Access at Salford

Student Body

Total underrepresented groups circa 80%

First in HE circa 50%

Commuting circa 60%

Local community

18th most deprived local authority in England, out of 317 - Index of Multiple Level of Deprivation (2019)

22% of children in Salford are living in poverty - Greater Manchester Poverty Action (2022)

Collaborative Advantage –
An anchor institution for the tertiary ecosystem

- Hepi 5th for social mobility, up from 12th

- Shortlisted for a Times Higher Education (THE) Award for our work widening participation in the community, which we've done in collaborative partnership with IntoUniversity and University of Manchester.

- Hosting NEON Summer Symposium in June.

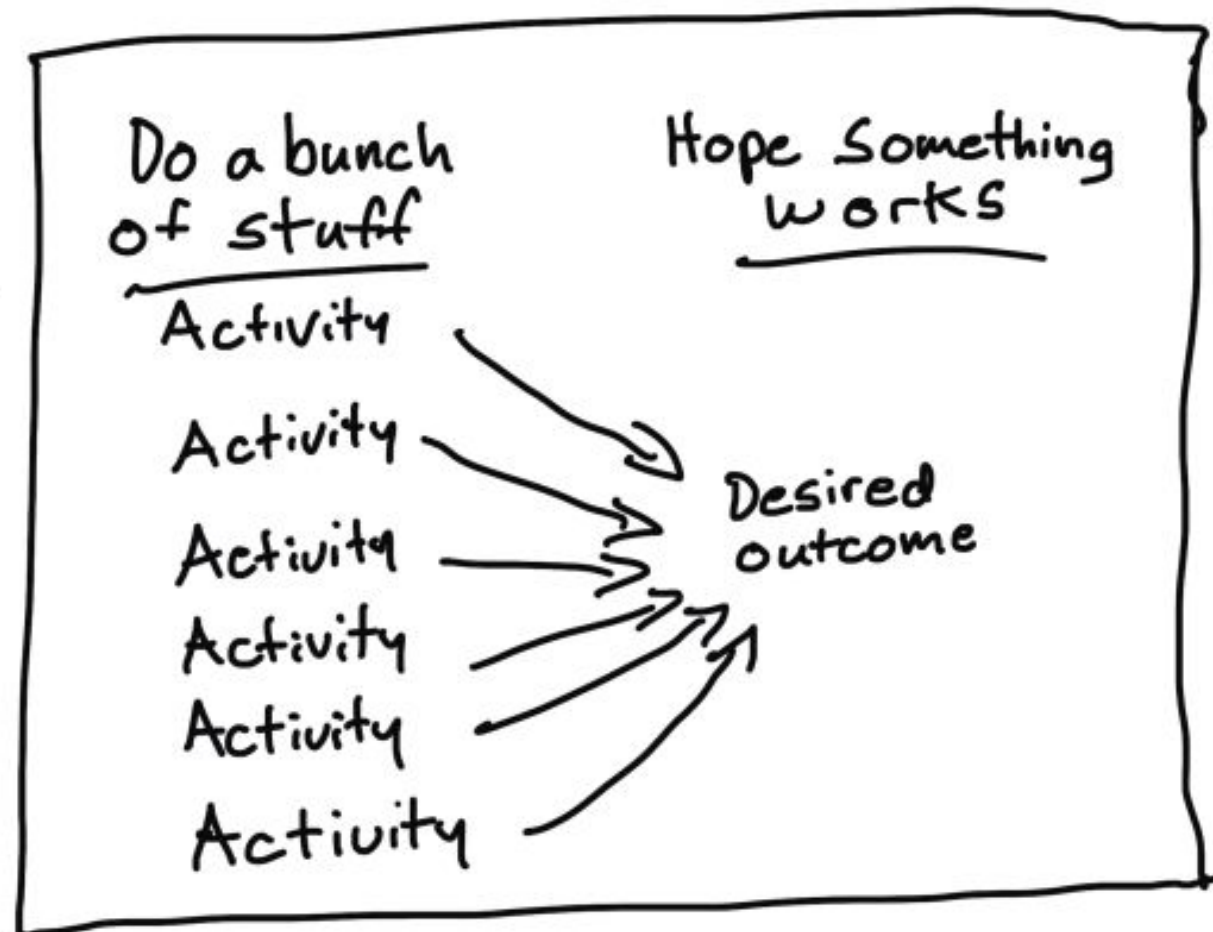- Part of GM Higher. Working as part of OfS' Uni Connect project.

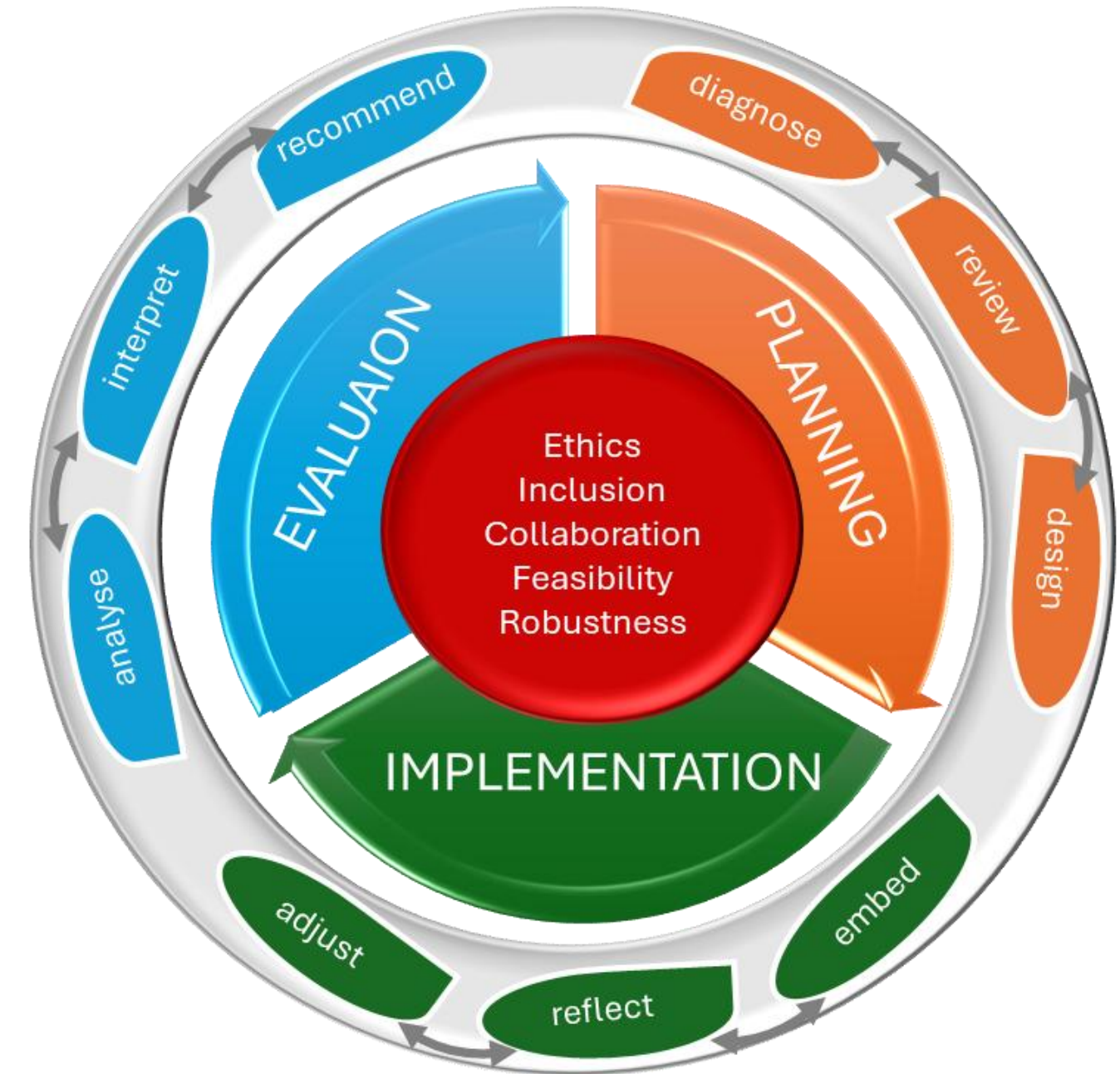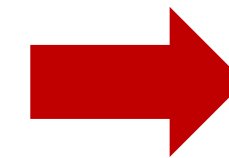This is our spaghetti on the wall model.

we don't know what will work so we're just going to try a bunch of things and hope for the best.

Do a bunch of stuff

Activity
Activity
Activity
Activity
Activity
Activity

Hope Something works

Desired outcome

Created and Authorised by
Chris Lysy, A US evaluator and founder of freshspectrum

recommend
diagnose
interpret
review
EVALUAION
PLANNING
Ethics
Inclusion
Collaboration
Feasibility
Robustness
analyse
design
IMPLEMENTATION
adjust
embed
reflect
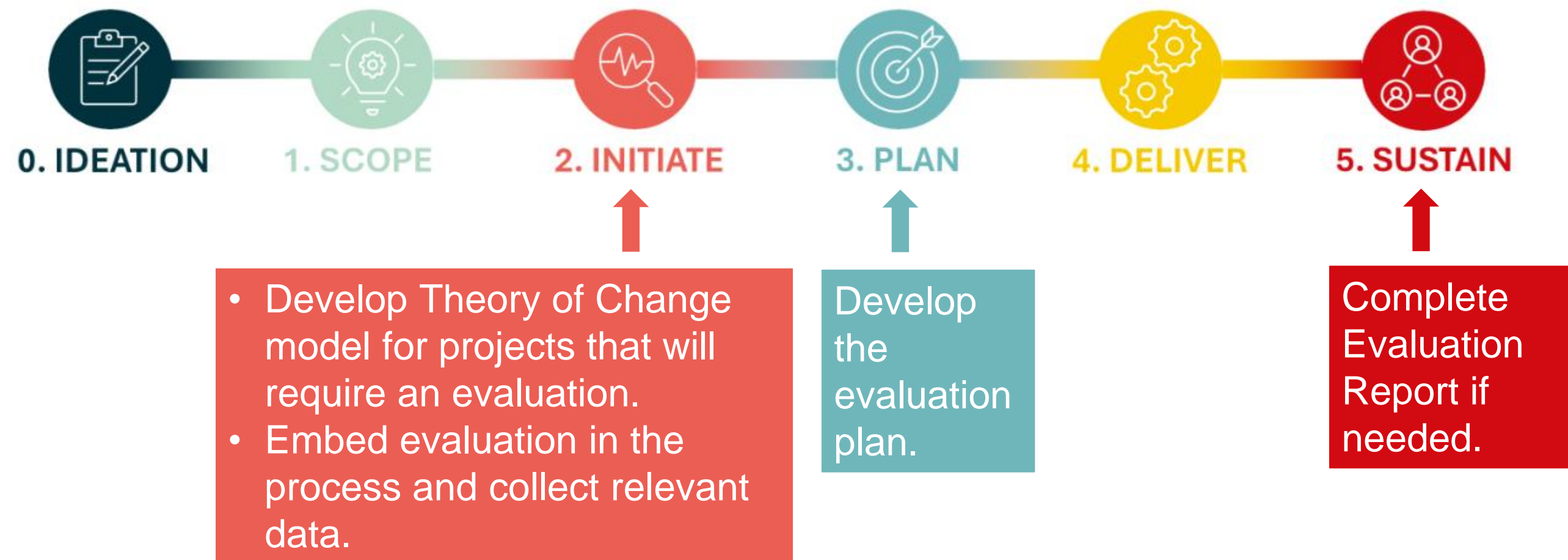
collaboration   championship   contribution

context   care

- Embed Theory of Change model into project plan or application form

  √ Strategic Project Management Framework – project plan

0. IDEATION   **1. SCOPE**   **2. INITIATE**   **3. PLAN**   **4. DELIVER**   **5. SUSTAIN**

- Develop Theory of Change model for projects that will require an evaluation.
- Embed evaluation in the process and collect relevant data.

Develop the evaluation plan.

Complete Evaluation Report if needed.

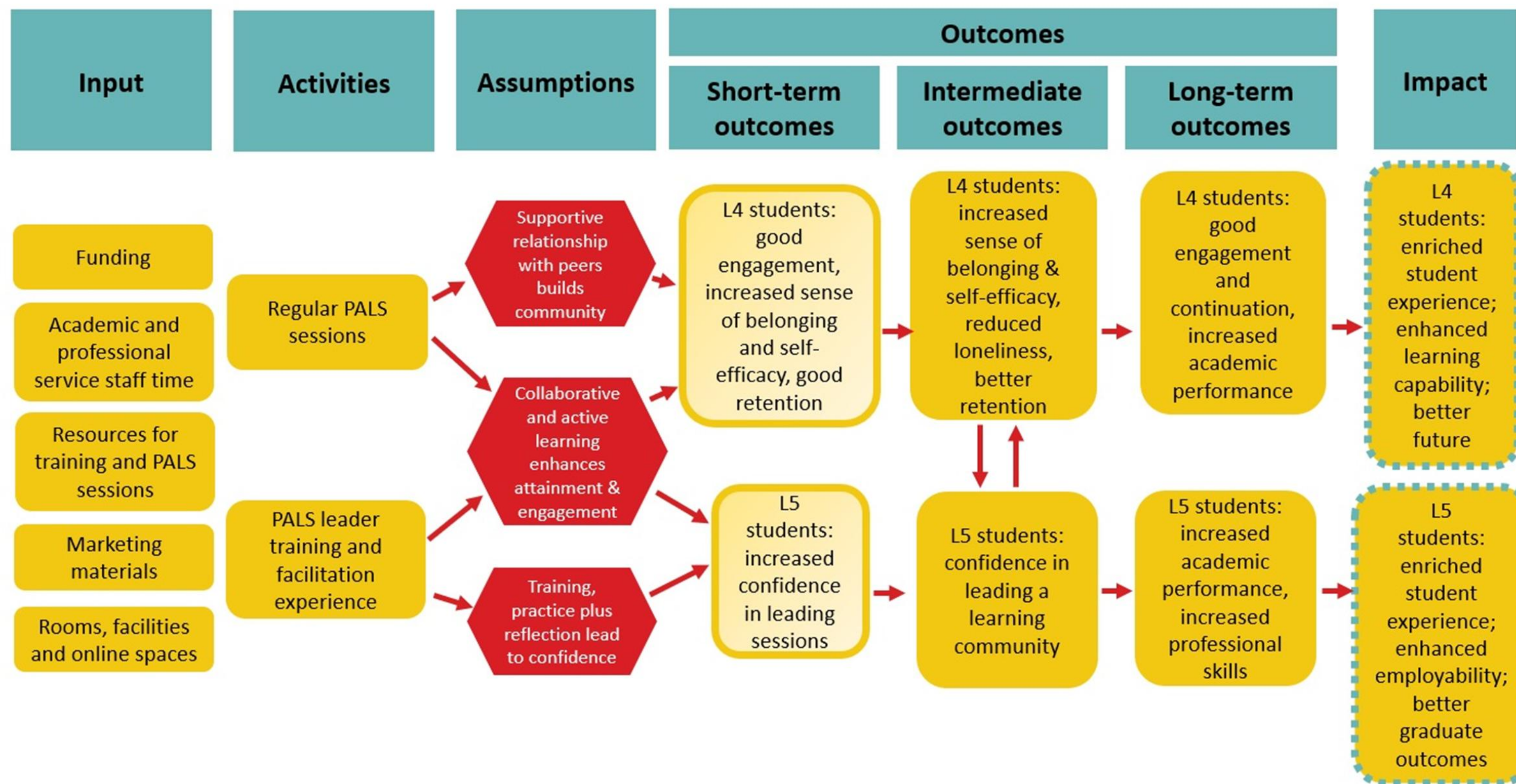 √ Learning & Teaching Enhancement Centre Scholarship – application form

A collaborative example: Peer Assisted Learning at Salford (PALS)

- Peer Assisted Learning at Salford (PALS) pilot project is designed to support Level 4 students, especially the majority from widening participant (WP) backgrounds, to stay and succeed at the university, through building a learning community to enhance their sense of belonging and metacognitive development. PALS also aims to develop valuable employability skills for student leaders/facilitators.
- Level 4 students' participation in the PALS is voluntary, but the sessions are timetabled.
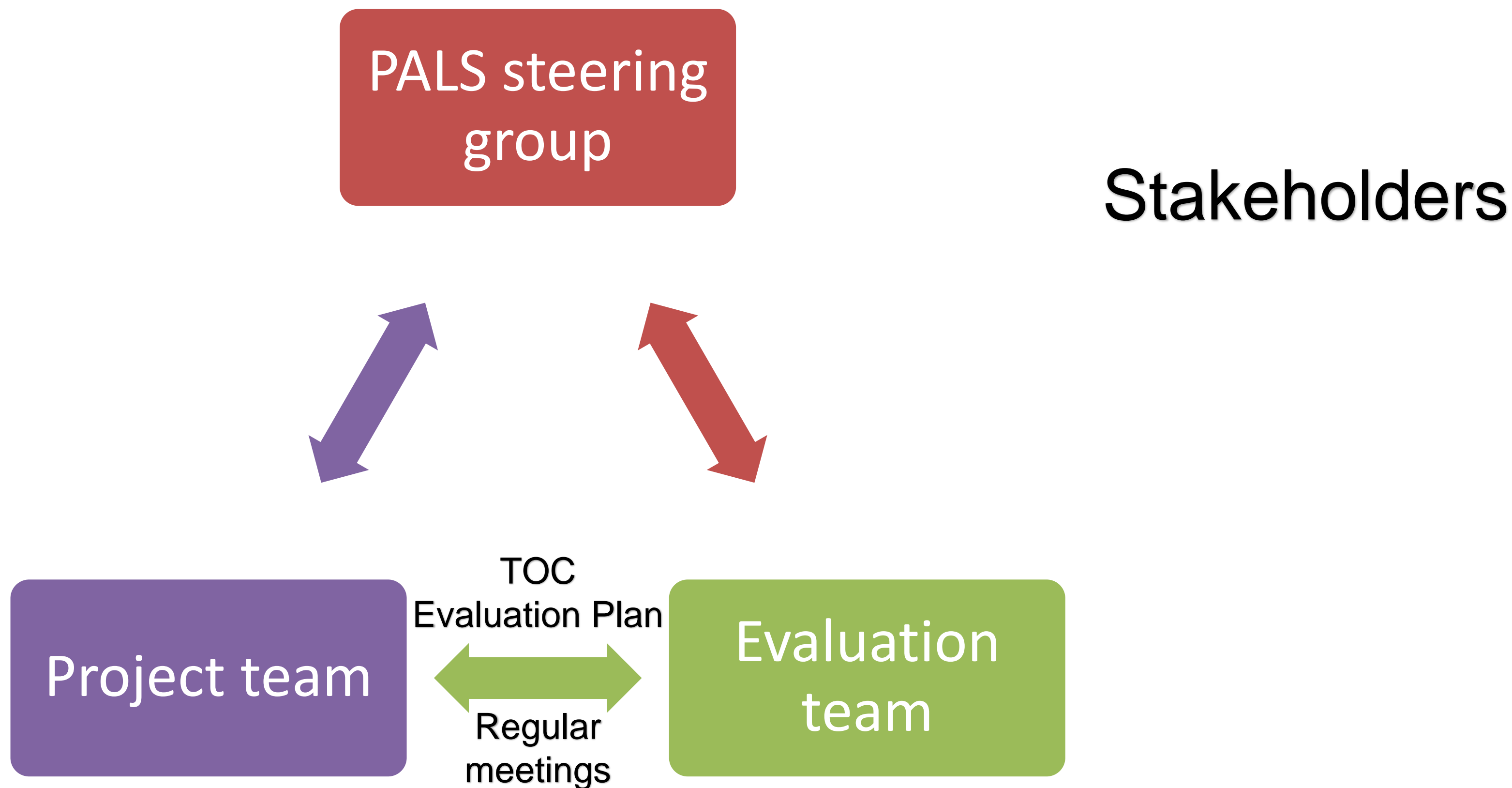- An implementation and process evaluation is embedded in the interventions.

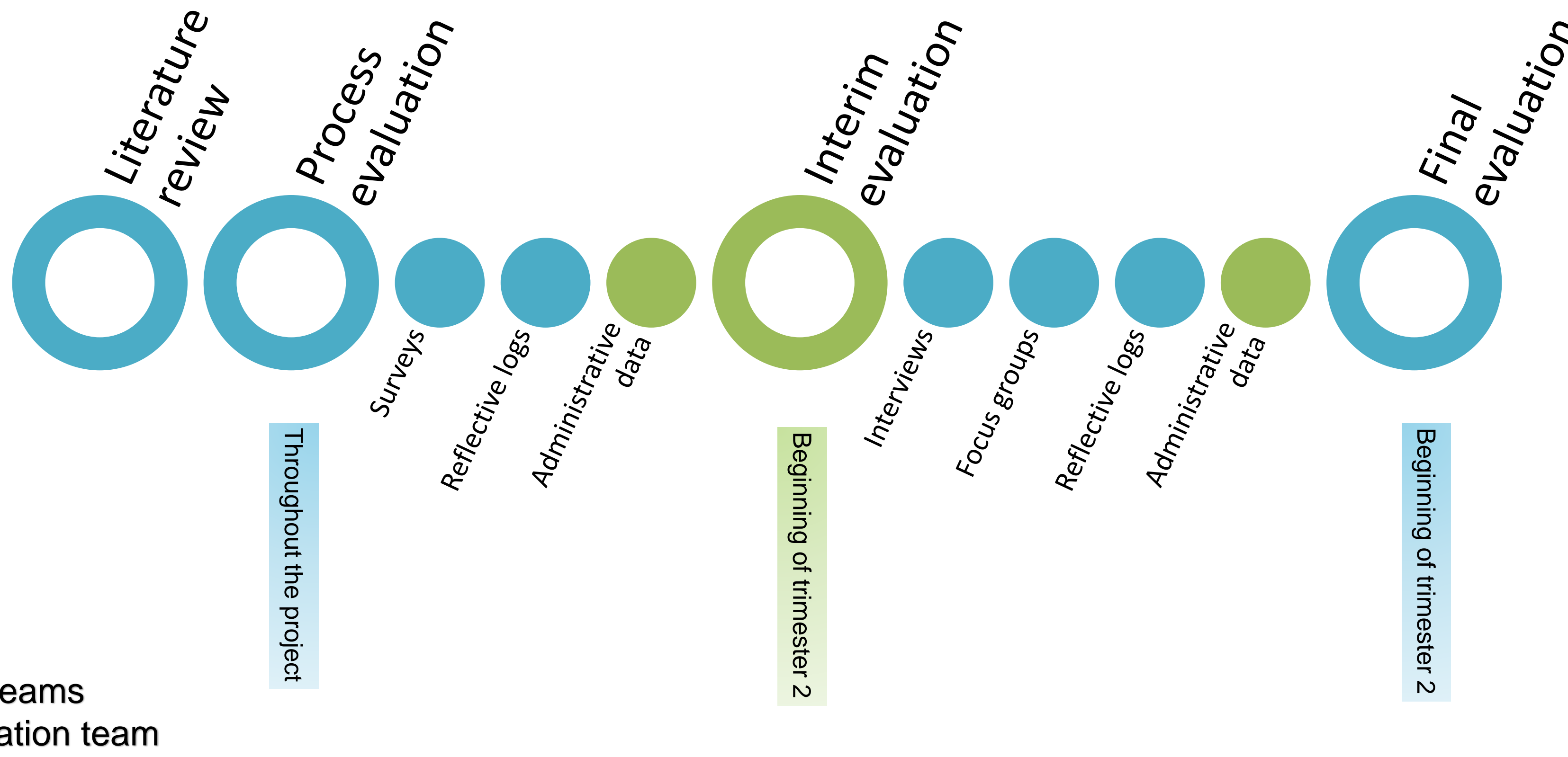# A collaborative example: Peer Assisted Learning at Salford (PALS)

A collaborative example: Peer Assisted Learning at Salford (PALS)

Stakeholders

- PALS steering group
- Project team
- Evaluation team
- TOC Evaluation Plan
- Regular meetings

Collaboration between the project team and the evaluation team

Literature review

Process evaluation

Surveys

Reflective logs

Administrative data

Throughout the project

Interim evaluation

Beginning of trimester 2

Interviews

Focus groups

Reflective logs

Administrative data

Final evaluation

Beginning of trimester 2

Both teams
Evaluation team

Benefits of collaboration

- Ensure process and impact evaluations work together for success
- Deepen understanding of what is normal and what is not
    - √ Should we worry about low engagement?
    - √ Is it a failure when the expected increase does not happen?
- Generate discoveries
    - √ Reflective logs: from thematic analysis to ground theory
    - √ Collaborative analysis: new knowledge being produced
- Learn and improve through mistakes
    - √ A better method to evaluate Level 4 students' intermediate outcomes
    - √ Less is more

Collaboration for impact
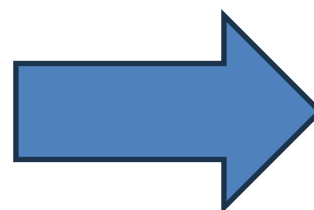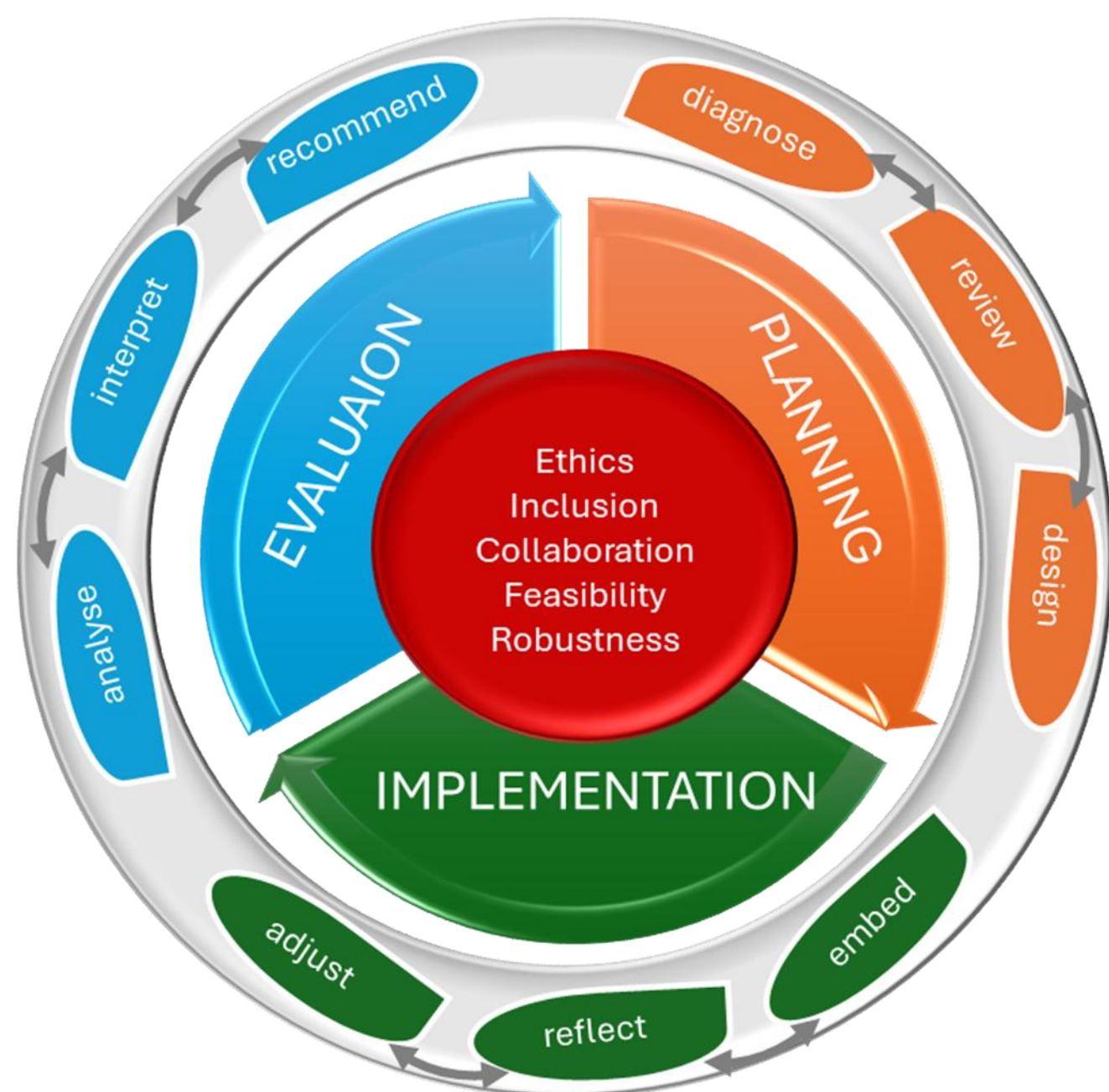
Braid implementation and evaluation together

PALS outcomes

- PALS sessions engaged over 90% of students from different WP backgrounds in the two programmes (courses).
- PALS participants attended substantially more lectures or other academic activities in their timetables than the control groups.
- Statistically significantly higher percentage of PALS participants passed all modules than the control groups.
- All the Level 5 peer leaders employed the skills that they learned from the training sessions to facilitate the PALS session. Throughout the journey, they developed confidence and resilience in adopting a student-centred approach to fostering a learning community and inspiring the personal and professional development of Level 4 students.

Thank you!

Contact me

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