

TASO: Common Outcome Measures

Year group	Objectives	Indicators for Process Evaluation	Indicators for Impact Evaluation (short-medium term)	Indicators for Impact Evaluation (long-term)
<i>Which age group or Key Stage are you engaging with?</i>	<p><i>What is your intervention trying to achieve?</i></p> <p><i>You will have identified your objectives through your Theory of Change</i></p>	<i>Which indicators will enable you to test whether your interventions are being delivered/implemented as intended and whether this process can be improved?</i>	<i>Which indicators will enable you to identify whether you have achieved your intermediate outcomes?</i>	<i>Which indicators will enable you to identify whether you have met/achieved your long-term goals?</i>
KS3 (Years 7-9)	<ul style="list-style-type: none"> Improving metacognitive skills to raise attainment IAG on how to progress to HE Increasing awareness of subject options at HE Raising aspirations Engaging parents 	<ul style="list-style-type: none"> Was the programme delivered as intended? Were students targeted correctly? Did students attend? Which students attended? Was the content delivered as intended by deliverers? (academics, ambassadors etc.) Participant experience as measured by evaluation survey Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	<ul style="list-style-type: none"> Improvement in attainment as measured by in-school exam scores e.g. SAT scores Improved metacognitive skills as measured by the Junior Metacognitive Awareness Inventory (JMAI) Students' self-reported understanding of higher education 	<ul style="list-style-type: none"> GCSE attainment (through NPD) A level attainment (through NPD/HEAT) Progression to university (HEAT) Progression to research intensive/ highly selective HEIs (HEAT)

Year group	Objectives	Indicators for Process Evaluation	Indicators for Impact Evaluation (short-medium term)	Indicators for Impact Evaluation (long-term)
KS4 (Years 10-11)	<ul style="list-style-type: none"> • Raising attainment • Engaging parents • Increasing awareness of subject options at HE 	<ul style="list-style-type: none"> • Was the programme delivered as intended? • Were students targeted correctly? • Did students attend? Which students attended? • Was the content delivered as intended by deliverers? (academics, ambassadors etc.) • Participant experience as measured by evaluation survey • Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	<ul style="list-style-type: none"> • Improved GCSE attainment • GCSE attainment (through NPD) 	<ul style="list-style-type: none"> • A level attainment (through NPD/HEAT) • Progression to university (HEAT) • Progression to research intensive/ highly selective HEIs (HEAT)
KS5 (Years 12-13)	<ul style="list-style-type: none"> • Improved knowledge and confidence – academic skills, culture • Increased knowledge of how to apply to HE • Enhance attainment • Increase preparedness for study in HE • Mentoring (current student as e-mentor) 	<ul style="list-style-type: none"> • Was the programme delivered as intended? • Were students targeted correctly? • Did students attend? Which students attended? • Was the content delivered as intended by deliverers? (academics, ambassadors etc.) • Participant experience as measured by evaluation survey • Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	<ul style="list-style-type: none"> • Pre-&-post common survey questions • Pre-&-post attainment tests • Offers received (from home HEI) • Successful offers (from home HEI) • A level attainment (through NPD) 	<ul style="list-style-type: none"> • Progression to university (HEAT) • Progression to RG HEIs (HEAT) • Progression to HEI (HEAT & internal) • Graduate outcomes (GOS)

Year group	Objectives	Indicators for Process Evaluation	Indicators for Impact Evaluation (short-medium term)	Indicators for Impact Evaluation (long-term)
First year	<ul style="list-style-type: none"> • Eligibility to progress (academic achievement) • Academic self-efficacy • Continuation • Belonging • Emotional wellbeing • Equality of experience (in terms of service take-up) • Increased engagement with VLE • improved goal-setting • Mental wellbeing 	<ul style="list-style-type: none"> • Was the programme delivered as intended? • Were students targeted correctly? • Did students attend? Which students attended? • Was the content delivered as intended by deliverers? (academics, ambassadors etc.) • Participant experience as measured by evaluation survey • Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	<ul style="list-style-type: none"> • Engagement with and use of services • Attendance at induction and welcome events • Pulse survey/Institutional cohort surveys • Uptake of study abroad • Applications to internships • Decrease in number of interruptions which lead to withdrawals • Decrease in number of multiple Change of Circumstance applications (SITS) • Decrease in number of mitigating circumstances forms submitted • Students having set goals • Warwick-Edinburgh Mental Wellbeing Scale responses 	<ul style="list-style-type: none"> • Allowed to progress to subsequent academic year (based on achievement) • Continuing to subsequent academic year (tracking retention) • Inhouse admin data that measure institutional belonging • Students achieved goals

Subsequent years	<ul style="list-style-type: none"> • Progression (academic achievement) • Academic self-efficacy • Continuation • Belonging • Emotional wellbeing • Achieving good degree outcomes • Equality of experience (in terms of service take-up) • Increased engagement with Keats • Students feeling supported with their studies • Improved goal-setting • Mental wellbeing 	<ul style="list-style-type: none"> • Was the programme delivered as intended? • Were students targeted correctly? • Did students attend? Which students attended? • Was the content delivered as intended by deliverers? (academics, ambassadors etc.) • Participant experience as measured by evaluation survey • Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	<ul style="list-style-type: none"> • Pulse survey/Institutional cohort surveys • Uptake of study abroad • Engagement with and use of services • Applications to internships • Decrease in number of interruptions which lead to withdrawals • Decrease in number of multiple Change of Circumstance applications (SITS) • Decrease in number of mitigating circumstances forms submitted • Students having set goals • Warwick-Edinburgh Mental Wellbeing Scale responses 	<ul style="list-style-type: none"> • Allowed to progress to subsequent academic year (based on achievement) • Continuing to subsequent academic year (tracking retention) • Good degree outcomes (in traditional terms of 1st/2:1) • NSS scores – Academic Support • Students achieved goals
Post-graduation	<ul style="list-style-type: none"> • Achieving good graduate outcomes • Students using what they learnt during their degree in graduate outcomes 	n/a	<ul style="list-style-type: none"> • Identifying whether students are in graduate level employment or post graduate after graduation (GOS) • Careers questions – enrolment task 	<ul style="list-style-type: none"> • GOS data • League table data