

# ‘Our story... so far’

## Evaluation planning in Aimhigher Coventry and Warwickshire

# Approaching evaluation planning

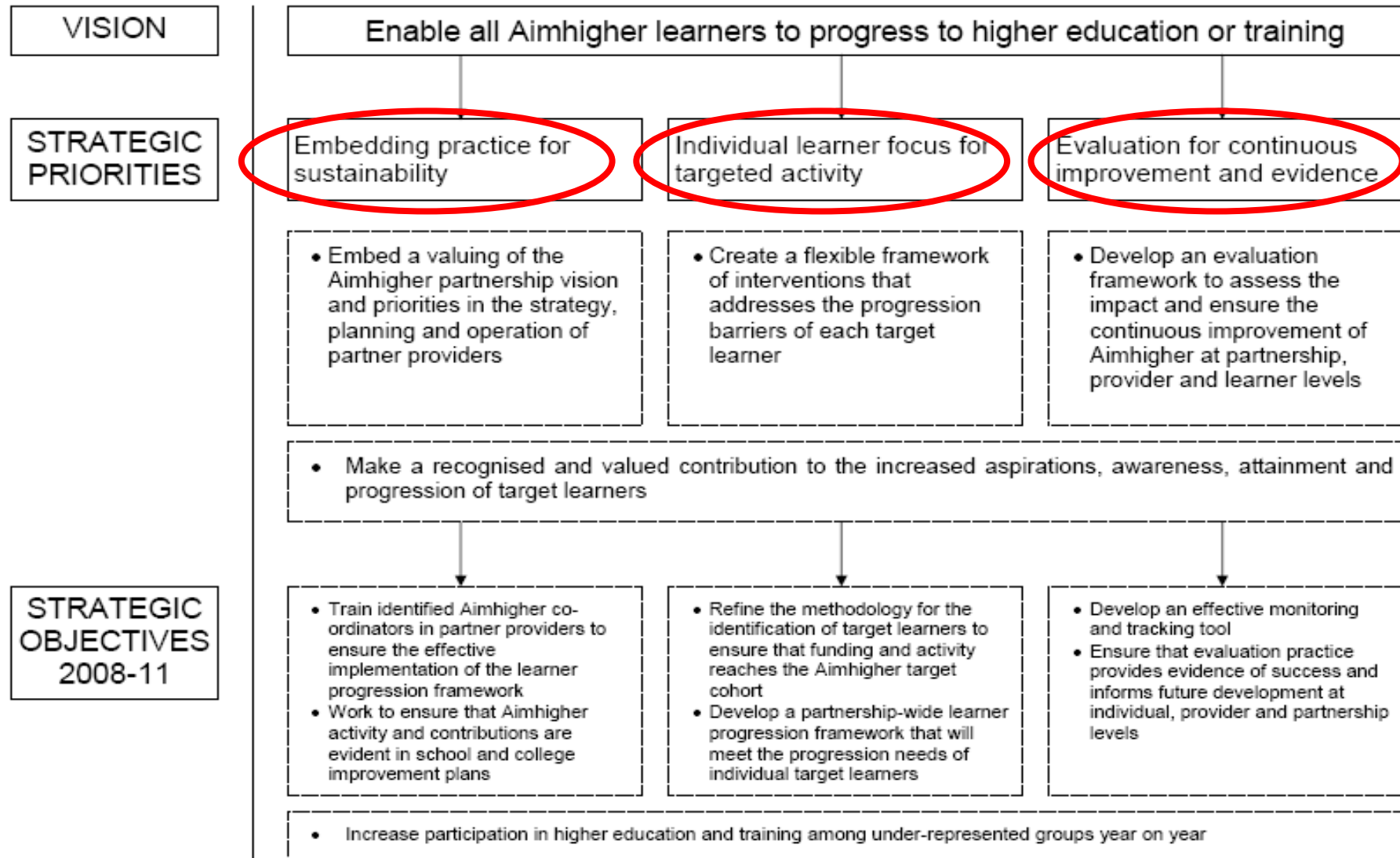
- Strong partnership working
- Common and shared aims
- Strategy and Evaluation Development Group (SEDDG)
  - Local Authorities
  - LSC
  - Training / IAG representative
- School and college input
- CSET support

# Approaching evaluation planning

- Directed by strategic planning
  - Vision
  - Values
- Desirability and Feasibility
- A ‘badge’ and a ‘to-do list’

Evaluation for continuous improvement and  
evidence

# Aimhigher Coventry and Warwickshire Strategic Plan (2008-11)



# Evaluation planning: progress so far

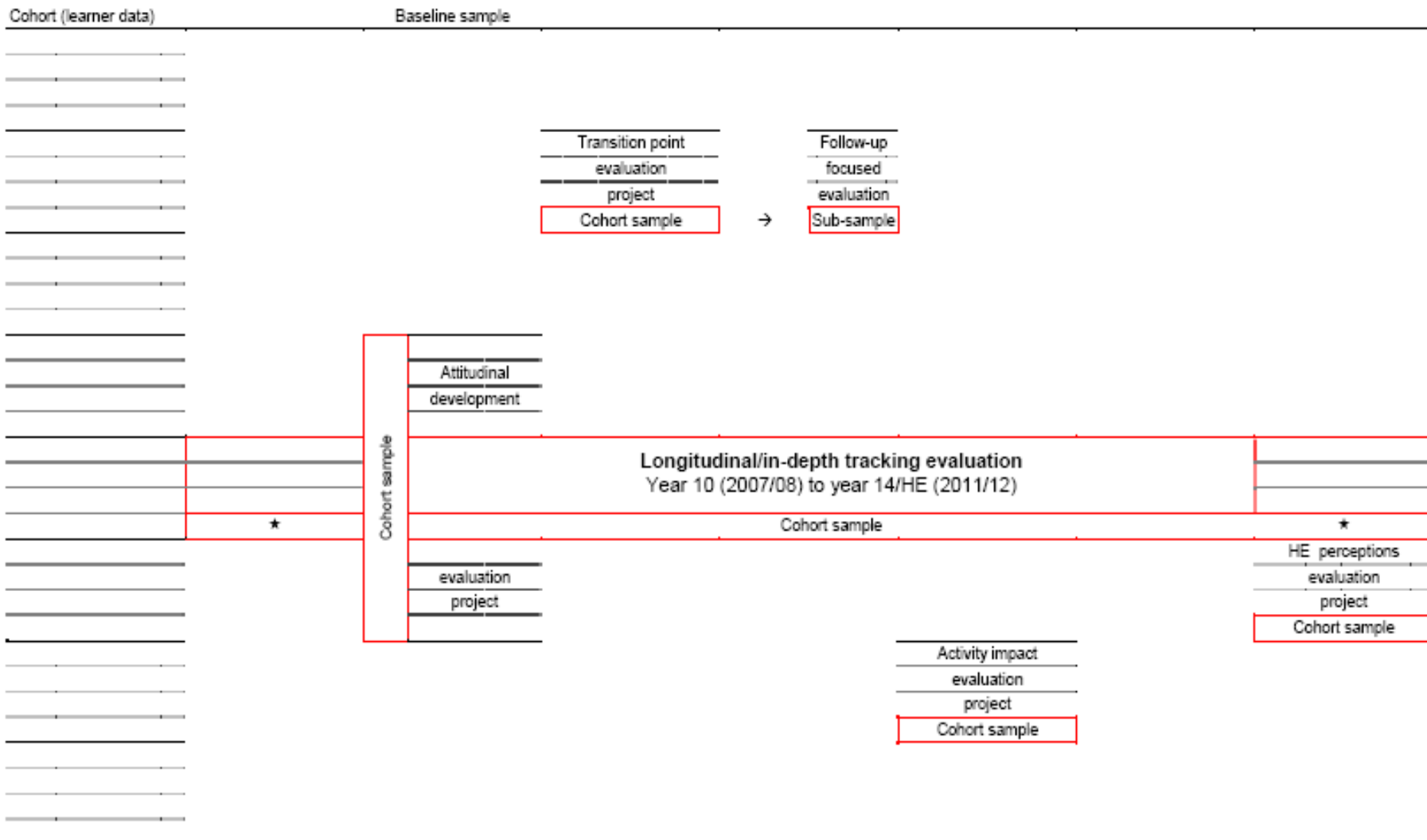
## Strategy

## Partnership

- What do you want from evaluation?
- What can you contribute to evaluation?
- What approach will make the desirable most feasible?

# Evaluation planning model

T I M E →



- RUFDATA
  - Process
    - agenda
  - Prompt
  - Checklist
  - Format for presentation
  - Ideas generator

# Aimhigher Coventry and Warwickshire

Evaluation Level	Strategic Priority	Evaluation Purpose	Example Evaluation Questions
Learner	Create a flexible framework of interventions that addresses the progression barriers of each target learner	Facilitate a cyclical evaluative process on a personal progression journey: <ul style="list-style-type: none"> <li>• identify individual progression barrier</li> <li>• facilitate intervention to overcome barrier</li> <li>• evaluate progress against barrier</li> <li>• identify individual progression barrier</li> </ul>	<ul style="list-style-type: none"> <li>• What progress has the learner made towards HE progression?</li> <li>• What attitudinal or social barriers are preventing the target learner/s progression?</li> <li>• How valuable was intervention X in achieving its objectives?</li> </ul>
Provider	Embed a valuing of the Aimhigher partnership vision and priorities in the strategy, planning and operation of partner providers	Identify the degree of embedding within providers. Assess barriers to sustainability and recommend remedial actions.	<ul style="list-style-type: none"> <li>• How valuable is Aimhigher to the provider in delivering their priorities?</li> <li>• To what degree have widening participation principles been adopted by the provider?</li> </ul>
Partnership	Make a recognised and valued contribution to the increased aspirations, awareness, attainment and progression of target learners	Assess progress towards central purpose. Identify strategic and operational barriers to achieving the vision and recommend remedial actions.	<ul style="list-style-type: none"> <li>• Does the learner-led model provide greater impact and cost-effectiveness than the menu model?</li> <li>• Has attainment/ HE progression improved for target learners?</li> <li>• Has the social-class gap in HE progression reduced?</li> </ul>