



WHAT IS STEP AHEAD?

Step Ahead is a **transition programme** which is open to all undergraduate students who belong to groups currently **underrepresented** at University.

ONE DAY event for students who live within travelling distance to campus

TWO DAY event and free overnight accommodation for students who live further away

Paid Student Helpers deliver **campus tours** and **student panels**. During Step Ahead students:

- attend workshops about **academic study, university life, finances, employability and confidence**.
- are invited to meals and social activities.

2024 AT A GLANCE

277 students attended Step Ahead

124 attendees had received a contextual or reduced offer

69% of attendees identified as being from two or more underrepresented groups

23 Student Helpers previously attended Step Ahead



"Attending Step Ahead made me feel much more at ease during my first few weeks at university, especially during freshers week because I wasn't worried about making friends as I had made some already at Step Ahead!"



"I believe Step Ahead is an incredible programme and really helped me to settle into what uni life will be like"



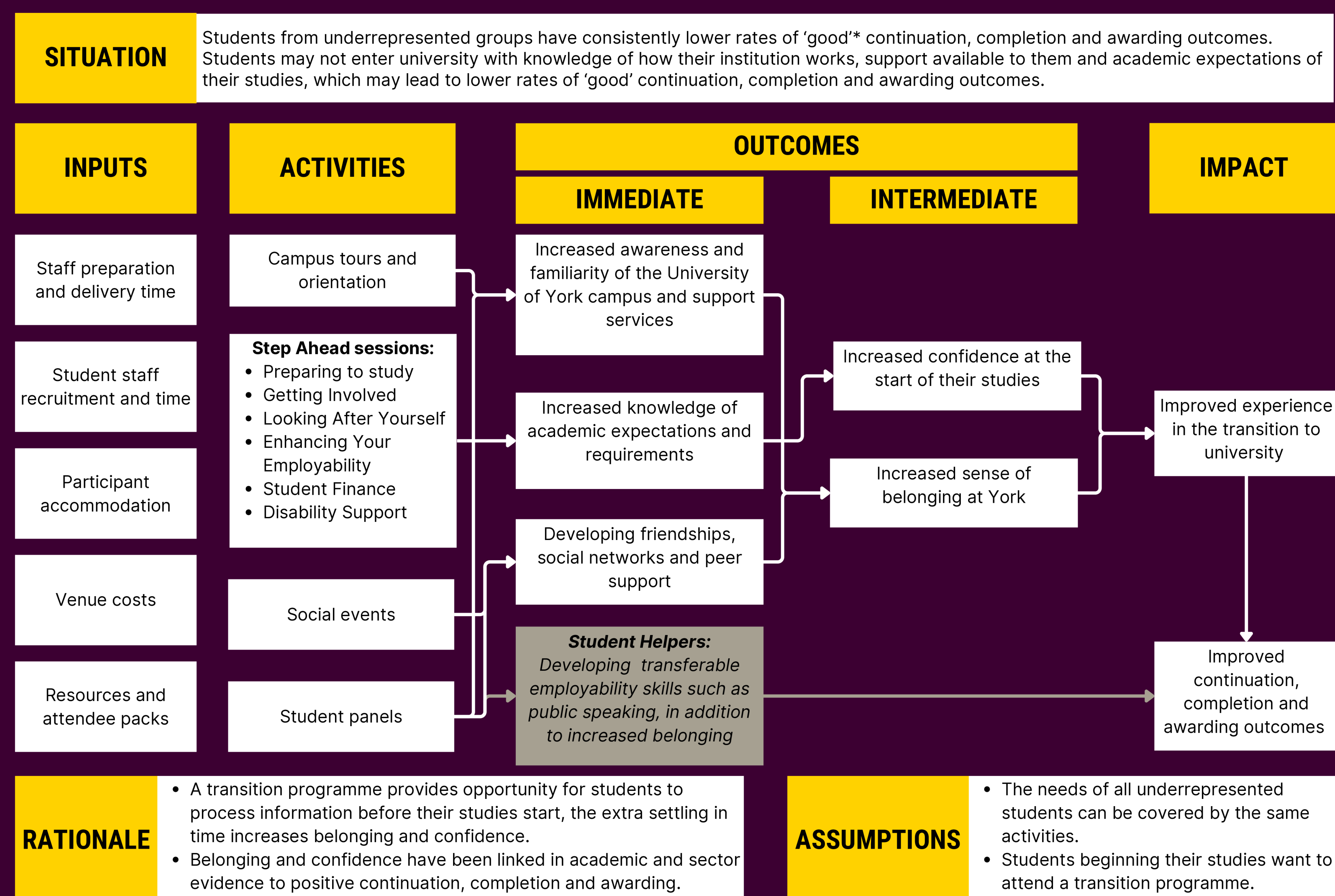
EVALUATION DESIGN

- APP Commitments: Type 2 Evaluation**
 - Pre, post and delayed post testing
- Validated Survey Scales**
 - TASO ASQ Belonging Scale [1]
 - ABC Confidence Scale [2] (found using Validated scales rapid review)



1. Access and Success Questionnaire (ASQ), TASO, Scale 7a
2. Academic Behavioural Confidence Scale (Sander & Sanders, 2009), ABC Studying Factor, p.27

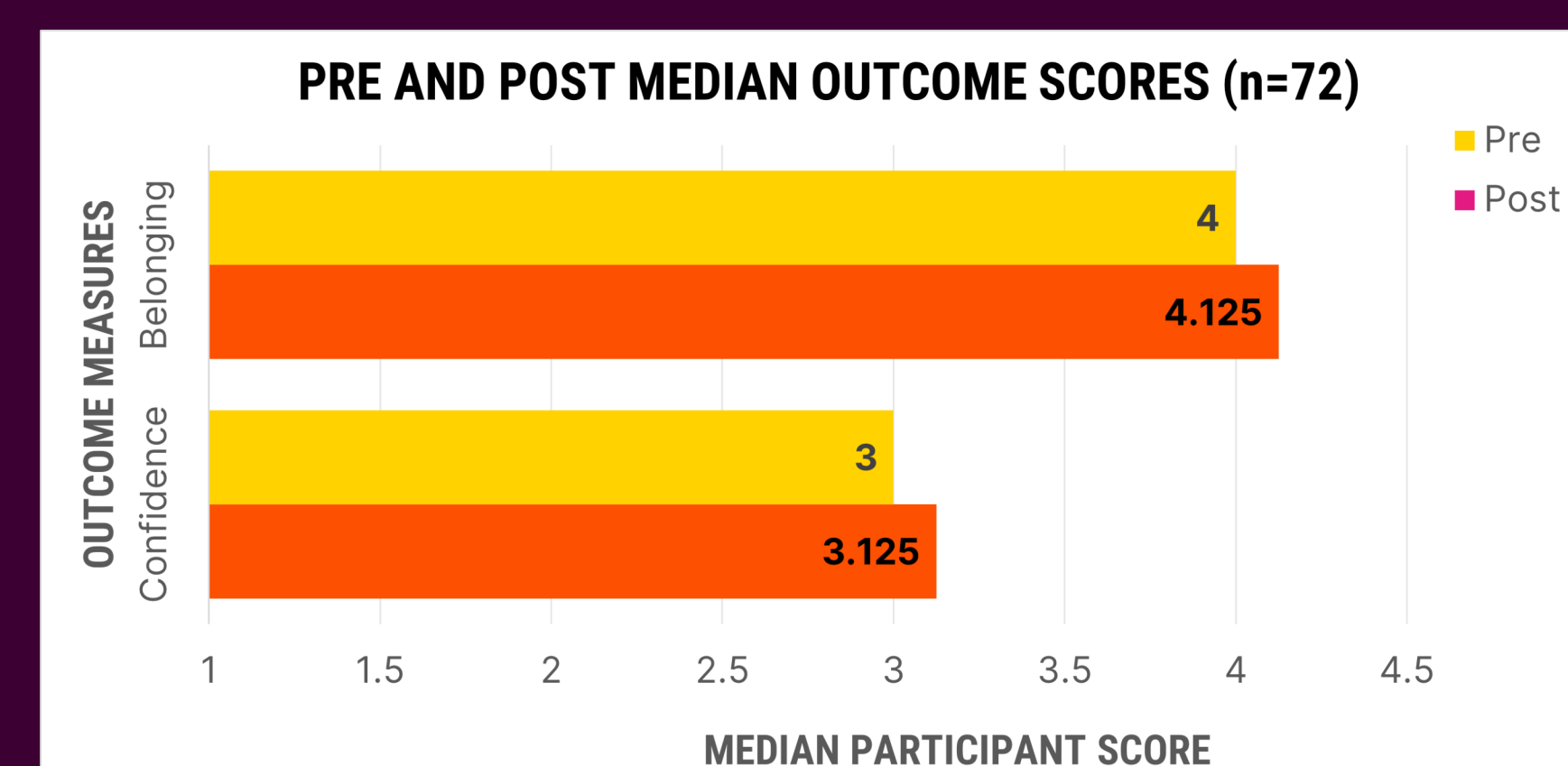
THEORY OF CHANGE



*Good continuation, completion and awarding as defined by a positive outcome in the Office for Students Access and Participation data set.

FINDINGS

72 students completed the pre and post surveys, 42 students completed all three surveys.



Responses were not normally distributed, so a Wilcoxon rank sum test with a 5% confidence level was conducted for each outcome.

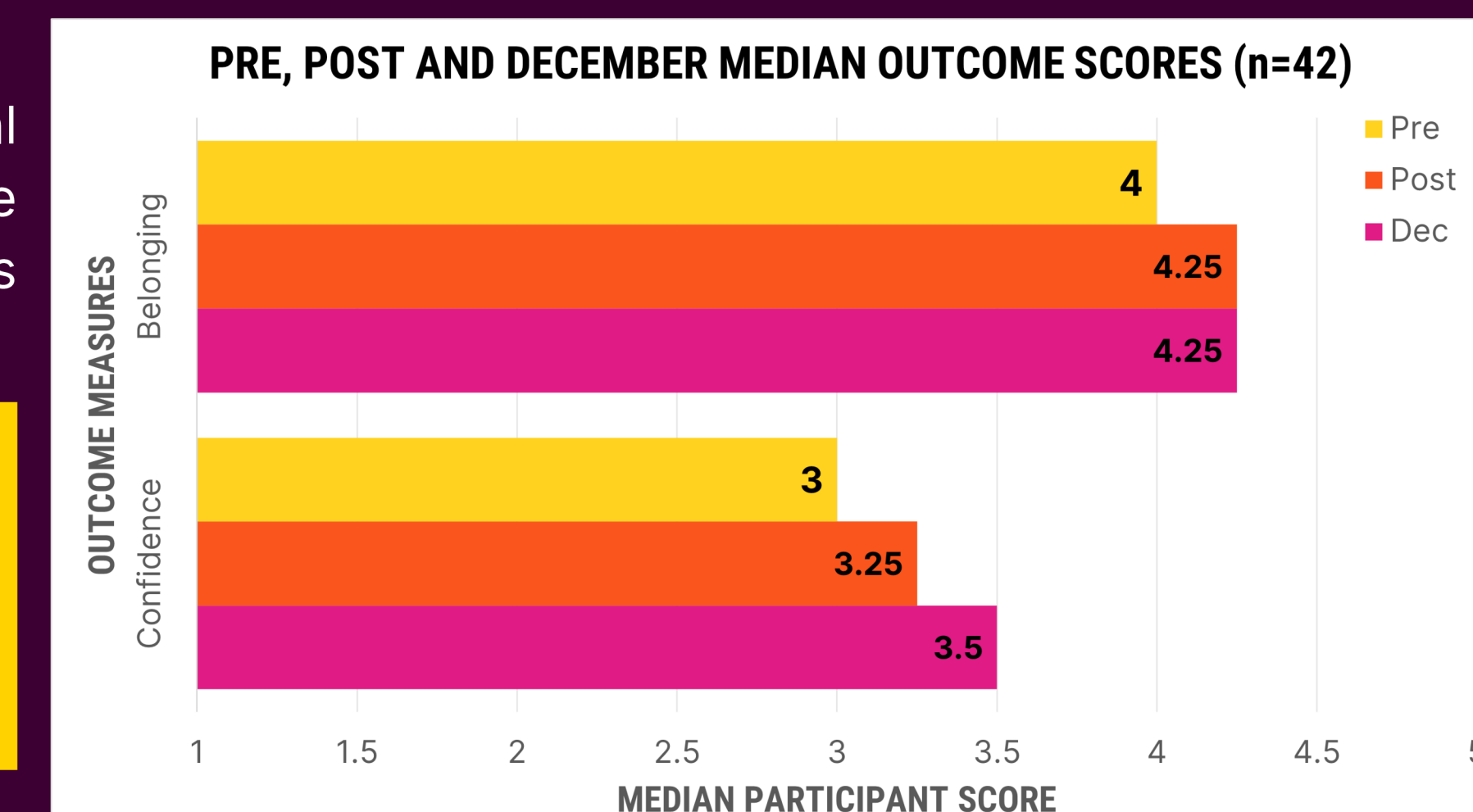
We found a statistically significant increase in belonging and confidence from the pre to post survey:

- Belonging: (Z = -2.082, p = 0.037)
- Confidence: (Z = -2.764, p = 0.006)

Responses were not normally distributed. Initial Friedman tests were conducted indicating the need for supplementary Wilcoxon rank sum tests with an adjusted 1.7% confidence level.

We found a statistically significant increase in belonging and confidence from the pre to December survey.

- Belonging: (Z = -3.019, p = 0.003)
- Confidence: (Z = -3.216, p = 0.001)



COLLABORATION AND CAPACITY BUILDING



We developed an **Evaluation Framework** to support Access and Participation evaluation.



Evaluation and ethics planning meetings to meet new **APP timelines for publication**.



We provide evaluation **training** and **workshops**. Initial conversations about evaluation lead to more and more projects.



We offer hands on support for **statistical testing** and report writing.



LIMITATIONS

While we are very pleased with these results, we recognise the limitations of this evaluation:

- Sample size limitations, including analysis of impact by demographic.
- Self-selecting sample.
- No comparison group.

FUTURE PLANS

For future impact evaluations we hope to:

- Increase response rates to allow for demographic regression analysis.
- Track long-term impact on continuation, completion and awarding outcomes.
- Evaluate the impact on the Student Helpers.