

First Chances Fife Evaluation Invitation to Tender

The Robertson Trust is commissioning a retrospective evaluation of the last three years of First Chances Fife (FCF): a programme aimed at supporting young people to achieve their full potential as they progress through education.

Introduction and background

First Chances Fife (FCF) works with P7 to S6 pupils, encouraging them to develop their skills, motivation and self-esteem in order to achieve their full potential as they progress through their education. Each year pupils follow a specially designed programme, culminating in an annual summer activity held at either the University of St Andrews or Fife College.

First Chances Fife is a programme collaboratively funded by the University of St Andrews, Fife College, the Robertson Trust, the Scottish Funding Council and Fife Council.

The programme is delivered through a series of workshops and events by schoolteachers as well as University and college staff, supported by current students from the relevant institution. Pupils develop their learning in literacy, numeracy, science and technology as well as reflective thinking and critical analysis.

Reach

FCF is unique in that it is a partnership located in a local authority with one regional college and one university. In August 2020, 1,238 school pupils were on the FCF programme. They came from 17 partner high schools throughout Fife.

Targeting

FCF is targeted at young people who are most likely to face barriers in attending further and higher education. FCF works closely with schools to ensure they are identifying and targeting the programme to the people who will benefit most.

An interim evaluation in December 2020 found that:

- 40% of S3 pupils on the programme were eligible for free school meals
- 66% of S3 pupils were in a family where no one had been to University
- 81% of S3 pupils were in areas of high deprivation (SIMD 20)

FCF is also targeted towards schools pupils who are currently in care or who are young carers.

First Chances Fife Programme

The programme offers a range of opportunities for targeted school pupils to become engaged and supported in education. Appropriate activities are offered for different age groups and are delivered by a range of partners. Activities are delivered by the principal teacher in a school setting, Fife College, St Andrew’s University or ‘REACH’; this is a programme at St Andrew’s University designed to support pupils in S4-S6 in Fife who wish to study Medicine, Economics, Management or Psychology.

FCF is a programme designed to progressively builds up confidence, knowledge, and aspiration. The programme starts with a focus on literacy and numeracy in primary 7 before developing a focus on STEM subjects in S1 and global contexts in S2. Mentoring from an university student is introduced in S3 as well as researching a topic and writing an essay. Starting from S4 pupils are offered tutoring support and homework support from university students. S4-S6 has more of a focus on taster sessions for subjects that can be studied at university and support about how to apply for higher education.

Throughout the programme there are opportunities for parents and carers to become involved. All years of the programme starts with a ‘parent information’ session in September and in the senior phase of school there are activities directed towards parents about how to support their child with choosing and applying to university.

A full break down of all the activities that make up the FCF programme is available in appendix 1.

As with all university and college programmes delivered in partnership with schools, FCF had to respond to the covid pandemic by altering its model of delivery. All elements of the First Chances Fife programme have been converted to online delivery where possible. Due to Covid-19 restrictions, the opportunity for pupils to shadow current university students was cancelled. Instead, FCF offered pupils the opportunity to be paired with a subject specific mentor if requested and delivered ‘Speak to a Student’ online sessions. FCF also developed new initiatives of ‘Ask an Academic’ which were sessions designed to highlight topics that you can study at university and the careers in these subjects.

Outcomes

The overall goal of First Chances Fife is to support targeted young people to develop their skills, motivation and self-esteem which will support them in progressing through school and into further or higher education. Within this, the programme also contains several objectives.

Time	Objectives
Short-term objectives	<ul style="list-style-type: none"> • Develop academic skills – numeracy, literacy, critical thinking, communication. • Develop support network outside of school and family, ie, mentors, tutors, FCF staff

	<ul style="list-style-type: none"> • Develop knowledge on studying in higher education • Have improved self-confidence with their studies and academic ability
Medium-term objectives	<ul style="list-style-type: none"> • Improve attainment at school • Feel that aspirations are raised • Develop skills needed for further study – drive, self-motivation, time-keeping • Develop skills to make successful applications to further and higher education
Long-term objectives	<ul style="list-style-type: none"> • Reach more positive post-school destinations • Have positive career opportunities • Improved life chances

Internal monitoring and evaluation

First Chances Fife is evaluated internally with feedback from young people and monitoring of attendance and engagement.

FCF currently monitor:

- Number of workshops for each school
- Number of pupils attended each workshop
- Number of pupils on programme
- Number of pupils engaged with mentoring
- Background information for pupils to understand targeting
- Feedback initiatives for S4-S6. These are:
 - Tutoring sessions
 - 'Introduction to...' sessions
 - Exam study skills session
 - 'Ask a GP' session
 - 'Preparing for the future' session
- Data on pupil's attainment in exams
- Data on pupil's destinations after school which is provided by Fife Council

Evaluation Details

The Robertson Trust is commissioning a retrospective evaluation of the last three years of First Chances Fife.

Now that FCF is at the end of a funding cycle, we are looking to review the programme and inform long-term development.

Aims of Evaluation

The aim of the evaluation is to understand:

- To what extent did the intervention being delivered achieve its proposed goals and outcomes. In addition, did the intervention achieve unplanned positive outcomes for the pupils?
- To what extent did the programme influence the positive destinations of the young people involved?
- Which parts of the programme are contributing the most to supporting young people towards reaching the desired outcomes of the programme? Are there parts of the programme that are seen as more useful than others? What parts of the programme deliver greatest value and positive impact to the pupil? What parts of the programme deliver least value/impact to the pupil?
- Reflections on how the programme could be changed or improved – what's working well and what could be improved?
- Learnings from the programme and the specific model that FCF can use. What learning can the programme usefully share with other similar organisations?
- To what extent did Covid-19 impact on the programme. What lessons can be learnt from the amendments made to the programme due to delivery restrictions?

Outputs

We anticipate that there will be a full report produced at the end of the evaluation along with a summary report that highlights the key findings. These will be shared with a range of audiences so should be written in plain English as much as possible.

Alongside this, the commissioned evaluation team may identify other, more creative, outputs for specific audiences. Suggestions can be included in the proposal or discussed with the commissioning team as the evaluation progresses.

Proposed Methodology

The commissioned evaluation team will have access to the data and feedback already collected by First Chances Fife team. Alongside this we would expect to see a mixture of qualitative and quantitative data that will answer the evaluation questions. This might include:

- Data collection from pupils which is in addition to our usual monitoring and evaluation activities.

- Data collection from teachers and parents.
- Working with staff from First Chances Fife to understand the successes or the programme and areas to improve.
- Analysis of data from external sources about positive post-school destinations and -if possible- counterfactual analysis of similar groups who did not take part in the programme

Details about the methodologies you will use should be included in your proposal.

In Scope	Out of Scope
<p>Data on the experiences of current programme participants</p> <p>Data and evaluation feedback already collected by the FCF team</p> <p>Data on destinations of pupils including from Fife Council</p> <p>Data collected from teachers, families and FCF staff.</p> <p>Research on the 'model' of delivery</p> <p>Insights for longer-term developments</p>	<p>Data from young people who have left the FCF programme</p>

Relationships, Roles and Responsibilities

This evaluation has been commissioned by The Robertson Trust, which is one of the funders of First Chances Fife. The Learning and Communications Team at the Trust will oversee the delivery of the evaluation contract and manage payments. They will be the main point of contact for the evaluation contract and will organise meetings to update the FCF team on the evaluation and its outputs.

Budget

The proposed budget for this evaluation is £20k excluding VAT. Proposals will outline a clear breakdown of costs including day-rates.

The tender process

Proposals

The deadline for proposals is **5pm on Monday 5th September 2022**.

The proposals should contain:

- Proposed evaluation methods and approach including your rationale and highlighting any limitations and assumptions.
- Ethical and data protection considerations.
- A risk register with clear mitigation measures.
- Project management approach.
- Work plan/ timetable.
- Team member(s) roles and responsibilities, including C.V.s for everyone who will be involved with the evaluation.
- Examples of other relevant projects in education, especially school, college or university-based examples.
- A breakdown of the total cost of the work (inclusive of VAT where it applies).

Proposed Timeline

The proposed timeline for the evaluation is between November and February 2023. The findings will be shared and used in early Spring 2023.

Activity	Suggested Date
Deadline for proposals	5 th September 2022
Interviews	Wk beginning 26 th September 2022
Sign off on provider	Wk beginning 3 rd October 2022
Inception meeting	Wk beginning 10 th October 2022
Sign off on evaluation plan	Wk beginning 10 th October 2022
Data collection	October, November, December 2022
Final outputs due	End-January 2023

Selection Criteria

The evaluation panel will individually score your bid against the pre-determined scoring criteria. The evaluation panel will rank bidders' proposals by total score in order to determine who to invite to interview.

Criterion	Weighting
Understanding and experience of delivering required evaluation approach and methods	30%

Criterion	Weighting
Experience of working on similar multi-partner projects and of education sector	20%
Project management approach (clear roles and responsibilities, work plan, risk mitigation)	20%
Relationship management approach	10%
Value for money	10%
Ethical and data protection consideration	10%
Total	100%

Further Information

For queries or if you would like to express an interest in this evaluation please email Cassy Rutherford (Learning and Communications Manager at The Robertson Trust) at cassy.rutherford@therobertsontrust.org.uk

Appendix 1: First Chances Fife Programme Summary

Primary 7 Programme

First Chances Fife begins in Primary 7. The programme is focused on numeracy and literacy. All pupils received a welcome pack and kindles were distributed to all primary schools involved.

Delivery Partners			Activity
University	Principal Teacher	College	Parent information sessions (September): Parent information sessions are held for P7 pupils, parents and carers to introduce them to First Chances, explain the programme of activities for the year as well as give them the opportunity to ask any questions.
Principal Teacher			Teachers meet schools, establish points of contact and share guidebooks with schools.
University			Books and Blogs (October - December): All pupils invited to a kindle online session and have received a welcome pack. Pupils have regular contact with principal teachers. Pupils are tasked with reading 5 or more books, producing book reviews through the medium of blogging and completing book quizzes. Blog sessions are scheduled to be run online in February 2021,

S1 Programme

S1 pupils are introduced to the World of Science, focusing on an interactive learning experience to increase their understanding of scientific ideas, approaches and principles. Pupils also become familiar with the range of careers available to STEM graduates and the impact on society of new developments in science.

Delivery Partners				Activity
University	Principal Teacher	College	Reach	Parent information sessions (September): Parent information sessions are held for S1 Pupils, parents and carers to introduce them to First Chances Fife S1 programme of activities for the year, give feedback on the previous year's programme as well as give them the opportunity to ask any questions.
University		Reach		Famous Scientist and Home Experiment Workshop - Medicine and Earth sciences, (October): Pupils were introduced to practical home experiments form Medicine and Earth Sciences, compressing in topics in Medicine, Geology, Biology and Chemistry. Experiments were

		supported by supplementary material (pre-recorded material) on their chosen experiment.
Principal Teacher		<p>Homework Session: Task: Pupils are asked to research a famous scientist and the item they invented. The famous scientists cover a variety of STEM careers and subjects. Pupils will use a template to write a about how the scientist showed that they had curiosity about the world and how things worked, what idea did they developed, what techniques they used to develop their scientific enquires and investigations. Pupils are encouraged to reflect and investigate what impact their scientific achievements had on the lives of others, environment and society and how they established a foundation for other to develop careers in a similar field. Principal teachers had supported pupils with their homework and evaluated progress. Feedback is given using a homework marking criteria framework.</p>
College		<p>Engineering and Built Environment Workshop (November): This workshop and learning pack aims to help pupils understand the job roles, processes, techniques, regulations and legal aspects involved in designing and building products, buildings and open spaces. Pupils are asked to participate in a collaborative task that helps identify and develop their STEM and personal skills, using present knowledge and research to design a building or open space.</p>
Principal Teacher		<p>Homework Session Task: Pupils are asked to design a dog kennel. They need to plan, research and describe the materials used and explain how they met the design brief.</p> <p>Homework support is provided by First Chances principal teacher and feedback is given using a homework marking criteria framework.</p>

S2 Programme

In S2 pupils will complete a one-year programme that seeks to improve and support their understanding of the theme “Living Local, Thinking Global”.

Through investigating the value of the local community in a global context,

pupils will explore key themes such as tourism, economics, anthropology and the environment. Pupils will research aspects of Scottish heritage and culture and compare it with other countries around the world.

Who Does What				Activity
University	Principal Teacher	Reach	College	<p>Parent information sessions (September): Parent information sessions are held for S2 Pupils, parents and carers to introduce them to the First Chances S2 programme of activities for the year, give feedback on the previous year's programme as well as offer the opportunity to ask any questions.</p>
Principal Teacher				<p>The Principal Teacher will support pupils through ensuring that schools and parents are aware of the programme and what is required of the pupils as they work towards completion of this year's unit.</p>
College				<p>Tourism and Environment (October - December): Fife College as part of First Chances Fife ran online activities based on the topic Tourism & Environmental Management for all S2 pupils on the programme. It took place in two sections - Part 1: Staycations and Part 2: Plastic Pollution. The purpose of the Staycation activity was to introduce the concept of holidaying locally to build on the local economy and find out more about the range of services available within the Fife area. The purpose of the Plastic Pollution activity was to look at the complex issues around recycling and the effect on the environment</p>
Principal Teacher				<p>Homework Session:</p> <p>Task 1: Pupils were asked to research and produce a report on tourism within Fife and the impact that this has.</p> <p>Task 2: Pupils researched and produced a report on plastic waste within Fife. Pupils were asked to consider ways to raise awareness on the issue and find out how volunteers and inventors contribute to solutions.</p> <p>The Principal Teacher monitors progress and provides pupils feedback on their work using a homework marking criteria framework.</p>

S3 Programme

S3 pupils complete a one-year project based on “Inspirational People” using the criteria provided. Pupils are assigned their own university student mentor and given access to [StAN](#), our secure online mentoring platform. Pupils are asked to complete a 1,500-word essay, present a five-minute PowerPoint presentation and complete a research logbook throughout their S3 year. Pupils must achieve a grade of 50 out of 100 to pass this part of the programme to progress and access support in their S4 year.

Who Does What				Activity
University	Principal Teacher	Reach	College	Parent information sessions (September): Parent information sessions are held for S3 pupils, parents and carers to introduce them to the S3 programme of activities for the year, give feedback on the previous year’s programme as well as give the opportunity to ask any questions.
Reach				Reach support (ongoing): Support is given to pupils who have chosen an inspiration person involving a REACH. Pupils are supported by a Reach coordinator throughout the year.
University		College		Welcome and Introductory Sessions (September – October): The event gives pupils an overview of what the S3 First Chances Fife programme involves and a chance to ask any question and meet the First Chances Fife team
University				Meet your Mentor (October) – These sessions gave pupils an opportunity to virtually meet their mentor who will work with them throughout the programme.
University				Q and A Sessions (October) – Opportunity for pupils to ask questions about the programme or their project
University				Website and StAN workshop (November): Pupils were given the opportunity to ask any questions that they may have about the S3 website and StAN, as well as giving pupils a run through of how to use these online resources.
College				Basic Introduction to PowerPoint: Practice PowerPoints (November): Pupils were given an overview on how to use PowerPoint for their presentations. Key tools and hints and tips were provided. The session was run on Microsoft team.

College	PowerPoint Hints and Tips (December): This session provided pupils advanced knowledge on how to use PowerPoint for their presentations later in the year. The session also provided an opportunity to ask questions about the task and receive additional support in their project.
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S4 Programme

Throughout the course of S4, pupils have access to a range of opportunities aimed at supporting their academic studies. Pupils gain further knowledge of Higher Education and have opportunities to expand their networks. Emphasis in S4 is placed on supporting pupils develop the necessary skills needed to succeed in their S4 examinations and give those interested in Reach subjects an introduction to these specific areas. National 5 revision resources were provided to all pupils that required them.

Who Does What			Activity
University	Reach	College	Parent Information Session (September): Parent information sessions are held for S4 Pupils, parents and carers to introduce them to the S4 programme of activities for the year, give feedback on the previous year's programme as well as give the opportunity to ask any questions.
University	Reach		Tutoring (every week of semester): Tutoring has been developed to be run online with pupils submitting topics that they wish to be covered at the subject specific tutoring session. Additional time is included in each session for any questions that arise.
University			Monthly submission (every month of semester): Pupils complete homework in National 5 Maths, English or a relevant subject they are studying. The student mentor will mark homework and feedback will be communicated via StAN.
University	Reach		Why University (September): This workshop provides an in depth look into the options and benefits of further education after school.
University			Exam study skills Day (October): Pupils are invited to online session and introduced to different exam study techniques as well as given an opportunity to practice these. .
Reach			Introduction to Medicine and Economics taster day (October): This session introduces pupils to the study of Medicine and Economics at university level via a series of activities.
University	Reach		Prelim Revision Weekend (November): This weekend provides subject specific tutoring and resources for pupils

		to revise for their prelims. It also provides focused workshops on Maths, English as well as various sciences.
University		Critical Thinking Workshop (November): This workshop introduces pupils to Critical Thinking and the relevance to many of their school subjects.
Reach		Introduction to Psychology and Management (December): This session introduces pupils to the study of Psychology and Management at university level via a series of interactive activities.

S5 and S6 programme

Throughout the course of S5 and S6 pupils have access to a range of opportunities aimed at supporting their academic studies. Pupils gain further knowledge of Higher Education and have opportunities to expand their networks. Emphasis in S5 and S6 is placed on developing knowledge and preparing for their future. Developing study skills for exams remains a key focus as well as continuing to raise pupil's aspirations and confidence levels. For those interested in Reach subjects more in-depth workshops and support is offered.

Who Does What		Activity	
University	Reach	Course Choice Support (August): Advice and guidance to pupils on course choice etc is offered following results day.	
University	Reach	Early deadline Personal Statement support (August-October): Advice and guidance is offered to those applying to Medicine/Dentistry/Oxbridge early in the cycle. Addition of 1 to1 appointments for pupils to provide additional support.	
University	Reach	College	Parent Information Session (September): Parent information sessions are held for S5 and S6 Pupils, parents and carers to introduce them to the S5-S6 programme of activities for the year, give feedback on the previous year's programme as well as give the opportunity to ask any questions. Pupils, parents and carers are given a brief overview to the UCAS application process.
University	Reach	Tutoring (every week of semester): Tutoring has been developed to be run online with pupils submitting topics that they wish to be covered at the subject specific tutoring session. Additional time is included in each session for any questions that arise.	
University		Monthly submission (every month of semester): Pupils complete homework in Higher Maths, English or a relevant subject they are studying. The student mentor will mark homework and feedback will be communicated via StAN.	

University	Reach	Applying to University This workshop provides a more in depth look at the UCAS application form and the personal statement for both pupils, parents and carers.	
University	Reach	Supporting your Child's Aspirations/ Application: Parent and Carers session on how to support their young person in applying to University.	
University	Reach	College	Writing a Competitive Application (September): This workshop provides a more in depth look at the UCAS application form and the personal statement for both pupils, parents and carers.
University		Preparing for the Future Workshop (October): Pupils are invited to the university open day (virtual) and encouraged to think about their future options and explore their next steps.	
Reach		MMI Preparation workshop (October): This workshop prepares pupils for their Medicine interview and allows them to practice activities in advance.	
University		Exam study skills Day (October): Pupils are invited to online session and introduced to different exam study techniques as well as given an opportunity to practice these. .	
Reach		Introduction to Medicine and Economics taster day (October): This session introduces pupils to the study of Medicine and Economics at university level via a series of activities.	
University	Reach	Personal Statement Support (October to January): personal 1 to 1 advice is offered via email or phone on the UCAS application process and personal statement	
University		Unsure of What I want to do/study (November): Interactive session comprising of three activities. Activity 1 got students thinking about what was important to them in a career and/or course. Activity 2 got students researching a website on how it could be used to investigate courses and careers in relation to their interests. Activity 3 was an example student scenario where the participants had to guide him through his research and reflect on how understanding one's interests and good research can lead to better decision making. Students can then take the skills and knowledge learned to research and evaluate their fit for courses and careers.	
Reach		Introduction to Psychology and Management (December): This session introduces pupils to the study of Psychology and Management at university level via a series of interactive activities.	
Reach		Ask a GP Session: Online information session about General Medicine. Sessions developed in place of	

student shadowing. Q and A for pupils to ask GP about role and general medic questions