

Times they are changing: evaluating interventions in a new era

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Introduction

In May 2016 the then Minister of State for Universities and Science, Jo Johnson MP, published the white paper ‘Success as a Knowledge Economy’ (Department for Business, Innovation and Skills (BIS), 2016), in which he laid out that government’s vision for higher education (HE) going forward. Included in that paper was the proposal that the ‘regulatory architecture’ (BIS 2016: 15) overseeing HE should be amended to reflect a sector which was now largely funded by student fees rather than funding grants and had evolved to include ‘alternative providers’ not regulated by the Higher Education Funding Council for England (HEFCE). He argued for a need for ‘a single regulatory system appropriate for all providers’ that stopped ‘treating institutions differently based on incumbency and corporate form’ (BIS 2016: 15). He also called for a regulatory body that brought together the ‘expertise and shared agenda of HEFCE and the Office for Fair Access (OFFA) to streamline their widening participation functions’ (BIS 2016:16) and put the student (now commonly being referred to as the customer) at the heart of HE provision.

That white paper formed the basis of the Higher Education and Research Act, which was passed into law in April 2017. As a result of that act the Office for Students (OfS) came into being on 1 January 2018, alongside the introduction of Access and Participation Plans (APPs), which replaced Access Agreements¹, and a newly created research and innovation funding body, UK Research and Innovation (UKRI).

Through APPs the OfS has signalled that it is time for evidence-based practice to be measured at every stage, from conception to impact and not just to demonstrate value for money and accountability regarding the spending of public funding and student fees (though that is important) but to actually address the inequalities that persist beyond access.

This chapter will outline the University of Derby's response to that APP requirement of evidence-based practice to address the inequitable HE outcomes of under-represented groups.

It will firstly share the University's current evaluation practices concerning access, in which the East Midlands Widening Participation Research and Evaluation Partnership² (EMWPREP) plays such a key role. It will then move on to demonstrate how the University has utilised Theory of Change to embed evidence-based practice across the whole student lifecycle, and discuss the methods and methodologies that will be adopted within a new framework to evaluate interventions, and identify new areas for research.

The chapter concludes by reflecting on key areas of focus required by the University through the 2019-2020 academic year, in order for the institution to be well equipped to meet its APP reporting requirements when the first monitoring return is due in spring 2022. It will also reflect on the challenges that the institution faces (as well as the sector as a whole), in order to fulfil OfS expectations.

University of Derby Outreach activity progression and evaluation framework

Across the sector university outreach teams are delivering a range of activities, programmes and projects with the aim of the raising participation in higher education amongst those groups currently most under-represented, and the University of Derby is no different.

For a number of years, from Aimhigher³ onwards, the University has delivered a framework of activity designed to support students to make well-informed decisions regarding progression to further learning and future careers. Additional attention has also been paid to increasing

students' economic, social, cultural and navigational capital (Harker et al, 1990). The 'what you have', 'who you know' and 'what you know', that some under-represented groups are often portrayed as lacking in comparison to their middle-class counterparts.

Embedded within the progression programme is a mixed methods evaluation framework, which enables the team to evaluate all its activities. In addition to enabling the University to meet its annual reporting responsibilities against its Access Agreement, this framework also ensures that the activities and initiatives which students participate in are a valuable use of their time 'off timetable' and will support their learning and progression.

Essential to the University's ability to meet its reporting responsibilities is the institution's membership to the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP)⁴.

EMWPREP is an established collaborative venture developed in 2011 in response to the end of the Aimhigher initiative. It is funded by partner institutions, originally from the East Midlands region but now with a much broader geographical reach, which includes 31 higher education providers and National Collaborative Outreach Partnerships⁵ (NCOPs) from across the whole of the Midlands. EMWPREP utilises data across four stages: targeting, monitoring, evaluating and tracking, to help facilitate the overarching widening participation (WP) agenda (Church and Raven, 2015).

Targeting and monitoring

Initially, work is undertaken to identify appropriate learners and/or groups of learners that partners should consider working with as part of their outreach offering. By combining publicly available Department for Education (DfE) data⁶ with local knowledge EMWPREP and the University of Derby have been able to identify a list of partner schools within Derby and Derbyshire, based on them having high proportions of widening participation students.

Within these schools, the University of Derby can then assess individual eligibility based on geographical indicators by using the EMWPREP online

eligibility checker. This analyses postcodes and assesses where students are placed on WP criteria such as Indices of Multiple Deprivation (IMD)⁷, Income Deprivation Affecting Children Index (IDACI)⁸ and POLAR4⁹ eligibility.

In order to evidence that the University of Derby's targeting methodology is effective, EMWPREP monitors interventions using specially designed activity proformas, which capture a lot of information regarding the activity, and gathers participant information, including name, date of birth and postcode, via standardised data collection forms¹⁰. Also collected is information regarding Free School Meals¹¹ (FSM) eligibility, disability, ethnicity parental experience of HE and Looked After Child¹² status (LAC). All of which are additional WP signifiers, and provide vital contextual monitoring information regarding individuals involved in activities.

All the data is stored in a secure system, in one location. This enables an overview of participation which builds participant engagement biographies over the course of their educational lifecycle, facilitating effective data analysis, and the linking of EMWPREP data to external data sets.

Evaluation and tracking

Focus groups, reflective diaries, teachers' surveys, as well as individual event evaluation questionnaires all form part of an outreach evaluation toolkit. Baseline knowledge and attitudinal data is collected through a series of questions posed to the student, pre and post event.

The example shown in Table 1 is the knowledge and attitudinal questions that are part of the team's Year 10 University Experience day evaluation. Accompanying it is a series of additional questions regarding workshops specific to that event. Table 2 illustrates where tools are utilised across the learner journey.

Wherever possible, and where participant permission has been gained through EMWPREP, the outcomes of learners can be linked to datasets such as Key Stage 2¹³ attainment results, GCSE¹⁴ results and even through higher education, through Higher Education Statistics Agency (HESA) data. By assessing progression rates of young people who have taken part

Table 1: Knowledge and attitudinal baseline questions (source: University of Derby Year 10 University Experience evaluation form)

Read the below statements and circle how you feel about them				
1 Strongly disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly agree
			Before the event	After the event
I feel motivated to work hard in school/college			1 2 3 4 5	1 2 3 4 5
I know enough about my future options to help me make a decision about what to do after school/college			1 2 3 4 5	1 2 3 4 5
I have a good level of knowledge about higher education			1 2 3 4 5	1 2 3 4 5
I can go into higher education (at a university, college or as a higher level or degree apprentice) when I leave school/college if I want to			1 2 3 4 5	1 2 3 4 5
I know where to get information about higher education			1 2 3 4 5	1 2 3 4 5
I am thinking about applying to higher education in the future			1 2 3 4 5	1 2 3 4 5
I know enough about university/higher education to make a decision whether to go or not			1 2 3 4 5	1 2 3 4 5
I feel that I would fit in if I went to university/higher education			1 2 3 4 5	1 2 3 4 5
I understand what going to university will cost me			1 2 3 4 5	1 2 3 4 5

in widening participation interventions and comparing those progression rates to groups where there hasn't been intervention it is possible to gauge the impact of the outreach interventions.

Table 2: Evaluation methods

Parental/carer data collection forms across all year groups
Individual event evaluation. Across all year group Baseline questionnaires. Year 7 with follow ups in Year 9 and Year 10
Baseline questionnaires. Year 7 with follow ups in Year 9 and Year 10
Focus Groups. Year 8
Teacher surveys. Year 7, 9 and Year 11
Attainment data. Summer schools, Raising the Grade and Spring Forward. Targeted programmes
Reflective diaries. Summer schools. Targeted programmes
Measurement of distance travelled and knowledge tests. Across all year groups
In-depth interviews. Targeted programmes

New road ahead

This current framework and the data it provided has over time informed the development of new activities and initiatives, as well as the revision of existing delivery. However, in response to the publication by the Office for Students (2019a) of ‘Regulatory notice 1: Access and participation plan guidance’, and the subsequent guidance documentation in regard to evaluation and evidence, a more comprehensive and far reaching review of evaluation practices and activity has been required by Derby.

Higher education providers (HEPs) have been left in no doubt that they are required to invest resources in activities that have strong evidence of impact and which are underpinned by a conceptual evaluation framework developed through Theory of Change. In addition to addressing the progression of under-represented groups into higher education, HEPs are also required to focus on their attainment, continuation and outcomes across the whole student lifecycle.

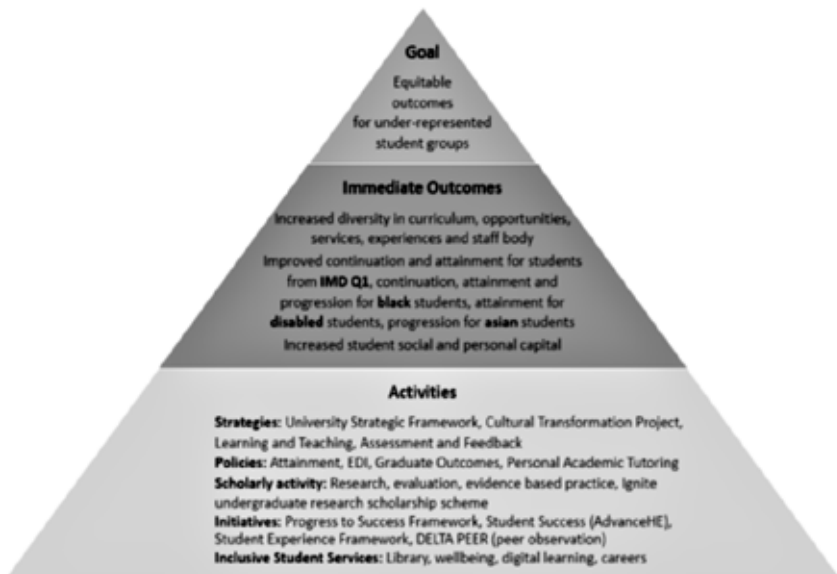
Through APPs, institutions are required to address a number of national key performance measures¹⁵ and associated targets, and to develop

strategic measures to tackle the greatest gaps (explained and unexplained) in regard to their own particular student's outcomes. Explained gaps are those gaps that can be explained by a number of 'structural' factors, including qualifications on entry and subjects studied etc. Those gaps that are unexplained are those that remain once structural factors have been eliminated (OfS, 2019).

Theory of Change

As Crockford observes in regard to the application of the Theory of Change (Crockford, 2017), by clearly articulating what we expect to happen and hypothesising how we expect to generate this change, we can design evaluations that are much more clearly focused on expected outcomes (Crockford, 2017: 68). There is no doubt that the Theory of Change is an effective tool. It is the OfS' 'weapon of choice' to challenge institutions to clearly evidence their resource allocation decision making

Figure 1: University of Derby institutional Theory of Change



processes and to articulate strong reasoning for taking particular action to address their APP strategic measures.

The University of Derby is adopting two Theory of Change models to deliver a consistently high level of evaluation and evidence-based practice across the whole student lifecycle, the first being an overarching institutional Theory of Change model which is outlined in the University's APP.

University of Derby institutional Theory of Change

This model identifies the institution's goal in regard to achieving equitable outcomes for under-represented groups (one of the identified strategic measures within the University's APP). It also outlines the immediate outcomes required to achieve that goal, and then finally identifies all the activities which are going to deliver those immediate outcomes, and so meet the institution's overall goal.

The pyramid is a model which will be applied to the team's activity across the whole student life cycle for the benefit of the entire student body not just access and institutional 'gaps' groups. The intention being to embed an evidence-based approach to developing activity and allocating resources across the institution as a whole, not just teams with responsibility for delivering activity related to our APP strategic measures. However, this tool alone does not demonstrate how those immediate outcomes and goals are expected to be achieved, nor does it identify the mechanisms which have achieved success. It also does not challenge those individual activities sufficiently, nor with the rigour required from the application of a Theory of Change lens.

For that reason the University has adopted a second model, to be applied at project and programme level to achieve that required level of scrutiny, which will identify the 'what happens and why' (Crockford, 2017: 68).

The project model, which has been adopted in collaboration with the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP) and is based at the University of Derby, provides a framework which breaks down an activity to its constituent parts. It exposes each

Table 3: Theory of Change project model (example: DANCOP: ToC model)

Situation / Problem	Inputs		Activities		Participation	Evidence And Mechanisms	Short term	Medium Term	Long term
Young people do not understand the higher education financial support available or know how to apply for it	DANCOP staff	Funding	Essential Student Financing and Budgeting workshop	DANCOP target learners	DANCOP staff	Students learning in a collaborative situation show greater knowledge acquisition, retention of material, and higher-order problem solving and reasoning abilities than students working alone (Johnson et al, 2014). By working in pairs or groups to discuss or research a subject, learners will gain a deeper and longer-lasting understanding of the topic being considered.	Learners will demonstrate increased knowledge of the current student finance system	Learners know where to go to find up-to-date information about student finance	Increased applications/ progression to HE
Baars, Mulcahy and Bernardes, 2016)	Secondary schools	Colleges	Intermediate Student Finance and Budgeting workshop	School staff	Parents/ Carers		Learners will have an understanding of how to use the student finance system to make an application	Learners make informed decisions about applying for student finance	
Two areas that learners know least about are the costs of HE and the funding available (CFE, 2018)	Student ambassadors	Time	Advanced Student Finance and Budgeting workshop					Learners actively and independently increase their own knowledge about student finance	

element of an activity to the necessary levels of scrutiny required to justify the allocation of not just institutional resource, but also the investment of the valuable time of participants.

Theory of Change project model

In the example shown in Table 3, the project manager has identified a problem/issue, well established in existing literature, of young people not understanding the higher education funding system and how to apply for support.

Having confirmed that there indeed is a problem/issue, the project manager has gone on to outline the long-term objectives of the intervention (or goal) in relation to the problem. They moved on to map how the short-term outcomes (activity learning), and medium outcomes (changes in behaviour) will ultimately lead to that long-term objective (or goal) being achieved. They will then develop the project plan in terms of what that activity is, as well as its constituent parts, using evidence of ‘what works’ and the mechanisms by which change takes place in relation to their problem and goal.

The order in which the process is completed is key. It is only by identifying what you want to happen that you can develop the tools to achieve it and, critically, identify how you are going to evidence success.

Methods and methodologies: towards a new evaluation framework

In regard to the development of a general framework to serve the evaluation of interventions across the student life cycle, Crotty (1998) advises that the first steps with respect to design require the researcher to identify their methodologies and make decisions regarding their evaluation methods. A clear rationale for decisions is required to be in place. The process of establishing that sound rationale requires the researcher to understand their ‘worldview’, and how this links into their theoretical perspectives. Consequentially there are four levels to address on the road to planning research: the methods to use, the methodology that governs the methods

chosen, the theoretical perspective that lies behind the methodology in question, and the epistemology that informs the theory (Crotty, 1998: 2).

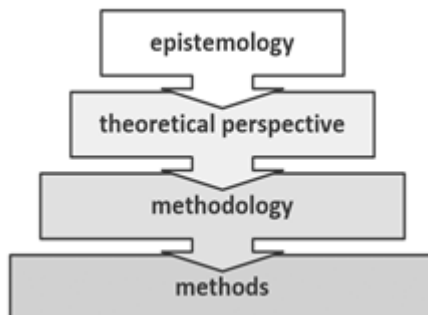
Crotty's four levels for developing a research study

EMWPREP have adopted this framework when developing their own evaluation framework. Adopting a pragmatic 'worldview' allows researchers to answer research questions in the context in which they are situated (Feilzer, 2010). Pragmatism contends that research questions should not only be asking whether something is correct but whether it works (Cleland and Durning, 2015: 11).

Student consultation

In addition to applying Crotty's methodology and being ever mindful of avoiding the 'deficit model'¹⁶, participatory methods will be adopted particularly where 'gaps' groups are concerned, in order to embed the student voice within the research, activity, evaluation and reform process. Students will be recruited to participate in focus groups and invited to become members of student panels. Existing University communication structures such as the annual National Student Survey¹⁷ (NSS) and 'on the

Figure 2: Crotty's Four Levels for Developing a Research Study (Crotty, 1998)



ground' surveys, polls etc., will be utilised to reach as many student voices as possible. The aim is to create a 'community collaboration', which will 'improve the practices of an organisation in ways that are meaningful to those affected by them' (Crockford, 2017: 81).

Stevenson observed in research conducted for the Higher Education Academy (HEA) that Black and Minority Ethnic students (BME) often found targeted interventions 'inadvertently racist' (Crockford, 2017: 81). It is clear that when ethically engaging 'gaps' groups in the processes of improving outcomes, any suggestion that one group is homogenous is an issue that must be considered during research planning. To avoid such pitfalls participants themselves must be included in the analysis of data that is generated.

The quantitative and qualitative

Implementing a mixed methods strategy by collecting both qualitative and quantitative data allows for the exploration of the single and the multiple realities of participant experiences to be recorded. This method helps to identify often subtle variations that exist in learner's experiences (Denzin and Lincoln, 2011).

In deploying a mixed methods approach we have an array of methods and techniques at our disposal. Pre, post and follow up questionnaires, reflective logs, focus groups and data analysis will be amongst the tools utilised to capture the complexity of the educational issues and experiences of the participants.

The evaluation framework that is being developed by the University will ensure that interventions will be measured in line with short, medium and long term objectives of that intervention. In addition, they will be assessed in terms of the levels of impact that can be evidenced - those being narrative, empirical and causal levels of evidence, in line with the OfS standards of evidence, demonstrated in Table 4.

Levels of evidence

By evaluating GCSE predicted and actual grades in regard to attainment raising activities, the Widening Access team is able to demonstrate narrative and empirical levels of evidence that attainment raising activities do have impact. However, in order to even attempt to achieve the narrative, empirical and causal levels of evidence required by the OfS (2019b) across the whole student lifecycle in relation to ‘gaps’ groups, access to internal data that is held by the University and external data, held by schools, DfE

Table 4: Access and participation standards of evidence – evaluation self-assessment tool (OfS, 2019)

	Description	Evidence	Claims you can make
Type 1: Narrative	The evaluation provides a narrative and a coherent theory of change to motivate its selection of activities in the context of a coherent strategy	Evidence of impact elsewhere and / or in the research literature on A&P activity effectiveness or from your existing evaluation results	We have a coherent explanation of what we do and why Our claims are research-based
Type 2: Empirical Enquiry	The evaluation collects data on impact and reports evidence that those receiving an intervention have better outcomes, though do not establish any direct causal effect	Quantitative and/or Qualitative evidence of a pre/post intervention change or a difference compared to what might otherwise have happened	We can demonstrate that our interventions are associated with beneficial results
Type 3: Causality	The evaluation methodology provides evidence of a causal effect of an intervention	Quantitative and/or Qualitative evidence of a pre/post treatment change on participants relative to an appropriate control or comparison group who did not take part in the intervention	We believe our intervention causes improvement and can demonstrate the difference using a control or comparison group

and HESA, will be required to an extent that has not been achieved by the University (and the sector) to this point. But it is essential that the data required to underpin an evaluation framework is in place if areas of enquiry and intervention regarding student outcomes are to be identified.

Challenges are numerous, even for access to internal data. Data ownership needs to be identified, lengthy lead times are required in order to process data, and agreement needs to be reached regarding whose resources will be responsible for analysis. These are just a few of the challenges that will most likely be encountered along the way. Institutions will also be required to be mindful of existing data sharing agreements and General Data Protection Regulation (GDPR) and it is a topic which makes institutions nervous.

Data analysis can only provide so much of the ‘story’. The data tells an institution what is happening, but it does not tell us the why, and for that reason a final key area of focus for the University as it moves forward in its preparations to become ‘2020-2021’ ready, will be accessing the ‘student voice’.

Conclusion

Twenty years after the then Prime Minister Tony Blair set a target of a fifty percent participation rate in HE, it has finally been achieved (Kershaw, 2019). HEIs have long been delivering robust evidence-based practice across a whole range of interventions as they strove to meet that target. Many initiatives such as Aimhigher, the National Network for Collaborative Outreach and more recently the National Collaborative Outreach Programme have been the vehicles funded by the OfS with the aim of achieving that aspiration over the twenty-year period.

Mixed method evaluation frameworks and the sharing of good practice has been commonplace within the access community across the sector. The expertise developed within the University of Derby’s Widening Access team will be drawn upon and further developed to embed an evaluation framework which will be required to effectively assess the experiences of a diverse student body that includes our ‘gaps’ groups, part-time students, adult learners and commuter students (to name but a few).

As participation in HE increases it is evident that HE structures are failing to meet the needs of particular groups. Change needs to take place across many institutions in order for those students to be as successful as their more advantaged or more highly represented counterparts.

Yosso cites the ‘resistance capital’ (Yosso, 2005: 80) that some groups have developed in order to resist inequality. This is not a ‘capital’ that students should be required to be in possession of in order to be successful in HE. Nor should HE activities be required to develop the ‘navigational capital’ (Yosso, 2005) necessary to ‘manoeuvre through social institutions’ (Yosso 2005: 80) and their structures. Those structures should be accessible to all at the point of entry, regardless of background.

If HEPs are to close their ‘gaps’ while also improving outcomes for all their students, it is going to be vital for them to work together more closely. They will need to share resource (human and material) and findings that will underpin not just their own practice, but sector practice more widely.

The OfS has facilitated that sharing of practice through the funding of TASO¹⁸, which will provide guidance to the sector in regard to evaluation, research and best practice. It is now over to the HEPs to make use of the guidance and support that the OfS has provided.

Gaining access to the necessary data to truly evidence impact remains a challenge. DfE data could serve not just to track an individual’s progress but to identify comparison groups in order to achieve empirical if not causal levels of evidence.

Existing data held within track service databases has been under used by many institutions, and the University of Derby will be working with EMWPREP and their partners more closely. The aim is to evaluate that data further, maximise its impact on future practice and evidence the impact of past initiatives.

Further challenges face our practitioners. The theoretical principles, which are required to underpin institutional practices, Bourdieu’s theories of capital and field (Harker et al, 1990), and Yosso’s (2005) theory of ‘cultural wealths’ (2005: 69) for example, are not for the faint hearted.

New working practices and increased focus on evaluation and evidence will be both a personal and a professional challenge for some.

The OfS (2019c) is right to ask institutions to think carefully about the interventions that they are delivering and ensure that they really are working towards making a difference and closing ‘gaps’. But HEPs are just part of the jigsaw in regard to delivering the improved social mobility of society’s most disadvantaged groups.

Higher education institutions cannot overturn all the social injustices and inequalities of society by themselves. They can however amend their own structures and practices to facilitate equitable outcomes, and address the accrual of the capitals that are often not distributed evenly across the student body.

Through APPs the OfS has given HEPs the time that they have been calling for. Institutions will no longer be able to hide behind restricted timescales when challenged about evidencing impact. There will be an expectation from the OfS that institutions will make progress against their targets, provide the required levels of evidence that their strategic measures have been effective and ultimately close outcome ‘gaps’.

The OfS Evaluation Self-Assessment Tool has provided a comprehensive guide to evaluation and the means to measure compliance against expectation. It also provides a welcome acknowledgement that evaluative evidence, like research, is more often than not subject to review, reflection and revision. It is what they describe as an ‘evidence journey’ (OfS, 2019: 3) that can be documented, facilitating the sharing of knowledge around ‘what works’ as it grows.

Ahead of institutions is a period of reflection, redesign and research as they begin to develop an evaluation framework which will serve programmes across the whole student lifecycle, in order to achieve a consistently high level of evaluation and evidence-based practice. Challenging times are ahead for the sector. But the guidance has been given, expectations have been made explicit, and going into 2020/2021-2024/2025 the sector

cannot claim there has been any lack of clarity regarding the expectations from the OfS.

Network referenced

Network Evaluating and Researching University Participation Interventions (NERUPI) <http://www.nerupi.co.uk/>

Transforming Access and Student Outcomes (TASO) <https://www.taso-he.org/>

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Many thanks to DANCOP for agreeing to share an example of their Theory of Change project model.

Endnotes

1. Access Agreements were required to be submitted and reported against to OFFA, by any institutions wishing to charge student fees above the fee cap base rate. Through Access Agreements institutions demonstrated how revenue that the additional fees generated was being spent to support the access and post-entry success and progression of under-represented groups into HE.
2. East Midlands Widening Participation Research and Evaluation Partnership is a tracking service which processes and analyses data collected by higher education institutions in regard to their outreach activity.
3. Aimhigher was a widening participation initiative which was led by the then Department for Education and Skills and overseen by HEFCE. It ran from 2004 to 2011.
4. East Midlands Widening Participation Research and Evaluation Partnership is a tracking service which processes and analyses data generated by higher education institutions in regard to their outreach activity (EMWPREP).

5. National Collaborative Outreach Partnerships (NCOPs) are funded by the OfS. They are regional collaborative partnerships which have been funded from 2017-2019 and now for an extended period from 2019-2021.
6. Publicly available data allows enquirers to access schools exam results, Ofsted ratings and information regarding a schools demographics <https://www.gov.uk/school-performance-tables>.
7. IMD- Indices of multiple deprivation identifies areas with the higher levels of deprivation based on a number of indicators including household income, employment, health, education, crime, housing and living environment.
8. IDACI- Income deprivation affecting children index measures the numbers of children aged 0-15 years, living in deprived families.
9. POLAR4 (Participation of Local Areas) data rate areas according to the likelihood of 18-19 year olds in those areas participating in higher education. They are rated in quintiles, 1 being least likely to participate and 5 being most likely.
10. Free school meal entitlement is a measure of socio-economic disadvantage commonly used by schools and higher education institutions to identify widening participation students. Entitlement to the benefit is based on low household income or receipt of a range of state benefits.
11. Looked After Children (LAC) are young people that have been placed in the care of a local authority, with either foster carers, in residential homes or with relatives.
12. Key Stage 2 the stage of primary education which covers Years 3 through to Year 6. Ages three/four through to ages ten/eleven.
13. GCSE are the secondary school General Certificate of Secondary Education qualifications taken by pupils in Year 11 (aged fifteen to sixteen).
14. The national key performance measures outlined in the APP guidance identifies the widest gaps in access and attainment across the sector generally (OfS 2019: 19).

15. The deficit model is the suggestion that inequitable comes in HE of under-represented groups is the fault of the student rather than the fault of the HE structures which are in place within institutions.
16. The National Student Survey is an annual survey which questions students on their experience at University. It is commissioned by the OfS.
17. TASO (Transforming Access and Student Outcomes) was established in 2019. It is currently funded by the OfS but will be self-funded by 2022. It is an independent hub accessible to higher education professionals. As it develops it will become a repository for research, toolkits and evaluation techniques. It will support the sector by highlighting evidence of best practice.

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