

Ipsos UK

Address	Key contacts
3 Thomas More St London E1W 1YW	Kim Bohling – Kim.Bohling@ipsos.com Jessica Ozan – Jessica.Ozan@ipsos.com

Experience in Educational Data Collection

Ipsos has extensive experience collecting primary data for large-scale, complex research and evaluation projects that explore societal challenges and test interventions for children and young people (CYP). We are a trusted partner for major government departments, academic institutions, and foundations, including the Department for Education (DfE), NHSE, Sport England, University College London (UCL), and the Youth Endowment Fund (YEF). Our work consistently involves measuring academic attainment, cognitive skills, and crucial secondary outcomes like socio-emotional development and wellbeing, with a deep commitment to culturally competent data collection.

Crucially, we currently sit on the Evaluator Panel and multiple members of our core team have been involved in the delivery of EEF studies, holding responsibility for drafting protocols, Statistical Analysis Plans (SAPs), data collection tools, and reports. This gives us a deep, practical understanding of EEF's standards and processes.

Specific Measures and Subjects:

Our teams are highly experienced in administering a wide variety of validated and standardised assessments. We work closely with programme developers and delivery partners during co-design periods to ensure consensus on outcome measures. Our experience includes:

- Attainment and Cognitive Skills:
 - Numeracy screeners (e.g., Nonsymbolic comparison task, symbolic magnitude comparison task),
 - British Ability scales (e.g., Naming Vocabulary, Picture Similarities),
 - Clinical Evaluation of Language Fundamentals Basic Concepts,
 - Progress in Reading Assessment (PIRA),
 - Renfrew Bus Story,
 - Writing Assessment Measure,
 - Home Learning Environment index with parents of 3-4 year olds, a series of assessments to measure young children's fine motor skills, emerging memory and self-regulatory skills,

- Assessment of financial literacy for children aged 4 to 6,
- Climate Literacy survey for pupils in Year 11.
- Additionally as part of the Millennium Cohort Study we have assessed young people's risk-taking via the Cambridge Gambling Task, spacial working memory and vocabulary and numeracy skills;
- Attitudinal and Behavioural:
 - The School Connectedness Scale,
 - Brief Resilience Scale (BRS),
 - Problem Behaviour Frequency Scale,
 - ARTIC scale (attitudes related to trauma-informed care),
 - Attitude to Employment Work Opinion Questionnaire (WOQ);
- Wellbeing and Mental Health:
 - Strengths and Difficulties Questionnaire (SDQ),
 - Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS),
 - General Health Questionnaire (GHQ12),
 - Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE),
 - ONS4 wellbeing measures.

Year Groups:

We have proven, large-scale experience across all specified year groups, including direct involvement from our team members in EEF trials at KS1 (Maximising the Impact of Teaching Assistants, First Thing Music, Speech Bubbles), KS2 (Accelerated Reader, Catch Up Literacy, Craft of Writing), KS3 (Fit to Study, Community Apprentice), and KS4 (English Mastery).

- Early Years (2-5): A core focus of the Children of the 2020s study and the evaluation of DfE's Family Hubs Transformation Fund. Team members have also worked on EEF EY trials such as Family Skills and the REAL Programme.
- Primary (5-11): Covered in the Active Lives Children and Young People Survey, the School Health Research Network Survey in Wales, and the UK Millennium Cohort Study.
- Secondary (11-16): A key focus of numerous projects, including two current YEF trials in secondary schools involving over 1,000 pupils each and covered by the EOPS-Secondary longitudinal study for the Department for Education and the Smoking, Drinking and Drug Use study for NHS England.
- 16-19+: A primary audience for the National Student Survey and the evaluation of the DfE's 16-19 Tuition Fund. Team members have also worked on EEF post-16 trials like the Basic Maths Premium Pilot.

Specialist Areas:

Our work frequently involves engaging with specific populations and demonstrates our capability in specialist areas:

- **Engaging CYP from Minority Ethnic Backgrounds:** A proven track record in our YEF trials in secondary schools of ensuring diverse voices are heard through both representative and targeted sampling. We often work with Youth Advisory Boards to ensure our materials are accessible, relevant, and inclusive.
- **Socio-economic Disadvantage:** Many of our projects, including our team's prior EEF work, have focused on closing the attainment gap and improving outcomes for disadvantaged children, for example Children of the 2020s includes a boost among families living in disadvantaged areas as a key objective is to identify educational inequalities in the early years, and EOPS-Secondary included a boost among families receiving free school meals.
- **Engaging Practitioners:** We have extensive experience engaging education professionals as key gatekeepers for successful data collection and as research participants themselves, as shown in our School Support Staff survey, School Readiness Survey, High Performing Middle Leaders Evaluation. Additionally, Children of the 2020s includes a survey of the child's childcare provider and EOPS-Secondary includes a survey of the young person's class teacher.
- **Data Linkage:** We have robust processes for managing consent and linking survey data to national administrative datasets, including the National Pupil Database (NPD) and the Individualised Learner Record (ILR). Securing consent for linkage to NHS and education records is a key part of our large-scale longitudinal studies.

Assessment Types and Modality:

We are highly flexible and proficient in various data collection modalities:

- **In-person data collection of cognitive assessment data using Computer Assisted Personal Interviewing** by highly trained interviewers. This approach uses a complex script with programmes stopping and starting rules and routing. We have also collected in-person cognitive assessment data using external software providers such as Delosis, Psytools and Test my Brain. We have also administered a financial literacy measure to 4-6 year olds using a comic strip to guide the assessment.
- **Whole Class:** We regularly use online and paper surveys for whole-class administration, such as for the Active Lives Survey and the School Health Research Network Survey.

- **Mixed-Mode and Remote Systems:** We are experts in designing and implementing sequential mixed-mode approaches (online, telephone, paper, face-to-face) to maximise response. We use our School Liaison Officers to advise on best practice for engaging schools across our projects. We also form Youth Advisory Boards to provide feedback on research tools and help interpret findings, which enhances participation and response rates.

Scale of Data Collection Activities:

We have the operational capacity and one of the largest in-house data collection operations in the UK to manage data collection on a national scale.

- **School Health Research Network Survey:** Annually surveys c.130,000 pupils in Wales.
- **Active Lives Children and Young People Survey:** Annually surveys c.122,000 pupils in England.
- **National Student Survey:** Annually surveys over 450,000 undergraduates.
- **COVID-19 Parents Childcare Surveys:** Surveyed 2,000 parents of children aged 0-4.
- **Children of the 2020s:** Surveyed c. 6,000 families with a 9 month old child in-home.

We can also deliver smaller scale projects, such as the pilot for children's financial literacy assessment that included 382 face-to-face interviews across 28 schools in the UK, and have a qualitative research team with over 50 years of experience. Services include conducting in-depth interviews, focus groups, ethnographic research, and diary studies.

Field Force Capacity and Expertise

Field Staff Availability

Ipsos has one of the largest in-house data collection operations in the UK. For example, we have:

- 546 highly trained, face-to-face (CAPI) interviewers across all four countries of the UK
- 200 telephone (CATI) stations and 750 fully trained telephone interviewers
- Two of the largest online panels in the UK:
 - a standard access panel with over 300,000 members
 - a high-quality random probability panel – the UK KnowledgePanel which can be used to target low incidence groups
- An extensive omnibus service (online, telephone)

Recruitment and Qualifications

Our teams are comprised of highly qualified evaluators, statisticians, economists, and social researchers. All staff members conducting fieldwork in educational settings, such as test administrators, have a Disclosure and Barring Service (DBS) check.

- **Training and Supervision:** All staff undergo mandatory quality, compliance, and information security training upon joining, as well as specific training on Equity, Diversity, and Inclusion (EDI) and unconscious bias. For specific projects, we deliver bespoke training on data collection processes and relevant subject matter. For example, the team for the Trauma-Informed Schools UK evaluation attended specialist webinars on respecting and celebrating diversity in schools. This ensures our field force is not only technically proficient but also culturally competent and ethically aware.
- **Geographical Reach:** Our operational capacity is UK-wide. We have a proven track record of delivering national projects across England, Wales, Scotland, and Northern Ireland, as well as targeting specific regions, local authorities, or even individual cities as required by the research design.

Communication Systems

Ipsos employs a structured and proactive communication strategy, managed by dedicated roles to ensure clear, consistent, and effective engagement with both educational settings and evaluation partners.

Schools and settings

Our approach to communicating with schools, early years settings, and post-16 providers is built on decades of experience and is designed to minimise burden and maximise engagement.

- **Dedicated school liaison roles:** We use a dedicated School Liaison Officer across our school-based projects. This role is critical for ensuring our recruitment and data collection methods are well-adapted to the specific context of educational settings. They provide expert advice on best practice for engaging schools, drawing on our extensive experience.
- **Clear and accessible communication channels:** For each project, we establish clear and accessible points of contact. This typically includes a dedicated project inbox and a freephone number, allowing staff, parents, or young people to contact us directly with queries or for support in completing data collection activities.
- **Systematic engagement process:** Our highly experienced field team manages the entire school engagement lifecycle. This includes initial recruitment, confirming participation, managing data sharing agreements, scheduling all visits, and conducting systematic

follow-ups to ensure high response rates. We use clear templates and proformas to ensure all communication is consistent and professional.

Evaluators

We view our relationship with evaluators as a partnership and prioritise transparent and collaborative communication from project inception to completion.

- **Centralised project management:** Every project is assigned a Project/Trial Manager (PM) who serves as the primary point of contact for the evaluator. The PM is responsible for coordinating all project activities, handling day-to-day communication, ensuring timely delivery of milestones, and flagging any issues promptly to the evaluation team.
- **Collaborative by design:** We have a long history of working successfully in partnership with other organisations. Our process begins with a co-design phase where we work closely with evaluators to agree on the approach, define clear roles and responsibilities, and ensure our data collection strategy aligns perfectly with the evaluation's objectives. We welcome collaborative development of data collection tools and maintain regular catch-ups throughout the project.
- **Proven partnership experience:** Our ability to communicate and collaborate effectively is demonstrated in our work with numerous evaluation partners, including Manchester Metropolitan University and the University of Kent on YEF trials, the Education Policy Institute on post-16 evaluations, and as a subcontractor to Ecorys for the Evaluation of Family Hubs.

Quality Assurance Strategies

Ipsos embeds rigorous quality assurance at every stage of the project lifecycle, from design to data delivery, underpinned by internationally recognised standards and a culture of continuous improvement.

Strategies to improve response rates and data quality

Our approach focuses on proactive, user-centred design to maximise engagement and data quality.

- **Co-production and piloting:** We regularly set up Children and Youth Advisory Boards to meaningfully involve young people in the design of data collection tools. This, combined with our standard practice of cognitive testing and piloting materials, ensures that our surveys and assessments are accessible, appropriate, and minimise participant burden.
- **Inclusive design:** We design all surveys with diversity and inclusion in mind, developing accessible, easy-read materials or translations where needed. We draw on expertise

from our internal Inclusion & Diversity Research Hub to ensure our methods are suitable for all participants.

- **Systematic engagement:** Our dedicated School Liaison Officer and experienced field teams use proven methods to recruit and retain settings, while our use of dedicated project in-boxes and freephone numbers provides clear support channels for participants, all of which contributes to higher response rates.
- **Strategic over-recruitment:** Where appropriate, we strategically over-recruit specific groups, recognising that engagement levels can differ. This mitigates the risk of under-representation in the final dataset.

Dealing with complications in data collection

We employ a robust, technology-driven approach to manage data quality and resolve complications during fieldwork. Our process includes:

- **Real-time checking:** We utilise a proprietary data quality checking tool that runs against live survey data from the start of fieldwork. This tool is programmed to check for logical inconsistencies, particularly those arising from complex routing in online surveys (e.g., "snapbacks," where a respondent changes an earlier answer, leaving orphaned data). The tool generates detailed reports that allow us to identify and review any anomalies immediately.
- **Collaborative and transparent cleaning:** Our approach to data cleaning is systematic and agreed upon in full partnership with the evaluator. We create a "data edit specification" document that outlines all cleaning rules. Our standard recommendation is a "forward-step" process, where we programmatically clean data based on the respondent's final pathway through the survey. For example, if a respondent's final answer makes a set of questions irrelevant, any data in those questions is cleaned out.
- **Handling ambiguity:** In rare cases where an anomaly makes it impossible to determine the respondent's true intention, we do not make assumptions. Instead, in agreement with the evaluator, we create a new "missing value" code to flag that the data is ambiguous, ensuring full transparency in the final dataset.

Mechanisms for checking data accuracy

Data accuracy is ensured through our comprehensive Business Excellence System (BES), which outlines mandatory procedures and minimum standards for every project.

- **Accredited processes:** Our quality management systems are externally audited and certified against international standards, including ISO 20252 (the specific standard for market and social research), ISO 9001 (quality management), and ISO 27001 (information security).

- **Systematic checks:** We conduct internal audits, external certification audits, and monthly spot-checks to ensure full compliance with our quality procedures.
- **Senior oversight:** Every project is assigned a Quality Director (QD), a senior staff member who reviews and signs off on all key materials and deliverables. This ensures that every output meets our highest standards before it reaches the evaluator.

Mitigation strategies for increasing capacity

We have a robust and flexible resourcing model. Should a project require a rapid increase in capacity, we can draw upon our wider pool of over 300 experienced mixed-methods researchers within the Ipsos Social Research Institute.

Project Leadership

All EEF data collection projects will be overseen by our most senior and experienced staff to ensure strategic direction and flawless execution. Our project management structure ensures clear lines of accountability, with a Principal Investigator, a Quality Director (QD), and a dedicated Project/Trial Manager (PM) assigned to each study.

Key leadership staff: The overarching responsibility for data collection processes would be held by our senior leadership team within the Education, Children & Families (ECF) unit and our Survey Research Methods Centre. Key staff include:

- Dr Jessica Ozan (Head of Education, Children & Families)
- Kim Bohling (Associate Director, Education, Children & Families)
- Tom Huskinson (Head of Methods Centre)
- Sarah Knibbs (Director, Longitudinal Survey Expert)
- Luisa Gomes (Survey Manager)
- Lottie Hayes (School Liaison Officer)

Summary of relevant experience: Our leadership team has extensive, hands-on experience managing large-scale assessments and working directly with schools, colleges, and early years settings.

- Jessica Ozan has led numerous surveys, pilot studies, and trials on behalf of DfE, YEF, EEF, and Foundations, overseeing everything from protocol development to final reporting. She is a core member of Ipsos's in-house Ethics Group, ensuring all projects adhere to the highest ethical standards.
- Kim Bohling has led multiple EEF trials that require complex data collection with pupils and teachers, including a suite of 5 trials requiring data collection with 8500 pupils in 400 primary schools. As a former primary school teacher, she brings particular

expertise in training fieldworkers to conduct pupil assessments accurately, sensitively and ethically.

- Tom Huskinson and Sarah Knibbs have deep expertise in conducting major longitudinal cohort surveys involving children, such as the Children of the 2020s study and the UK Millennium Cohort Study. They provide expert guidance on all projects where surveys are used for outcome measurement.
- Our project delivery is further supported by dedicated managers like Luisa Gomes who specialises in surveys and School Liaison Officers like Lottie Hayes.

Previous work with EEF and similar organisations: We have a significant and direct familiarity with EEF's standards and ways of working.

- Crucially, multiple members of our core team have been involved in the delivery of many EEF studies. This includes staff like Kim Bohling (former EEF Head of Evaluation and involved with design, delivery and data collection across 10 EEF projects), Rodrigo Torres and Facundo Herrera (both senior economists with experience across 3 EEF evaluations each). We also currently have two live EEF evaluations – an efficacy trial in secondary schools (PI: Jessica Ozan) and a 16-19 Setting Choices project (PI: Kim Bohling).
- This direct experience means our team is already knowledgeable of key EEF guidance, including the Implementation and Process Evaluation Handbook and the Trial Protocol and SAP templates.
- Ipsos also has delivered multiple evaluations for the Youth Endowment Fund, Youth Futures Foundation, and Foundations, which have required data collection with young people and follow similar guidance to the EEF.

Additional Data Services Offered

Beyond primary data collection, Ipsos offers a comprehensive suite of in-house services to support every stage of the research and evaluation lifecycle. Our teams of specialists can be commissioned to provide the following services, either as part of an integrated data collection project or as standalone offerings.

- Secondary data linkage and analysis: Our team includes numerous ONS SRS accredited researchers who are highly experienced in linking primary data with national administrative datasets, including the National Pupil Database (NPD), the Individualised Learner Record (ILR), and the Longitudinal Educational Outcomes (LEO) database.
- Marking, coding, and data processing: Our Data Processing Team manages all aspects of data preparation, including survey scripting, data cleaning, combining datasets, and coding open-ended survey responses for analysis.

- **Economic evaluation:** We have a strong team of senior economists who can conduct a wide range of economic analyses, including Cost-Benefit Analyses (CBA), cost modelling, and Value for Money (VfM) assessments, following HM Treasury Green Book guidance.
- **User Experience (UX) research:** Our specialist UX team can be engaged to conduct research to improve the usability and accessibility of interventions or digital tools. Methodologies include usability testing, journey mapping, expert reviews, and prototyping.
- **Survey and assessment design:** Our in-house Survey Research Methods Centre provides expert advice and guidance on the design of robust surveys and other data collection instruments.
- **Digital tools and platforms:** We use proprietary and industry-leading platforms for our work. This includes:
 - **Dimensions:** Our global survey scripting and data processing platform, used to create high-quality, user-friendly online surveys.
 - **Ipsos AppLife:** Our platform for conducting digital diary studies, allowing for in-the-moment data capture from participants.

Cost Model and Pricing Structure

Ipsos is committed to providing transparent, detailed, and competitive pricing for all data collection projects. We recognise that costs can vary significantly depending on a range of project-specific factors, and we work closely with evaluators from the outset to develop accurate, tailored costings that support informed decision-making.

When developing cost estimates for EEF data collection projects, we consider the following variables:

- **Geographic spread of settings:** A critical parameter. Concentrated settings allow multiple visits per day, significantly reducing travel time and cost. Widely dispersed settings (e.g., rural early years providers) increase per-setting costs.
- **Number of settings and learners:** Economies of scale apply. Larger projects benefit from reduced unit costs for training, project management, and materials.
- **Assessment length:** Longer assessments (e.g., 30 minutes vs. 15 minutes) reduce the number of assessments deliverable per day, increasing per-pupil costs.
- **Type of setting:** Early years and post-16 settings often require more tailored engagement and specialist training, which can increase costs compared to primary or secondary schools.
- **Mode of delivery:** Online/remote data collection typically has lower per-unit costs than in-person administration. Paper-based assessments incur additional printing, distribution, and data entry costs.

- Test window flexibility: Tighter timeframes or fixed slots reduce scheduling efficiency; longer, flexible windows improve cost-effectiveness.
- Training requirements: Face-to-face training is preferred for quality assurance but is more expensive than online training. Complex or specialist assessments require more extensive training investment.
- Mop-up requirements: We typically build in assumptions for follow-up visits (mop-ups) to maximise response rates. The number of anticipated mop-ups is agreed with evaluators during scoping and affects overall cost.

Our Approach to Pricing

We believe accurate pricing requires a clear understanding of project requirements. Our approach ensures evaluators receive bespoke, transparent quotes:

1. Scoping discussion: We begin every potential project with an informal conversation to understand the evaluator's requirements, timeline, and constraints.
2. Detailed specification: Based on this discussion, we work with the evaluator to develop a clear statement of requirements covering all key parameters (settings, learners, assessments, timelines, training, data handling).
3. Fixed-price quotation: We then provide a comprehensive, fixed-price quotation with full cost breakdowns, enabling like-for-like comparison with other suppliers.
4. Transparent assumptions: All quotations clearly state our assumptions (e.g., anticipated response rate, number of mop-up visits, training format) so evaluators can adjust if needed.

Ipsos UK is VAT registered. Our default pricing is provided on an ex-VAT basis, with VAT charged at the prevailing rate (currently 20%). At the point of tendering, we are happy to discuss the legal basis for supply. Where the supply meets specific criteria—for example, where services are funded by a direct charitable grant or fall within HMRC's definition of examination services supplied to an eligible body—the supply may be outside the scope of VAT or VAT exempt. In such circumstances, we would require written confirmation from the contracting party of their eligibility status and the nature of the supply. We are also happy to provide indemnification arrangements where required to protect against any subsequent HMRC challenge to the VAT treatment.

Ipsos is committed to supporting high-quality educational research that benefits disadvantaged children and young people. We are open to discussing preferential rates or volume discounts for EEF-commissioned work, particularly for:

- Multi-year or repeat projects that allow for efficient resource planning
- Large-scale projects with significant economies of scale
- Projects where Ipsos is engaged as a strategic partner alongside evaluators

We welcome early conversations with evaluators to explore how we can deliver maximum value within available budgets.

Data Protection

Ipsos is fully compliant with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA). Our commitment to data protection is demonstrated through robust technical and organisational measures, which are externally audited and certified.

GDPR compliance measures: Our information security management system is externally audited and certified to the ISO 27001 international standard, ensuring our security controls are adequate and proportionate. We are also certified under the UK Government's HMG Cyber Essentials scheme. Our work is overseen by a dedicated Data Protection Officer who ensures all projects are fully compliant with regulatory requirements.

Data handling policies and procedures: Our policies are built on a 'privacy by design' principle, governed by our formal Business Excellence System (BES).

- At project inception, we conduct a Data Protection Impact Assessment (DPIA) to identify and mitigate risks. This informs a clear Data Sharing Agreement (DSA) that defines controller/processor roles, the legal basis for processing, and secure data retention and destruction schedules.
- Operationally, we enforce strict technical controls. All personal data is processed on secure, UK-based servers, with personally identifiable information (PII) stored separately from pseudonymised research data. For transferring data, we use proprietary encrypted platforms like Ipsos Transfer.
- In the event of any suspected data breach, we have a clear procedure to manage the incident, including a commitment to notify the evaluator within 24 hours.
- Finally, we ensure transparency by co-designing clear, accessible privacy notices that explain participant rights under UK GDPR and provide a simple way to raise queries.

Training provided to test administrators: All Ipsos staff, including all field staff and test administrators, are required to undergo mandatory training in GDPR, compliance, and information security upon joining the organisation. This ensures that every individual handling participant data is fully aware of their responsibilities and our strict procedures for protecting privacy.

Safeguarding

Safeguarding is a core ethical priority for Ipsos. We have a robust framework of policies, dedicated oversight bodies, and mandatory training to ensure the welfare of all research participants, particularly children and vulnerable people.

Safeguarding Policy and Procedures:

- We have a formal Disclosure of Harm and Safeguarding policy that provides a clear process for researchers to follow if a participant reports a risk of harm or illegal activities. This policy was updated and reviewed by EEF when Ipsos joined the panel of evaluators in 2025.
- To manage this process, we have an internal Disclosure Board, comprised of senior and experienced staff (including Dr Jessica Ozan). This board reviews any reported fieldwork incidents and decides on a course of action within 24 hours of the incident being reported.
- For projects covering particularly sensitive topics or involving vulnerable audiences, we create a tailored disclosure policy specific to that project. This ensures the research team is fully prepared and can act in accordance with pre-agreed processes.
- The development and oversight of all safeguarding policies are managed by our in-house Ethics Group, which includes senior leaders from our Education, Children & Families team.

Safeguarding Training:

Ipsos operates a tiered safeguarding training framework:

- Disclosure Board members hold CPD-accredited Designated Safeguarding Lead (Level 3) training, renewed every two years, with access to an External Safeguarding Advisor
- All staff receive training on our Disclosure and Safeguarding Policy, refreshed every two years
- Project-specific training is provided where needed, including trauma-aware approaches for sensitive studies and specialist training for research with children
- Safeguarding is embedded in every fieldwork briefing.

This ensures all staff are trained to identify and respond appropriately to safeguarding concerns.

Project Examples

Project	Partners	Phase/Year Group	Data Collection <i>(test name/s and type/s)</i>	Description <i>(including number of learners tested)</i>
Trauma Informed Schools UK (TISUK)	Youth Endowment Fund (YEF)	Secondary (Year 8)	SDQ, SWEMWBS, General Health Questionnaire, School Connectedness Scale	A two-armed cluster RCT evaluating a trauma-informed training package for school staff. 13,393 pupils were randomised across 78 secondary schools.
Children of the 2020s	DfE, University College London (UCL)	Early Years (9 months to 5 years)	British Ability Scales, CELF, delay gratification tasks, parent interviews	A major longitudinal study tracking children's development. Included face-to-face cognitive assessments with c. 5,000 three-year-olds.
Active Lives Children and Young People Survey	Sport England	Primary & Secondary (Years 1-11)	Pupil surveys on sport, physical activity, wellbeing, and attitudes	A large-scale annual survey measuring activity levels. In 2023/24, 122,480 pupils were surveyed across 1,606 schools.
My View	Foundations, British Refugee Council	Secondary (Ages 12-18)	YP-CORE, SWEMWBS	A two-armed waitlist RCT of a therapeutic intervention for Unaccompanied Asylum-Seeking Children (UASC). 510 UASC were randomised.
Choices Programme	Youth Futures Foundation	Post-16 (Ages 16-24)	WEBWBS, Attitude to Employment Work Opinion Questionnaire (WOQ).	A pilot evaluation of a programme supporting young people at risk of criminal justice system engagement into employment or education. 208 participants were enrolled.
16-19 Tuition Fund Evaluation	Department for Education (DfE)	Post-16	Surveys of staff and students, case studies, analysis of NPD/ILR data	An impact and process evaluation of the tuition fund, involving surveys with 491 students and staff across 244 post-16 settings.

Survey of Smoking, Drinking and Drug Use	NHSE	Secondary (Years 7-11)	Pupil surveys on substance use and wellbeing (ONS4)	A long-running national survey measuring prevalence of smoking, drinking and drug-taking. The 2023 wave surveyed 13,192 pupils across 185 schools.
Family Routes Feasibility Study	Rees Centre, Oxford University	Ages 12-25 & Parents/Carers	Online surveys, consultations with professionals and families.	A feasibility study to explore the design of a longitudinal survey tracking long-term outcomes for children leaving care via adoption and special guardianship.