TASO Transforming Access and Student Outcomes in Higher Education

Developing a post-HE-entry activity typology and the transition to recording onto HEAT database:

Nottingham Trent University case study

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Introduction

In September 2023, TASO commissioned The Centre for Student and Community Engagement (CenSCE) within Nottingham Trent University (NTU) as one of four partner higher education (HE) providers to support the development of a typology of post-entry activities, as part of the TASO 'Institutional data use' (IDU) project.

This process aimed to map common post-entry activities and outcomes to inform a practical guide for the development and use of institutional data, as well as how this could create the conditions for providing Type 2 and Type 3 access and participation evidence standards. The typology itself is intended to aid the development of a post-entry 'Mapping Outcomes and Activities Tool' (MOAT), which will support:

1. Standardised institution-wide tracking of students' participation in post-entry interventions, facilitated through centralised recording of the breadth of activities undertaken throughout providers.
2. Consistent coding of data related to the outcomes and other aspects of these activities, supporting the evaluation of these activities within providers and across the sector.

This case study aims to contribute to TASO's practical guide to how data infrastructure can be used or developed within providers to enable tracking of post-HE-entry activities and participant outcomes. Stakeholders from other providers may wish to scrutinise this guide to assist in the development of their own data infrastructure required to transition to recording post-entry activities and participants. There are two parts to the case study:

- Part 1: Development of a new post-entry 'MOAT' typology by mapping common activities and outcomes.
- Part 2: Exploring the transition to recording post-entry activities onto the HEAT database.

For Part 1, NTU undertook work alongside TASO, other partner providers and HEAT to develop a new post-entry typology. While exploring the process of typology development in Part 1 provides context and rationale, investigating its real-world application for recording activity data on the HEAT database in Part 2 helps to ground the typology. Together, the two concurrent sections illustrate the need to consider the perspectives of multiple stakeholders and the diverse sector in which they work, throughout the typology's design and implementation.

Part 1: Development of a new post-entry activity 'MOAT' typology by mapping common activities and outcomes

Introduction and aims

Part 1 of the case study examines how different types of post-HE-entry activities can be classified and recorded, to inform both an institutional (in this case, NTU) and a sector-wide standardised typology following on from the TASO pre-entry Mapping of Outcomes and Activities Tools (MOATs) . The aim is to provide a practical guide to reflect on how activities might be classified in a standardised way, with focus on the relationships between specific activity types and outcomes. It is envisaged that this will facilitate an embedded data infrastructure, which will help institutions improve how they evaluate their interventions aimed at enhancing student/graduate success.

As a professional services department specifically responsible for NTU's access and participation plan (APP), CenSCE oversees the planning, execution, and evaluation of various student success activities across the institution. Our knowledge of these activities is further supported by our strong links to other institutional departments, and our involvement with a systematic repository of schools and other professional services' student success interventions. This enabled the collation of information pertaining to a holistic range of post-entry activities and participants. Our aim was to contribute in a meaningful way to the development of the structure and content of TASO's typology, by drawing on the expansive real-world examples of student success interventions available to us.

Methodology and process

It was agreed that CenSCE's contribution to the development of the TASO typology would start with the construction of a database of all known NTU post-entry activities. This would allow for comparison of the initial typology structure suggested by TASO against tangible examples of activities undertaken by NTU. To begin with, TASO developed a draft typology structure and emailed this to partner institutions. This draft structure contained a list of activity types and subtypes, as well as some short-term, intermediate, and long term behavioural and non-behavioural outcomes.

Building on TASO's categorisation enabled the identification of novel activity types alongside those initially identified. This was effectively a 'bottom-up' approach aimed to support the identification of emerging categories tailored to NTU's own student success activities, rather than risk conceptual restriction through unconscious reliance on TASO's given categories. The initial focus towards the development of this typology was on defining possible activity types and sub-types, which formed the basis of a seven stage process.

Stage 1: Defining the selection criteria

Inclusion criteria for the activities were agreed by practitioners involved in the project. Any activity undertaken by a school or department within the university aimed at enhancing success measures for students once they had enrolled at NTU was included:

- Activities covering a student's transition into NTU were included. No other pre-entry activities were considered as these are already recorded via the pre-entry outreach HEAT database.
- Activities where individual students directly benefitted and participated,
- Activities in which staff or entire departments were the focus were included. For example, activities focused on changing the curriculum or academic culture within a school, which may include staff training and administrative or communications activities, were included as long as it could be seen that the intended outcomes would be of benefit to students.
- All activity types (social, academic, pastoral, financial, skills development and so on) were included.
- Activities of all intensity and scale were considered, including targeted and not-targeted at specific demographic groups.
- Activities where intended outcomes were not recorded were still included.
- Routine activities (for example, mandatory or standard interventions available to all students as part of their typical student experience, such as personal tutor meetings) were included as well as specialised interventions. It was not deemed necessary to include fundamental aspects of the student experience such as regular office hours and lectures.

Stage 2: Accessing the data

Three concurrent processes were undertaken by two members of CenSCE staff to allow for the collation of existing data related to NTU's student success. The information gathered through the following three processes was added to a new activity database.

i. ***Success for All* plans data mining**
As part of NTU's commitment to enabling access, participation and success for all students, activities across the institution are underpinned by the Success for All (SfA) initiative. This supports the delivery of APPs and requires each of NTU's academic schools and professional services departments to develop and publish an SfA plan. SfA plans have a wealth of information within them about student success activities undertaken by specific schools and departments. In total, 19 SfA plans were examined and 89 interventions were captured from this review.

ii. **Correspondence with Schools and Professional Services colleagues**

SfA plans are not exhaustive, in that they do not contain every student success activity organised by NTU, and the most recent plans available were from the 2022/2023 academic year. As such, the data available in the SfA plans were supplemented through correspondence to NTU's SfA Steering Group, which largely consists of senior management from schools and professional services departments (as well as current students) across the University. A request was emailed to steering group members requesting that a list of activities / interventions (outside of the normal L&T curriculum) that support student retention, well-being and/or success be sent to the project team. Respondents provided details of a further 114 interventions that had not been included in the SfA plans, and were thus added to the database. In most cases, the title of the activity was sufficient for the nature of the intervention to be inferred at this stage. For activities where this was not clear, descriptions were compiled and synthesised via review of publicly accessible communications, including NTU website pages and social media accounts associated with each activity.

iii. **Website review**

Finally, the NTU website was comprehensively examined to identify any additional student success activities that had not been previously catalogued from the SfA plan review or email communications. The sections of the website associated with specific schools and departments were explored, as well as pages dedicated to student help, advice, and services. An additional 14 interventions were identified from this review. It should be noted that the website review was not in-depth or systematic, and a full review would likely highlight greater numbers of interventions.

The information recorded included:

- Name of activity
- Description of activity (if available)
- School or department activity hosted or managed by
- Source of activity (SfA plan, Email, Website)

In total, 217 activities were captured within the database from some 21 academic schools, professional services and other NTU departments (Table 1.1). This highlights the scale of student success interventions delivered at a large university and thereby demonstrates the challenging task of neatly classifying into standardised activity types, sub-types and intended outcomes.

Stage 3: Initial categorisation of activities by type and sub-type

In this stage, the name and description of each activity was systematically coded through a combined inductive and deductive process.

i. Inductive coding

The list of activities was initially coded without reference to the list of activity types and sub-types provided by TASO. This was to allow for free analysis of the activities, without the risk of the coding being unconsciously confined to the given TASO types. This process produced a list of eight types, each with between five and seven sub-types (Table 1.2). No activity was left uncoded.

Table 1.1: Schools, departments and campuses represented in the database.

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Department name	Department type
Communications, Admissions, Marketing and Student	Professional Services Department
Animal, Rural, and Environmental Science	Academic School
Architecture, Design, and the Built Environment	Academic School
Arts and Humanities	Academic School
Centre for Academic Development and Quality	Professional Services Department
Centre for Student and Community Engagement	Professional Services Department
Confetti Institute for Creative Technologies	Campus
Development and Alumni Relations	Professional Services Department
Doctoral School	Academic School
Employability	Professional Services Department
Libraries and Learning Resources Team	Professional Services Department
Mansfield Hub	Campus
Nottingham Business School	Academic School
Nottingham Law School	Academic School
Nottingham School of Art and Design	Academic School
Nottingham Trent Students' Union	Student Union
NTU Global	Professional Services Department
NTU Sport	Professional Services Department
School of Science and Technology	Academic School
School of Social Sciences	Academic School
Student Support Services	Professional Services Department

Table 1.2: NTU's Initial Activity Types and Subtypes

Type	Sub-type 1	Sub-type 2	Sub-type 3	Sub-type 4	Sub-type 5	Sub-type 6	Sub-type 7
Culture and Community	Culture Reform and Inclusivity	Culture Events and Activities	Societies	Student Voice	Research	Culture development extracurricular	
Financial Support	Needs-based grants/bursaries	Merit-based scholarships	Needs-based fee waivers and reductions	Merit-based fee waivers and reductions	Support for extra-curricular activity	Financial skills training	
Student Recruitment, Engagement, and Retention	Reasonable adjustments	Improving Diversity in Engagement	Content Delivery Change	Analytics and Monitoring	Workshops	Targeted support	
Student Health, Wellbeing, and Information	Social interaction and capital	Fostering belonging	Wellbeing and resilience	Curricula integration	Inclusivity in health and wellbeing	Information and advice	
Employability	Industry led events	Curricula integration	University led events	Panels and workshops	Networking	Analytics and Monitoring	
Teaching and Learning (External)/Inspiration	Experiential learning	Placements	Summer schools and placements	Trips and external events	Increased representation in external learning	Exposure to industry	
Teaching and Learning (In Situ)	Curriculum reform	Staff training	Assessment	Delivery	Pedagogy reform	Student professional development	Academic/Study skills

Mentoring and Pastoral Support	UG student mentor (Peer)	PG student mentor	Graduate mentor	Industry mentor	Staff advice	Targeted support	

Table 1.3: TASO's Initial Activty Types and Subtypes

Type	Sub-type 1	Sub-type 2	Sub-type 3	Sub-type 4	Sub-type 5
Student support (Financial)	Needs-based grants/bursaries	Merit-based scholarships	Needs-based fee waivers	Merit-based fee waivers	
Learning analytics	Personalised learning	Course selection	Course engagement	Course design	Wellbeing
Mentoring	UG student mentor (Peer)	PG student mentor	Graduate mentor	Staff mentor	
Content delivery	Online	Face-to-face	Blended	Synchronous	Asynchronous
Student support (Non-financial)	Academic/Study skills	Social interaction	Fostering belonging	Wellbeing	
Disability support	Self advocacy	Reasonable adjustments			
Pedagogic	Curriculum reform	Block Timetabling	Staff training	Assessment	
Work Experience	Summer placement	Year placement			

ii. Overlay of coded activities with initial TASO types and subtypes

Once the inductive coding process was completed, the types and sub-types in Table 1.2 were compared against TASO's pre-identified types and sub-types (Table 1.3). Where there were close similarities between the wording of various categories, NTU's wording was changed to align with TASO's. Although there is not room here for an in-depth or systematic comparison of both tables, some overt differences in the content of each table can be seen:

- There was clear overlap between some types, such as financial support, mentoring, and types related to pedagogy and employment.
- As would be expected, NTU's initial classification had some additional broad activity types (for example, employability) and sub-types (for example, culture events) not seen in TASO's, and vice-versa (for example, learning analytics).
- There were differences in categorisation granularity within the sub-types (for example, mentoring).
- Because of the access to information about specific employability events occurring within NTU, Table 2 has greater levels of employability focus than Table 3, with industry events and workshops as sub-types.

Stage 4: Collaboration between CenSCE and TASO

Once the draft database was sufficiently populated for meaningful review, and the first draft of the types and subtypes categorisations had been finalised by CenSCE project staff, the NTU draft database was sent to TASO. TASO's initial feedback provided to CenSCE colleagues highlighted some key learnings and considerations, that can be broadly categorised into two areas. Firstly, in terms of *terminology and categorisation*, it was identified that some activity types may fit better as outcomes rather than activity types, suggesting that further clarification was needed on delineating activities versus outcomes. Secondly, *breadth versus depth*; NTU's typology encompassed a wider breadth of specific activity types, including non-academic areas such as culture and community, whilst TASO's academic system-focus had greater depth, as each type included more activities. In effect, many of the activity types classified by NTU could be aligned with the broader classifications from the TASO draft.

Stage 5: Alignment into updated draft versions of a post-entry typology

These considerations, along with those from discussions with other providers, informed a second draft of TASO's post-entry typology. Although types and sub-types were where much of the change was focused, the outcomes listed by TASO in their initial draft were also expanded upon. Following this, a third draft was developed by TASO, encapsulating both activity types and outcomes.

Stage 6: Road testing the typology

An in-person workshop was organised by TASO so that the draft typology could be road tested by colleagues from across the four partner providers and the Higher Education Access Tracker (HEAT). In preparation for this, CenSCE aligned the NTU draft typology with the types and sub-types given by TASO. Outcomes were not the focus of work at this stage, as it was decided that the additional work needed to assign outcomes to each of the 217 activities within the NTU typology would be best undertaken once the TASO typology was finalised.

The process of alignment against the TASO draft was useful, both in terms of contributing to the development of the TASO typology (aimed at encapsulating the range of activities across the sector) and the NTU typology (aimed at encapsulating activities within the university). Whereas the TASO typology at this stage involved five activity types in comparison to NTU's eight types, it became clear that the NTU typology was in some places unnecessarily granular. On the other hand, in some instances, the extensive aggregation within the TASO typology appeared to result in some missing categories. The most important of these related to two kinds of activities shown multiple times within the NTU draft typology:

1. Short-term extra-curricular activities, such as one-off events and field trips
2. Long-term multimodal extra-curricular activities, in which students undertake a variety of inter-related activities over an academic year.

Colleagues from the other providers pooled their experiential and theoretical knowledge to examine the typology against their own activities. Such was the ubiquity of extra-curricular activities, it was clear that these needed to be included as an activity type in their own right.

The result of the workshop was a suggestion that the TASO typology needed to be restructured, with greater focus on outcomes and less emphasis placed on activities themselves. Whereas previously the typology had been structured to first categorise activity types and sub-types, which would then determine outcomes, the new typology would begin with desired outcomes, from which the associated activity types and sub-types would then flow.

Stage 7: Final feedback on the TASO updated typology

Following the workshop, TASO updated their draft typology and sent it to providers for feedback, which was subsequently received and actioned as appropriate. As agreed in the workshop, the typology now focused primarily on outcomes, with activity types and sub-types then chosen in alignment with these. The user flow of this new typology means that the user first considers the level at which an intervention will be targeted, then the student group who will benefit from it. After deciding this, the user decides a primary outcome which is the main aim of the intervention, and one or more secondary

outcomes. These outcomes then help the user to decide on the appropriate activity type and sub-type. Importantly, because the activity sub-types are no longer tied to set activity types, users are free to choose the most appropriate type to align with a sub-type, allowing for greater variation of choice when the typology is used at the local level. This means that the breadth of unique interventions undertaken by providers are more likely to be accounted for. The process of classifying activities into the agreed activity types and sub-types and primary and secondary outcomes against the updated typology was tested using real-life examples from NTU's database of post-entry activities. Whilst the result of this exercise resulted in requests for further tweaking of classifications, the representative sample of 10 activities from NTU's original database of 217 demonstrated that the latest version of the typology was generally fit for purpose for our institution. Table 1.4 provides an example of how these 10 activities were originally classified into the NTU typology and how they now fit into the latest TASO draft. Hopefully this provides a blueprint as to how other providers might classify their own post-entry activities, in accordance with the TASO template.

Limitations of the activity typology process

The regular collaboration between NTU, TASO and the three other participating providers resulted in a workable solution to classifying post-entry activities and outcomes. However, with such a diverse sector, it was not realistic to achieve a 'one size fits all' typology that would provide a perfect fit for all providers. In practice, some compromises need to be made and it will be up to individual providers to tailor the final agreed typology to their individual requirements. Other limitations of the processes undertaken include:

- The list of 217 activities identified by NTU was not exhaustive and by no means reflect all varieties of activities delivered across the sector. Due to time and workload constraints, it is unlikely that every activity undertaken by NTU's schools or professional services departments was included.
- Analysis of NTU activities was undertaken by one member of CenSCE staff. Ideally, coding would have been replicated by at least one other member of staff and the resultant outputs would have been compared and synthesised. Due to time, workload and resourcing constraints, this was not possible. As such, the analysis of the data is limited by the capacity and 'lens' of the staff member analysing the interventions and so the analysis will have some degree of subjectivity that was not tested with colleagues.
- Descriptions and detail for activities varied, with some having little information. This could limit the accuracy of categorisation. Had capacity allowed, greater consistency in collected data would have been beneficial.
- The initial focus on the development of the structure of the typology meant that less attention was paid to outcomes than to the activity types and subtypes, as the former was informed by the latter. This means that NTU's involvement in the

development of the typology was limited mainly to structure, types and subtypes, and did not extend to linking activities to outcomes.

- Only 10 representative activities were matched to the final update of the TASO typology. It may be that there is a weaker fit for other activities not tested.

Next steps

With further consensus-building across the sector, the typology aims to provide a shared foundation for categorising and evaluating post-entry activities. At the time of writing, the most recent (almost finalised) version represents substantial progress. In practice, the typology will work in different ways for different institutions, but sufficient flexibility has been utilised so it should be able to be tweaked as per institutional requirements. NTU looks forward to aligning a full database of NTU activities with the final TASO typology.

Attention has turned to how NTU could prepare for future implementation of the MOAT through systematic recording of institutional interventions. Part 2 of this case study outlines NTU's transition towards adopting use of the typology within the HEAT platform, enabling participant tracking and subsequent evaluation of the impacts on student outcomes. Establishing tentative data collection and sharing procedures was the necessary next phase to pave the way from typology development to institutional adoption.

Table 1.4: Illustrative examples of how NTU activities were classified into the evolving TASO typology

Activity name	Description	Type (NTU code)	Sub-type (NTU code)	Type (first TASO update)	Sub-type (first TASO update)	Type (final TASO update)	Sub-type (final TASO update)	Primary outcome	Secondary outcomes	Feedback?
Black Leadership Programme	The BLP offers black heritage students a space to build social capital, confidence, leadership skills, belonging, empowerment and mattering to increase engagement and attainment by mitigating isolation risks.	Culture and Community	Culture development extra-curricular	Untyped	Untyped	Extra-curricuar activities	Social activities	Engagement (Curriculum)	Wellbeing, social self-efficacy, sense of belonging, cognitive strategies	Doesn't seem to be an outcome for non-academic skills for example, leadership. Also extends beyond 'social activities'.
Women in the Built Environment	The annual Women in the Built Environment event launched in 2013 brings together female professionals and students to inspire and advise female architecture, design, and built	Social Capital and Networking	Specific Group Event	Careers	Networking	Careers support	IAG session	Confidence in future success (post-HE)	Positive progression	

	environment students about careers where women are still underrepresented.									
Decolonising the Humanities	The academic program will share decolonisation good practices within and beyond the School via guest speakers, seminars and workshops to establish an approach to implementing decolonisation through (re)validation of offerings.	Culture and Community	Culture Reform and Inclusivity	Pedagogic and Course Organisation	Curriculum reform	Learning environment	Curriculum reform		Student satisfaction, sense of belonging, engagement (curriculum)	Outcomes situated outside of the individual student – cannot assign individual-level outcomes as primary
CERT Student Mentors	All new entrants assigned a mentor from second year, final year or PG study to help them settle into NTU life.	Mentoring and Pastoral Support	UG student mentor (Peer)	Student support (Pastoral)	Mentoring	Pastoral support	Tutoring/ Mentoring	knowledge of support available	engagement (support), engagement (curriculum), wellbeing, attainment, completio	Lots of outcomes – may need a limit?

									n, continuation, social self-efficacy, meta-cognitive strategies, motivation, confidence to succeed in HE	
Community Engagement & Volunteering: Community Volunteers	Students are encouraged to sign up to volunteering opportunities across health and wellbeing, Arts, Sport and Culture, Crime and Justice, Education, and Environmental work.	Teaching and Learning (External)/ Inspiration	Experiential learning	Careers	Careers: Student Ambassador	Careers support		confidence in future success (post-HE)	positive progression, wellbeing, student satisfaction	No sub-type visible for this kind of work experience if not undertaken as part of a course. No outcomes related to general/ employability skill development
Sandwich Placements	Students who go on a work placement as part of their degree are twice as	Employability	Placements	Careers	Careers: Year Placement	Careers support	Placement: year	positive progression	confidence in future success	Is 'support' the right suffix to the type name? Would 'activity'

	likely to secure a graduate job within six months of graduating. Sandwich placements are assessed, usually paid and done as part of the course.								(post-HE), motivation	be more broadly applicable?
Advocacy groups (Student Voice)	Advocacy groups: activity will be informed by (self-identifying) members, but we will also focus on understanding students' experiences (as a baseline measure) in relation to identity, social and cultural capital, sense of belonging and experience of learning.	Culture and Community	Student Voice	Student Support (Pastoral)	Student voice	Pastoral support	Student voice	sense of belonging	engagement (curriculum), confidence to declare support needs, wellbeing, student satisfaction	Is there also a need for an outcome outside of the individual student (for example, system level)? Advocacy groups benefit / change students and the school / department.
Level 6 Fieldwork Fund	A Fieldwork Fund will financially support students most in financial need to be successful in their	Financial support	Support for extra-curricular activity	Student support (Financial)	Support for extra-curricular activity	Financial support	Support for extra-curricular activity	student satisfaction	Wellbeing, motivation, applications for	Engagement might be an outcome – 'extra-curricular'? Currently

	academic work in their final year of study								financial support	limited to curricular /support.
Employer Presentations	Presentation by employers at NTU Careers Fairs, raising the profile of their business, and shedding light on the application process.	Employability	Industry led events	Careers	Industry-led IAG	Careers support	IAG session	positive progression	confidence in future success (post-HE), motivation	'Knowledge of opportunities available' could be additional outcome
Personal Tutoring	1:1 staff-to-student support for all students, for both academic and pastoral needs.	Mentoring and Pastoral Support	Staff advice	Student Support (Academic)	Academic Student Support: Tutoring	Educational support	Tutoring/ Mentoring	continuation	Completion, attainment, meta-cognitive strategies, cognitive strategies	

Part 2: Transition to recording post-entry activities and participants onto HEAT database

Introduction and aims

As outlined in Part 1, NTU have undertaken work alongside TASO, other partner providers and HEAT to develop a post-entry typology. Building on the process and methodology described in Part 1, Part 2 focuses on our transition to recording post-entry activities and participants onto the HEAT database, informed by this typology. We provide an overview of NTU's experience with this process so far.

NTU have recorded pre-entry outreach activity and related participant data since 2011/12. This is stored on the HEAT database. In August 2023, HEAT released a call out for members who may be interested in recording student success/post-entry interventions. At the time, NTU had no systematic way of recording participation in any of these interventions. This was done in an ad-hoc manner with individual teams/departments across the institution keeping their own records, with no central co-ordination or overview of what was taking place, or of which students were participating.

At around the same time, The Centre for Student and Community Engagement (CenSCE) within NTU was commissioned by TASO as one of four HEI partners to work with them on their Institutional Data Use (IDU) project, which involves the use of institutional data to support better evaluation of the student experience. Outcomes of this project for CenSCE include the following:

- CenSCE to liaise with other NTU Professional Service departments with regards to provision of student participant data and associated institutional data on student outcomes.
- CenSCE to utilise existing data infrastructure to share, with TASO, a way of tracking undergraduate participants (and non-participants) of a variety of centrally-run, institution-wide extra-curricular and co-curricular activities, to inform an overarching evaluation of such student success programmes.
- NTU to contribute to mapping of common activities relating to post-entry work. This work will be done by mining the systematic repository of all student success activities delivered across the institution, complete with their aims and objectives, the scale of data collected and data definitions.

Hence, this was a timely opportunity to work in collaboration with both HEAT and TASO on, first, creating a post-entry typology and subsequently implementing the use of this new typology on HEAT by systematically recording interventions, and their participants, from across the institution.

In addition to the above, CenSCE are responsible for co-ordinating the APP for NTU, and several of the post-entry interventions that are to be recorded sit within our department (CERT student mentors, the Black Leadership Programme, Students in Classrooms, student volunteering, mature student mentoring). Therefore, CenSCE would seem like a logical place for a central repository of these interventions and participants to sit.

Methodology and process

The initial stage in the process of recording post-entry data was to have discussions with colleagues from HEAT and from our own Information Governance Team. The discussions with HEAT helped us to get a sense of what our shared expectations are around the recording of post-entry interventions and how this would work practically on the HEAT database. The discussions with NTU's Information Governance Team helped us to identify what was feasible within the realms of data protection considerations. The focus was primarily on participant data collection, which involves the processing of personal data and therefore subject to GDPR principles. Table 2.1 below is a summary of early considerations and our initial conclusions based on these discussions.

Table 2.1: Considerations for recording post-entry activities onto the HEAT database

Issue	Conclusion drawn
Which students to add to HEAT? • All undergraduates? • Undergraduates who had participated in a post-entry activity?	Either solution was possible. NTU decided that the benefits of transferring all students to HEAT were not great enough for the data protection hurdles that would need to be overcome, especially as the student data would need to be updated regularly to stay up to date.
Should post-entry records be linked to existing pre-entry records on HEAT?	Yes, the same student HEAT id would be used in HEAT for pre-entry and post-entry activities.
What mandatory fields would need to be stored on HEAT?	First name Last name DOB Postcode Permission to track and lawful basis of data collection NTU student number Expected HE entry year (Additional fields needed by NTU for internal analysis will be taken from student records which we hold internally)

Would students entered onto HEAT be included in the Higher Education Statistics Agency (HESA) track? (The HESA data tracks students into the HE population and provides data on enrolment, continuation and attainment, and progression into postgraduate study or employment)	As we can use our own internal data to track student outcomes considerably earlier than the HESA data is released and available to us, and we have some outcomes that HESA don't have access to (for example, learning analytics and end of year grade-based assessment) it was decided that there wouldn't be a great benefit to doing this for our own internal use. However, HEAT may obtain HESA track data on our students for aggregate reporting.
What would the retention period be for student data held in HEAT?	This would be the same as for pre-entry participants as outlined in the HEAT privacy notice (15 years from entering HE, if criteria met). The 'expected HE entry year' will need to be changed on bulk upload to the known year that the student commenced HE.

Our approach to collecting and recording post-entry activity and participant data is a gradual one. We plan to record activity data in HEAT in 2023/24, starting with CenSCE activities and then rolling this out to some parts of the wider university in the same year. We also aim to record *participants* of CenSCE post-entry activities in 2023/24 and then roll this out to the wider university in 2024/25.

One of the first decisions to make was around what we would call post-entry activities and how they would be defined. Our aim is to capture any interventions aimed at enhancing the student experience, and therefore potentially influencing retention, attainment and progression to employment / further study. We felt that activities that could be broadly categorised as extra-curricular activities (ECAs) or co-curricular activities (CCAs) would be eligible for the new recording processes. ECAs would include those activities which are not specifically related to a course (typically delivered by a Professional Services department) and CCAs would include course related activities which may be supplementary to, but not part of, the regular learning and teaching curriculum (typically delivered by an academic school).

The activities we want to track are non-assessed, voluntary, and often targeted activities – i.e. not whole student populations participating, although there may be exceptions. When looking at the ECAs/CCAs delivered across NTU, there are three potential categories for targeting. These are:

1) Available to specific groups only
2) Open to all students but promoted to specific groups
3) Open to all students

When collecting data from departments and academic schools this is one of the pieces of information we will request as there may be relevant interventions in all groups, but it will be important to distinguish between them when conducting analysis.

We also had considerations around whether we would only include activities that are a) student-facing and b) in the APP. At the initial stage of tracking activities, we will focus on student-facing activities and only include those which a student attends and takes part in. In the future we may look to include interventions which are designed to improve student outcomes but are not necessarily an activity which a student attends, such as staff training. We will request details of all ECAs/CCAs regardless of whether they are in the APP or not, as not every single intervention that is available to students will be specifically mentioned in the APP, but this does not mean we would want to preclude these from our monitoring and analysis.

A working definition of what we will record on HEAT is '***academic and non-academic, student-facing interventions which are aimed at enhancing the student experience and are not part of the regular curriculum. They are voluntary, not assessed and sometimes targeted***'.

Typology

As part of the IDU project, NTU have worked closely with TASO, HEAT and the other partner providers to develop a post-entry typology, as discussed in detail in Part 1 of this case study. We will use this typology to categorise our activities on HEAT. Table 2.2 below provides a list of the fields we anticipate will be useful to include on HEAT. This is based on v1.0 of the post-entry MOAT. The field names highlighted in blue are taken from the TASO typology, which HEAT are set to replicate on their database. Those in pink are additional NTU field names that we plan to record in HEAT. Therefore, we will need to add our own custom fields, once the final TASO typology has been agreed and HEAT have incorporated this into the database.

Table 2.2: Data fields to be recorded on HEAT for activities.

Field name	Description of field	Data provided by	Input type	Input options
Intervention name	The name of the activity	Academic school / department	Free text	
Provider level(s)	Level at which intervention is targeted	Academic school / department	Drop-down list (select all that apply)	Whole provider School/Faculty/College Department Course Year group

				Module
Student Group(s)	Student beneficiaries of the activity. Most of these map onto the OfS Student Groups	Academic school / department	Drop-down list (select all that apply)	Armed forces family Care experienced Child in need Commuter students Contextual offer holder Disabled students (inc. Special Educational Needs) Estranged Ex-prisoner First in family Free school meals Gender identity Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB) High-performing students LGBTQ+ students Marginalised ethnic groups Mature student Refugee or asylum seeker Religion Service leaver Sex: Female student Sex: Male Student Students from low-income households Students reporting a mental health condition Students selected using area-based measures Students with non-traditional qualifications Students with parental responsibilities Young carer Other
Primary Outcome	The primary outcome should be the aim or impact that the intervention is supposed to achieve	Academic school / department	Drop-down list (select one)	Academic self-efficacy Cognitive strategies

				Confidence in future success (post-HE) Confidence to declare support needs Knowledge of support available Metacognitive strategies Motivation Parent: knowledge of support available Preparedness for HE Sense of belonging Skills and knowledge to successfully make the transition to he Social self-efficacy Staff: confidence to change practice Staff: knowledge of student needs Staff: knowledge of support available Staff: skills / professional development Student satisfaction Student self-advocacy Student self-regulation Student/staff trust Wellbeing Applications for financial support Applications to DSA (Disabiled Student's Allowance) Attainment Completion Continuation Engagement (curriculum) Engagement (support) Enrolment Good degree awarded Positive progression Other

Secondary Outcome(s)	Secondary outcomes are short-, medium- or long-term outcomes that are not the primary aim of the intervention	Academic school / department	Drop-down list (select all that apply)	As above
EORR Risk(s)	The Equality of Opportunity Risk Register (the EORR) identifies 12 sector-wide risks that may affect a student's opportunity to access and succeed in higher education	CenSCE	Drop-down list (select all that apply)	Risk 1: Knowledge and skills Risk 2: Information and guidance Risk 3: Perception of higher education Risk 4: Application success rates Risk 5: Limited choice of course type and delivery mode Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 8: Mental health Risk 9: Ongoing impacts of coronavirus Risk 10: Cost pressures Risk 11: Capacity issues Risk 12: Progression from higher education
Activity Type	One of seven top line activity types from the TASO typology	CenSCE	Drop-down list (select one)	Careers support Course delivery Educational support Extra-curricular activities Financial support Learning environment Pastoral support
Activity Sub-type	One of 32 activity sub-types from the TASO typology	CenSCE	Drop-down list (select all that apply)	Analytics and monitoring Assessment change Coaching Community events Culture and community development Curriculum delivery change Curriculum integration Curriculum reform

				Early induction Fee waivers Foundation Year Grants/Bursaries IAG session Needs assessment Physical activities Placement: short-term in-year Placement: summer Placement: year Referral Skills workshops Social activities Staff training Student voice Study abroad Support for extra-curricular activity Tailored workshops Technology provision Timetabling change Transition into HE Transition within HE Tutoring/Mentoring Student tutor/mentor Welcome events
Delivery	If applicable, how is the activity delivered?	Academic school / department	Drop-down list (select all that apply)	Asynchronous Blended Chat-bot Face-to-face Group Individual Lecture Online Phone-call Seminar Synchronous

				Text-message
Organiser	Description of person delivering activity	CenSCE	Drop-down list (select all that apply)	Academic staff Ambassador External stakeholder/support Peer Postgraduate student Student support staff
Description	Brief description of what the activity entails	Academic school / department	Free text	
Activity Sub-type (NTU)	One of 13 activity sub-types from the NTU list	CenSCE	Drop-down list (select one)	Academic skills Field Trip Grants/Bursary/Fee Waiver IAG/Networking/Talk/Workshop Induction/Welcome/Transition Pedagogy Physical Activity Placements Social/Cultural Student ambassador roles Student voice Tutoring/Mentoring/Coaching Volunteering
Extra-curricular activity or co-curricular activity	Extra-curricular activity (ECA) is not specifically related to a course and co-curricular activity (CCA) is course related but not part of the regular learning and teaching curriculum	CenSCE	Select ECA or CCA	ECA CCA
Category 1 / Category 2	Refers to the level of intensity of the activity. A less intensive activity would be category 1 (for example, one-off information session) whereas category 2 would be a more intense activity (for example, mentoring programme)	CenSCE	Select Cat 1 or Cat 2	Cat 1 Cat 2

Academic year	Academic year activity takes place	CenSCE	Free text	
Duration	The duration of the activity	Academic school / department	Select number and then unit from: hour day week month	
Activity frequency	Is it a one-off activity or programme of activities	Academic school / department	Select one-off or multi	One-off event Multi-event
Academic school	Name of school providing the activity	Academic school / department	Drop-down list	School of Animal, Rural and Environmental Sciences School of Architecture, Design and the Built Environment School of Art and Design School of Arts and Humanities Nottingham Business School Nottingham Law School School of Science and Technology School of Social Sciences NTU in Mansfield Confetti
Academic department	Name of department providing the activity	Academic school / department	Free text	
Professional Service department	Name of department providing the activity	Academic school / department	Free text	
Student level	Who can take part in the activity	Academic school / department	Select from UG or PG	UG PG
Student year group	Which year groups can take part in the activity	Academic school / department	Free text	

Targeted	Is the activity targeted at certain groups. Is it: Available to specific groups only Open to all students but promoted to specific groups Open to all students	Academic school / department	Select Yes, Partially or No	Available to specific groups only Open to all students but promoted to specific groups Open to all students
Approximate number of students delivered to	The approximate number of students receiving the intervention	Academic school / department	Free text	
Is participant data collected?	Are the names/student numbers of the students who attend collected	Academic school / department	Select Yes or No	Yes No

Drawing from our experience in pre-entry activity recording, we recognise the importance of consistency in reporting. Consequently, key elements such as TASO activity type, sub-type, EORR risks, Organiser, ECA/CCA, and Cat 1/Cat 2 categories will be centrally selected by CenSCE staff, who are familiar with the typology. The categorisation process will be based on the activity description, supplemented by other pertinent fields, with additional follow-up questions if necessary. While the initial consideration was to centrally select outcomes (both primary and secondary), internal discussions have led to the decision that the intervention lead will provide this information, ensuring an accurate reflection of the intended outcomes.

Activity sub-type

In Part 1, we detailed the various iterations the activity sub-type list has undergone throughout this process. At NTU, we believe that our analysis from data on the HEAT database would be enhanced by adopting a more concise and refined list, featuring fewer options compared to the existing TASO list. Consequently, we have adapted the TASO list into our own sub-type list and will use this for categorisation of our interventions on HEAT. Given the optional nature of this field, we do not foresee any adverse impacts on HEAT aggregated reporting.

Outcomes

The TASO list of outcomes (which is non-exhaustive) currently contains 31 possible outcomes which for evaluators and delivery staff is beneficial, as a range of outcomes allows qualitative factors in the nature of the intervention to be accounted for when designing and then evaluating activities. However, it does risk overwhelming staff who may be providing the activity data to CenSCE for recording purposes. Our original intention was to ask colleagues to provide one behavioural outcome as the primary outcome, as these can be measured using institutional data, and then unlimited non-behavioural (secondary) outcomes. Feedback from user testing with CenSCE

colleagues was that this was frustrating as not all interventions have a single, clear, intended behavioural outcome. Therefore, we plan to ask colleagues to consider behavioural and non-behavioural outcomes separately, selecting all that apply, and then choosing one of these as the primary outcome.

Delivery

The TASO delivery field has been refined to focus on key elements - online/face-to-face/blended and group/individual—for enhanced HEAT recording. The exclusion of the other options (synchronous, asynchronous, phone-call, text-message, chat-bot, seminar, lecture) aims to simplify the process by eliminating options that we don't think will be necessary for our analysis and reporting.

Student numbers

It may not be possible to get accurate (or any) numbers of students participating for some interventions. We will ask for this information as part of the data collection process but may not be able to report fully on this if the data is not collected at source.

Participant data

In line with procedures for pre-entry outreach activities, we will only record participants on HEAT for Category 2 (intensive) activities. It is not feasible or practical to collect participant data for all interventions and we are most interested in those which are more intensive and therefore more likely to have an impact on student outcomes. In the data collection process, we will ask the question 'is participant data collected (n numbers)?'. As we begin to collect activity data, we will get a sense of which interventions it may be possible to get participant data for and then we will work with colleagues to embed this process into their recruitment/sign up activity. This will involve informing the participants of the data processing and signposting them to the privacy notice. In the first instance, we will work will colleagues in CenSCE to collect participant data for 2023/24 interventions (as we know student ID numbers are collected and the interventions are Category 2). This will give us an opportunity to develop data collection systems that can then be rolled out across the university in the next academic year.

Table 2.3 below provides an example of an activity run at NTU with the proposed HEAT fields completed. Appendix 2 is an example of how we may ask colleagues across NTU to provide ECA/CCA data to us. The hope is to keep this process as simple as possible to support uniformity and to not add unnecessary additional work to colleagues who will be completing this.

Table 2.3: Example of the data fields to be recorded on HEAT

Field name	Description of field
Intervention name	Student ambassadors
Institution level(s)	Whole provider
Student Group(s)	Care experienced, Students from low-income households, Marginalised ethnic groups, Mature student
Primary Outcome	Positive progression (Student makes a positive progression from higher education)
Secondary Outcome(s)	Confidence to succeed in HE, Confidence in future success (post-HE), Sense of belonging, Social self-efficacy, Motivation, Student satisfaction
EORR Risk(s)	Risk 12 (Progression from higher education)
Activity Type	Extra-curricular activities
Activity Sub-type (TASO)	N/A
Delivery	Face-to-face, Group
Organiser	Student support staff
Description	Outreach Ambassadors (OAs) support with a wide range of projects across the Centre for Student and Community Engagement. The projects and activities OAs support take place in school and on campus to pupils aged 9-18 and to young people transitioning into Higher Education. By leading groups and sharing their own educational experience, OAs embody key characteristics such as resilience, enthusiasm and positivity towards education and use this to act as a role model for young people. The intention of the scheme is also to help improve the Higher Education outcomes for pupil participants.
Activity Sub-type (NTU)	Student Ambassador roles
Extra-curricular activity or co-curricular activity	Extra-curricular activity
Category 1 / Category 2	Cat 2
Academic year	2023/24
Duration	20 hours over an academic year
Activity frequency	Multi-events
Academic school	N/A

Academic department	N/A
Professional Service department	CenSCE
Student level	UG, PG
Student year group	All
Targeted	Open to all students but promoted to specific groups
Approximate number of students delivered to in 2023/24	51
Is participant data collected?	Yes

Interpreting the typology

In the data collection phase, it is necessary to compile information from all academic schools and various professional services departments. Given the multitude of ECA/CCA interventions available to students as discussed in Part 1, attempting to capture every activity may not be feasible. However, it is important to paint as comprehensive a picture as possible. The success of this task is dependent on the collaboration of colleagues across the institution tasked with interpreting the typology and providing the data. As previously mentioned, the process must be streamlined and easily understandable, supported by clear guidance and well-defined definitions.

In order to begin the testing of this process, colleagues within CenSCE (three delivery staff managers, one data officer and two evaluators) completed all the data fields above for interventions with which they are familiar and provide feedback on the process. Table 2.4 below shows the responses for key elements of the typology (focusing on where there were differences). Colleagues were asked to choose a behavioural outcome as their primary outcome, however, feedback received was that this was not always possible and so the way this data is collected has been refined, as discussed above. There are clearly differences in the responses given, even between colleagues who are familiar with the interventions, which highlights one of the difficulties in rolling out this process institution-wide. The recommendation to overcome this is to keep the process as simple, clear and concise as possible.

Table 2.4: Differences in colleagues' interpretations of the TASO typology

Intervention name - Contact and Engagement calling service	Delivery team interpretation	Data team interpretation	Evaluation team interpretation

Primary outcome	Engagement (curriculum)	Engagement (curriculum)	Engagement (curriculum)
Secondary outcome(s)	Confidence to declare support needs, Knowledge of support available, Motivation, Sense of belonging, Social self-efficacy, Wellbeing.	Confidence to declare support needs, Knowledge of support available, Wellbeing.	Academic self-efficacy, Motivation, Wellbeing.
Is the intervention targeted at particular student groups? (for example, age, gender, disability, and so on)	No - open to all students	Available to specific groups only	Available to specific groups only
Intervention name - Community Engagement & Volunteering: Community Volunteers	**Delivery team interpretation**	**Data team interpretation**	**Evaluation team interpretation**
Primary outcome	Positive progression	Positive progression	Cannot select from list. Wants to say graduate outcomes or individual skill/capital/social stuff
Secondary outcome(s)	Confidence to succeed in HE, Motivation, Sense of belonging, Social self-efficacy, Student satisfaction, Wellbeing.	Sense of belonging, Student satisfaction	Academic self-efficacy, Cognitive strategies, Confidence in future success (post-HE), Meta-cognitive strategies, Motivation, Sense of belonging, Social self-efficacy
How is the intervention delivered	Online, Face-to-face, Group, Individual	Face-to-face	Online, Face-to-face, Group, Individual
Is the intervention targeted at particular student groups? (for	Open to all students but promoted to specific groups	No - open to all students	No - open to all students

example, age, gender, disability and so on)			
Intervention name - Community Engaged Learning	**Delivery team interpretation**	**Data team interpretation**	**Evaluation team interpretation**
Primary outcome	Engagement (curriculum)	n/a	Completion
Secondary outcome(s)	Academic self-efficacy, Confidence to succeed in HE, Meta-cognitive strategies, Motivation, Sense of belonging, Social self-efficacy, Other.	n/a	Meta-cognitive strategies, Other.
Level at which intervention is targeted	Course, Year group.	n/a	School, Department.
Intervention name - Students in Classrooms: Achievement Coaches	**Delivery team interpretation**	**Data team interpretation**	**Evaluation team interpretation**
Primary outcome	Positive progression	Positive progression	Continuation
Secondary outcome(s)	Confidence in future success (post-HE), Meta-cognitive strategies, Social self-efficacy, Student satisfaction.	Confidence in future success (post-HE), Motivation, Social self-efficacy, Student satisfaction.	Confidence in future success (post-HE), Confidence to succeed in HE, Motivation, Social self-efficacy, Wellbeing.
Is the intervention targeted at particular student groups? (for example, age, gender, disability and so on)	Open to all students but promoted to specific groups	No - open to all students	No - open to all students

Data protection – participant data

To collect and store student participant data a privacy notice is needed to explain to students how and why we will be processing their data. This is signposted to students by the academic school or department providing the post-entry activity. The legal basis for processing the data is for the performance of a task in the public interest and

therefore the student does not need to provide consent. They can, however, request that their data is removed from HEAT. A copy of the privacy notice is in Appendix 1.

A Data Protection Impact Assessment (DPIA) is required for the use of the HEAT database. This internal document has been produced with support from our Information Governance team and helps us to identify and minimise any data protection risks. CenSCE's DPIA for the use of the HEAT database has been updated to cover the additional aspect of post-entry student data collection and processing.

To comply with data security measures, all participant data is transferred between departments using a secure transfer service. Once received in CenSCE, files containing student data are password protected and stored on a secure server. Once data has been input into HEAT the files will be deleted at the end of the current academic year.

Standard operating procedure - data collection

A standard operating procedure is needed to facilitate the collection of activity and participant data. This is expected to evolve somewhat as data collection commences but in the first instance it will be as follows:-

Activity data

1) CenSCE Research and Data Co-ordinator contacts relevant colleagues in Professional Services departments and academic schools, making reference to previous correspondence we have had (if applicable) regarding post-entry activities. This is a standard email which should be adapted as necessary to personalise. Where we have already received details of post-entry provision, include this, and ask for additional information as required (see typology fields).
2) Code the activities using the post-entry TASO typology and additional NTU fields.
3) Enter activity data into HEAT spreadsheet template and use the import function to load onto HEAT (this could also be done manually if there is a low volume of activities).

The HEAT database has not yet been updated with fields that match the post-entry MOAT. Therefore, it is only possible to use custom fields to record post-entry activities directly onto HEAT using the framework provided by the MOAT[1]. It is envisaged that some of the existing fields may be adapted so they can be used for both pre and post-entry activities. There is also an option to select 'Inreach' in the current 'Category' field which can be used to distinguish from the 'Outreach' category.

[1] Guidance is available to HEAT members on how to use custom fields for maximum compatibility when the post-entry MOAT is incorporated into HEAT.

Participant data[2]

1) CenSCE Research and Data Co-ordinator to contact the lead of identified intervention and establish the best way to communicate with participating students to ensure they have sight of the privacy notice.
2) Once participating students have been informed of the data collection process their student ID numbers can be sent to the Research and Data Co-ordinator in CenSCE via a secure transfer system.
3) The files containing the student ID numbers to be saved on the NTU secure server and password protected.
4) The participants will be added to HEAT either using the import template or manually. The following fields are to be added:
    - First name
    - Last name
    - DOB
    - Postcode
    - Permission to track and lawful basis of data collection
    - NTU student number
    - Expected HE entry year (this will be the actual year the student commenced HE)
5) Files containing the student ID numbers to be deleted from the server at the end of the academic year.

Ongoing developments

As participant data collection will inevitably grow in scale as the transition to recording post-entry data on HEAT develops, it may become necessary to involve other departments (such as Digital Technologies) in the process. This is a consideration for once initial monitoring and reporting has become established.

It is anticipated that data collected as part of this process is made accessible to colleagues via a PowerBI dashboard to show the breadth of activities available to students across NTU and the uptake of such activities. It is envisaged that once the infrastructure is embedded, this reporting includes student success outcomes for participants (for example, retention, attainment, progression to positive graduate destinations). This will facilitate comparison against suitable control/comparator groups (for an example, see the separate NTU case study on tracking post-entry participant outcomes).

[2] for 2023/24 CenSCE activities where activities have already commenced.

Discussion

This case study has been written in two parts. Part 1 focused on NTU's contribution and thought processes in the development of a post-entry activity typology, to be published by TASO. Part two envisages how this new typology can be incorporated within a higher education provider, in terms of embedding the data infrastructure to enable the systematic collection of activity and participant data, primarily via the HEAT database. The two processes were very much partnership-led; the culmination of ongoing collaboration with TASO, HEAT and other higher education providers participating in the TASO IDU project.

The development of a process for collecting and recording post-entry activity and participant data, as described in Part 2, was built on NTU's previous work alongside TASO and other sector colleagues to co-construct the underpinning post-entry typology summarised in Part 1. While further refinements are likely to occur over time, establishment of a sector-aligned typology and accompanying data collection procedures represents an important foundation for evaluating the impact of post-entry interventions on the student experience.

The two case studies were undertaken and written concurrently by two NTU colleagues, who may have had different perspectives on data categorisations. This proved advantageous, as the differences in approach added value and context to our processes and led to some informal, yet important user testing. It became clear that the typology classifications were very much open to interpretation, and the approach to collecting and recording post-entry activity and participant data at an institutional level needs to be simplified where possible.

Conclusion and recommendations

The TASO typology is aimed at meeting the needs of a wide range of stakeholders involved in the planning, evaluation, analysis and delivery of interventions. A post-entry typology is an important and welcomed tool for standardising processes that contribute to the development of meaningful data about student success activities.

This case study has provided a practical guide as to how post-entry activities may be classified and subsequently recorded onto an external database (in our case HEAT), using the emerging TASO typology. Stakeholders from other higher education providers may wish to scrutinise this guide to assist developing their own data infrastructure to transition to recording post-entry activities and participants.

The concurrent documentation of the processes involved in developing the new post-entry 'MOAT' typology by mapping common activities and outcomes (Part 1) and exploring the transition to recording post-entry activities onto the HEAT database (Part 2), together with the observations of the two co-authors of this case study, contribute to the following specific recommendations.

Recommendations

1. The process for classifying activity types, sub-types and intended outcomes should be kept as simple, clear and concise as possible. The process must be streamlined and easily understandable, supported by explicit guidance and well-defined definitions.
2. Thought should be given to the user experience of submitting the information (taking into account feedback received from colleagues) and the most suitable platform for collecting this data.
3. A standard operating procedure should be adopted to facilitate the collection of activity and participant data.
4. Intended outcomes should be assigned during Theory of Change development and determined by staff (and students) involved in the planning and delivery of these activities.
5. In contexts where the activity does not deliver against the intended outcomes, there should be an option for practitioners to record this and to suggest the outcomes that the activity has delivered against.
6. These suggestions could feed back into the design and implementation of future iterations of the activity, thereby supporting its development and long-term evaluation.
7. Before it is finalised, an institution-specific typology should be subjected to user testing by a wide range of practitioners, including evaluators, data specialists involved in reporting and delivery staff.

Appendix 1

CenSCE extra-curricular and co-curricular activity participant privacy notice

Introduction

Nottingham Trent University (NTU) runs a variety of extra-curricular and co-curricular activities (ECA/CCAs) across Schools, Professional Services Departments, and the Students' Union (SU). NTU students can access and participate in these activities as they choose. Participation is voluntary and they are in addition to assessed activities that are part of the curriculum. Activities can include (but are not limited to), NTU Sports, NTU Music, Students in Classrooms schemes, volunteering, mentoring, SU societies and the Black Leadership Programme.

The Centre for Student and Community Engagement (CenSCE) is a Professional Services department within NTU which advances NTU's widening participation and social mobility agendas. It is responsible for supporting underrepresented groups to access and succeed at university. NTU is required as a condition of its registration with the HE regulator (the Office for Students (OfS)) to report on how it will improve equality of opportunity for underrepresented groups to succeed in and progress from higher education. There is some evidence that participation in ECA/CCAs is linked to success at university and so it is important for us to be able to monitor participation in such activities through the Higher Education Access Tracker (HEAT) (see further details below).

If you apply to take part in an ECA/CCA your student number will be passed on from the department/team providing the activity to CenSCE so that your details (and what you have taken part in) can be stored in HEAT's secure database to carry out valuable research into the impact of our ECA/CCAs.

How is data collected?

Data (your student ID number) will be transferred securely from the department/team providing the ECA/CCA to a CenSCE data professional authorised to process personal data. A record will be created for you in HEAT and your data (see below for details) will be input into your record (the data below is taken from University records we hold on you). Only a small number of employees from NTU (CenSCE staff) and HEAT can access the record (who need the data to carry out their job role). Any ECA/CCAs you participate in will be linked to the record. This enables us to build a picture of all the ECA/CCAs students take part in throughout their time at NTU.

What data will be stored on HEAT?

The data stored on HEAT will include the following:

First Name	Student ID number
Surname	Year entered HE
Date of birth	University Name (NTU)
Postcode	

If you already have a record on HEAT (if you attended a pre-entry outreach activity, you may have completed a HEAT form previously), this record will be used to record your ECA/CCA participation.

How will your data be used?

CenSCE will use the data recorded in HEAT to:

1) Research how effective ECA/CCAs are in terms of improving student success,
2) Fulfil reporting requirements to relevant government bodies.

The purpose of sharing personal information is to explore the relationship between activity engagement and student success with the aim to improve future outcomes. **Your data will never be used for marketing purposes, shared, sold or seen by anyone else.** Data is **not** linked or used for any decision-making process that directly affects individuals.

Please refer to the HEAT privacy notice for full details on how HEAT will use your data - https://heat.ac.uk/privacy-notice/.

Results presented outside of the HEAT Service are in aggregate form without disclosing specific detail on individuals.

How long will the data be kept?

If you have:

- Attended an activity within the last 15 years
- A HEAT record containing your first name, last name, postcode and date of birth
- Not withdrawn your permission to be included in outreach participant research

From the year you started NTU study, your data will be used for 15 years for the purpose of monitoring and evaluation. After this time, your information will be marked as ready for deletion by HEAT and deleted by NTU. Information stored that does not reach the above criteria will be marked as ready for deletion (and deleted) within 7 years.

Auditing

The NTU staff members who have access to the HEAT database will be reviewed biannually to ensure that only the correct people have access. A proportion of data that is input into the HEAT database will be audited by a second member of staff to ensure accuracy of inputting.

What is the legal justification for using your personal data?

Use of your data as set out above is necessary for the performance of a task carried out in the public interest (i.e. reporting on improving equality of opportunity for underrepresented groups to succeed in and progress from higher education.)

With regard to any special category data (i.e. information about ethnicity and/or disability), use of the data is necessary:

- for reasons of substantial public interest for the purposes of identifying and keeping under review the existence or absence of equality of opportunity or treatment
- for statistical research purposes in the public interest

Your rights

You can at any time object to your data being stored on the HEAT database.

You also have the additional rights as follows:

- to obtain a copy of your personal data;
- to rectify inaccuracies, and where appropriate, the right to have incomplete data completed;
- to have your personal data erased in limited circumstances (it will not apply where the personal data is needed for the purposes of an overriding public interest);
- to restrict the use of your personal data. This is a limited right which will apply in specific circumstances and for a limited period (for example, where a complaint has been received, until that complaint has been resolved);
- to object to use of your data by us for any direct marketing, and to require us to stop such marketing

If you wish to exercise any of these rights, please contact us at researchandinsights@ntu.ac.uk or call 0115 842034.

The NTU Data Protection Officer can be contacted at DPO@ntu.ac.uk

The Data Controller is NTU, whose address is

CenSCE, Nottingham Trent University, Shakespeare Street, Nottingham, NG1 4FQ

If you believe that your data is not being processed in accordance with data protection law, you can contact the Information Commissioner's Office to make a complaint by the following means: website: www.ico.org.uk, telephone helpline: 0303 123 1113

APPENDIX 2

2023/24 post-entry activity monitoring (draft questions)

Please fill in this form for academic and non-academic, student-facing interventions which are aimed at enhancing the student experience and are not part of the regular curriculum. These would be voluntary, not assessed and may or may not be targeted at particular student groups.

1. Name of intervention

2. Please provide a brief description of the intervention

3. Name of school or department providing the intervention

4. Duration of intervention (give in hours, days, weeks or months - whichever is the most appropriate)

5. Intervention frequency

One-off event
Multi-events

6. Level at which intervention is targeted. Please select all that apply

All NTU
Academic School
Department
Course
Year group

7. Is the intervention targeted at particular student groups? (for example, based on age, gender, disability and so on)

No - open to all students
Open to all students but promoted to specific groups
Available to specific groups only

8. Please select students groups the intervention is targeted at/promoted to (if applicable)

Armed forces family
Care experienced
Child in need
Commuter students
Contextual offer holder
Disabled students (inc. Special Educational Needs)
Estranged
Ex-prisoner
First in family
Free school meals
Gender identity
Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB)
High-performing students

LGBTQ+ students
Marginalised ethnic groups
Mature student
Refugee or asylum seeker
Religious belief
Service leaver
Sex
Students from low-income households
Students reporting a mental health condition
Students with non-traditional qualifications
Students with parental responsibilities
Young carer
Other

9. Please select any intended (behavioural) outcomes of the intervention (*maybe add TASO definitions?*)

Attainment
Completion
Continuation
Engagement (curriculum)
Engagement (support)
Enrolment
Good degree awarded
Positive progression
Other

10. Please select any (non-behavioural) intended outcomes of the intervention (*maybe add TASO definitions?*)

Academic self-efficacy
Cognitive strategies
Confidence in future success (post-HE)
Confidence to declare support needs
Knowledge of support available
Metacognitive strategies
Motivation
Parent: knowledge of support available
Preparedness for HE
Sense of belonging
Skills and knowledge to successfully make the transition to HE
Social self-efficacy
Staff: knowledge of student needs
Staff: knowledge of support available
Student satisfaction
Student self-advocacy
Student self-regulation
Wellbeing

Other

11. Please select ONE intended outcome from the two lists above that could be described as the primary intended outcome

12. Please select if the intervention is

Online

Face to face

Blended

13. Please select if the intervention is

Group

Individual

14. Student level intervention open to

UG

PG

15. What year group(s) is the intervention open to?

16. Please state the approximate number of students delivered to in the current academic year

17. Is participant data collected (n numbers)?

Yes

No

18. Name of person completing form