

TASO: Common Outcome Measures

Year group	Objectives	Indicators for Process Evaluation	Indicators for Impact Evaluation (short- medium term)	Indicators for Impact Evaluation (long -term)
Which age group or Key Stage are you engaging with?	What is your intervention trying to achieve? You will have identified your objectives through your Theory of Change	Which indicators will enable you to test whether your interventions are being delivered/implemented as intended and whether this process can be improved?	Which indicators will enable you to identify whether you have achieved your intermediate outcomes?	Which indicators will enable you to identify whether you have met/achieved your long-term goals?
KS3 (Years 7-9)	 Improving metacognitive skills to raise attainment IAG on how to progress to HE Increasing awareness of subject options at HE Raising aspirations Engaging parents 	 Was the programme delivered as intended? Were students targeted correctly? Did students attend? Which students attended? Was the content delivered as intended by deliverers? (academics, ambassadors etc.) Participant experience as measured by evaluation survey Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	Improvement in attainment as measured by in-school exam scores e.g. SAT scores Improved metacognitive skills as measured by the Junior Metacognitive Awareness Inventory (JMAI) Students' self-reported understanding of higher education	 GCSE attainment (through NPD) A level attainment (through NPD/HEAT) Progression to university (HEAT) Progression to research intensive/ highly selective HEIs (HEAT)



Year group	Objectives	Indicators for Process Evaluation	Indicators for Impact Evaluation (short-medium term)	Indicators for Impact Evaluation (long - term)
KS4 (Years 10-11)	 Raising attainment Engaging parents Increasing awareness of subject options at HE 	 Was the programme delivered as intended? Were students targeted correctly? Did students attend? Which students attended? Was the content delivered as intended by deliverers? (academics, ambassadors etc.) Participant experience as measured by evaluation survey Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 		 A level attainment (through NPD/HEAT) Progression to university (HEAT) Progression to research intensive/ highly selective HEIs (HEAT)
KS5 (Years 12-13)	 Improved knowledge and confidence – academic skills, culture Increased knowledge of how to apply to HE Enhance attainment Increase preparedness for study in HE Mentoring (current student as e-mentor) 	 Was the programme delivered as intended? Were students targeted correctly? Did students attend? Which students attended? Was the content delivered as intended by deliverers? (academics, ambassadors etc.) Participant experience as measured by evaluation survey Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	 HEI) Successful offers (from home HEI) A level attainment (through 	 Progression to university (HEAT) Progression to RG HEIs (HEAT) Progression to HEI (HEAT & internal) Graduate outcomes (GOS)



Year group	Objectives	Indicators for Process Evaluation	Indicators for Impact Evaluatio (short-medium term)	n Indicators for Impact Evaluation (long - term)
	 Eligibility to progress (academic achievement) Academic selfefficacy Continuation Belonging Emotional wellbeing Equality of experience (in terms of service take-up) Increased engagement with VLE improved goalsetting Mental wellbeing 	 Was the programme delivered as intended? Were students targeted correctly? Did students attend? Which students attended? Was the content delivered as intended by deliverers? (academics, ambassadors etc.) Participant experience as measured by evaluation survey Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	 Engagement with and use of services Attendance at induction and welcome events Pulse survey/Institutional cohort surveys Uptake of study abroad Applications to internships Decrease in number of interruptions which lead to withdrawals Decrease in number of multiple Change of Circumstance applications (SITS) Decrease in number of mitigating circumstances forms submitted Students having set goals Warwick-Edinburgh Mental Wellbeing Scale responses 	 Allowed to progress to subsequent academic year (based on achievement) Continuing to subsequent academic year (tracking retention) Inhouse admin data that measure institutional belonging Students achieved goals



Subsequent years	 Progression (academic achievement) Academic self- efficacy Continuation Belonging Emotional wellbeing Achieving good degree outcomes Equality of experience (in terms of service take-up) Increased engagement with Keats Students feeling supported with their studies Improved goal- setting Mental wellbeing 	 Was the programme delivered as intended? Were students targeted correctly? Did students attend? Which students attended? Was the content delivered as intended by deliverers? (academics, ambassadors etc.) Participant experience as measured by evaluation survey Experience & perceptions of stakeholders e.g. key influencers such as teachers, ambassadors, project leads, academics 	 Pulse survey/Institutional cohort surveys Uptake of study abroad Engagement with and use of services Applications to internships Decrease in number of interruptions which lead to withdrawals Decrease in number of multiple Change of Circumstance applications (SITS) Decrease in number of mitigating circumstances forms submitted Students having set goals Warwick-Edinburgh Mental Wellbeing Scale responses 	 Allowed to progress to subsequent academic year (based on achievement) Continuing to subsequent academic year (tracking retention) Good degree outcomes (in traditional terms of 1st/2:1) NSS scores – Academic Support Students achieved goals
Post-graduation	 Achieving good graduate outcomes Students using what they learnt during their degree in graduate outcomes 	n/a	 Identifying whether students are in graduate level employment or post graduate after graduation (GOS) Careers questions – enrolment task 	 GOS data League table data