

External Evaluation and Statistical Data Collection.

EXTERNAL EVALUATION

Carol Flavin and Bridget Pottinger from Flavin Project Innovations Ltd (FPI Ltd) are acting as the External Evaluators of the More Maths Grads Project.

The approach taken by the evaluators is to identify and focus on key issues faced by the collaborative partnership and the activities undertaken within the three regional projects. The evaluation is a structured process, which will allow the projects' activities to be assessed and understood. It involves analysing and interpreting data about the project in order to identify the achievements as well as areas that need strengthening.

As evaluators, we prefer to work alongside a project. We will provide interim (monitoring) and summative evaluations that will focus on the processes, performance and impact of the project as well as activities matched against the aims, objectives, outcomes and outputs of the project. We will also be looking at successes and achievements, issues and challenges as well as impacts and benefits.

Evaluation is an ongoing assessment, and the reporting processes are intended to enable project management, partners, funders and beneficiaries to learn from the project experiences and ascertain impact. Our evaluation is designed to be an integral part of the drive for continuous improvement within the project as well as adopting and developing best practice.

The emphasis will be on qualitative data for the evaluation processes.

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STATISTICAL DATA COLLECTION

Statistical data analysis and collection will be undertaken by Professor Colin Reeves of Coventry University, in order to establish a baseline by which the project successes can be measured. This will provide information that will allow those associated with the project (managers, deliverers and decision making groups) to better

understand the current national, regional and organisational situation with regard to the mathematical sciences in terms of current student numbers, study patterns, recruitment (to HE and within schools and colleges) and the nature and range of qualifications studied.

The three targeted regions have different profiles relating to the scope and number of previous initiatives offered. The data analysis will enable a comprehensive evaluation of measures of success to be undertaken, taking into account previous levels of intervention within these regions. Comparisons will be made between the regions involved with the project and the national data. This will take place early in the evaluation of the project to facilitate the comparison of improvements in uptake at the end.

The emphasis will be on quantitative data for the statistical data and base-lining and comparative processes.

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