhigher	<ul style="list-style-type: none"> <li>Aimhigher learning outcomes are linked to other relevant school and college agendas</li> <li>Case studies of the ways in which Aimhigher can contribute to careers education and guidance programmes are available</li> <li>Aimhigher is reference in school and college improvement plans</li> </ul>	<p>To analyse the ways in which schools and colleges use Aimhigher to complement existing education and guidance programmes.</p> <p>To embed Aimhigher into Self Evaluation Frameworks within schools</p> <p>To raise the visibility of Aimhigher by creating opportunities to support school programmes</p>	To develop a series of statements that can be included in schools Self Evaluation Framework about Aimhigher TWN and how it can support aspects of the school programme.	Self Evaluation Framework	Working with local authorities and School Improvement Partners, Aimhigher TWN will establish where it can support school programmes and articulate a series of statements for inclusion within Self Evaluation Frameworks.	School Improvement Partners Head teachers Local Authority Co-ordinators School Co-ordinators	<p>Development 2008 - 2010</p> <p>Implementation 2011 as a sustainable form of support for schools</p>	Developed, supported and co-ordinated by Area staff, Local Authority co-ordinators and School Improvement Partners.
Summer Schools	<ul style="list-style-type: none"> <li>A shared understanding of the new Summer Schools programme available to schools</li> <li>Efficient and effective processes for recruitment, application and selection of Summer School participants</li> </ul>	<p>To add knowledge about the current process</p> <p>To analyse the switch from regional to institutional co-ordination</p>	<p>To inform practice.</p> <p>To create a shared understanding of the new co-ordination, recruitment and selection process.</p>	Summer School participants Local Authority's School and college co-ordinator staff	<p>An evaluation of the impact of the summer school programme. To be determined by the target year groups and format for the summer school programme.</p> <p>Narratives of experience will be gathered from HEI co-ordinators, school/college staff and Local Authority co-ordinators</p>	HEIs School co-ordinators Local Authority Co-ordinators APC Area Staff	End of year 1 programmes (August 09)	To be supported and co-ordinated by Area staff and partners involved with Summer Schools.