



Education  
Endowment  
Foundation

## **ASCENTS 1-2-1 Support for Science**

Further Appendices

July 2026

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 **National Centre  
for Social Research**



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## Appendix G: Mentor Memorandum of Understanding



[University partners added their respective logo above between NatCen and the EEF logos]

### **Memorandum of Understanding for Mentors** **Agreement to participate in the provision and evaluation of** **ASCENTS 1-2-1 Support for Science**

Thank you for your interest in ASCENTS 1-2-1 Support for Science mentoring programme. The programme is being delivered by the University of Roehampton in collaboration with the following universities: Anglia Ruskin, Hull, Lincoln, Liverpool, Northumbria, and Plymouth Marjon. The Education Endowment Foundation (EEF) have funded the National Centre for Social Research (NatCen) to carry out an independent evaluation of the programme. ASCENTS 1-2-1 is part of a wider DfE funded programme called the 'Accelerator Fund', which aims to increase access to evidence-informed programmes.

The purpose of this agreement is to outline the aims of the evaluation and the responsibilities of all parties involved. If you have any queries, please contact the NatCen team at **ASCENTSresearch@natcen.ac.uk** or 0808 168 0747.

**If you are happy to take part, please complete the sign-up page, found at this link. This information will be securely shared with NatCen.**

#### **1. Aims of the Evaluation**

ASCENTS 1-2-1 Support for Science pairs university STEM students with disadvantaged year 11 pupils. University mentors provide 23 weeks of one-to-one hour-long sessions in science subjects and a revision session in the weeks leading up to the year 11 pupils' GCSE exams. Mentors receive training from their University and their allocated school and receive ongoing support by a trained university programme manager.

The aims of this evaluation are to:

- assess the impact of ASCENTS on pupils;
- understand factors that impact successful implementation of ASCENTS; and
- assess whether and how best ASCENTS can be delivered more widely.
- By participating in this research, you will make an important contribution to understanding how one-to-one support and paired learning can impact student achievement and progression in STEM subjects.

## 2. Evaluation Activities and Timeline

Evaluation activities will mainly take place from May 2023 to July 2024. The evaluation activities for mentors will involve:

- **Observations of mentor training sessions:** to better understand the support and information provided to mentors, NatCen researchers will observe three full-day mentor training sessions across the seven partner universities.
- **Observations of mentoring sessions:** NatCen researchers will observe one mentoring session per university from January to May 2024 to understand how ASCENTS is delivered.
- **Online surveys with mentors:** mentors will be invited to complete an online survey before and after the programme to capture contextual information, motivations to take part in the programme and career aspirations. The initial survey will be administered during mentor training in Autumn 2023. The second survey will be conducted after the intervention ends in Summer 2024.
- **Interviews with mentors:** interviews will take place with a small number of mentors before and after the programme. The purpose of these interviews is to explore motivations for participating, previous teaching/mentoring experience, and expectations of the programme (pre-intervention) and to explore their experience, the challenges and benefits of participation, and suggestions for improvements (post-intervention).
- Mentors will also be invited to complete a mentor follow-up survey, which aims to investigate the effect of ASCENTS on mentors' study and career paths. Participation in this study would involve:
- **Follow-up online survey with mentors:** mentors will be invited to complete an online survey one year after their expected graduation.
- **Collection of data on progression into teaching:** to explore long-term career outcomes for mentors, we will collect data from the Initial Teacher Training Performance Profiles (ITTPP) and the School Workforce Census (SWC), and link this with data from the online surveys. ITTPP and SWC data from 2027 will be collected in 2028.
- A high-level timeline for the evaluation activities involving mentors can be found below:

Time	Evaluation activity
Autumn 2023	<ul style="list-style-type: none"> <li>• NatCen observe mentor training sessions</li> <li>• Mentors invited to complete first mentor survey</li> <li>• NatCen conduct pre-intervention mentor interviews</li> </ul>
January to May 2024	<ul style="list-style-type: none"> <li>• NatCen visits schools/universities to observe ASCENTS sessions</li> </ul>
May/June 2024	<ul style="list-style-type: none"> <li>• Mentors invited to complete second mentor survey</li> <li>• NatCen conduct post-intervention mentor interviews</li> </ul>
2025 - 2028	<ul style="list-style-type: none"> <li>• Mentors invited to complete mentor follow-up survey (one year after graduation)</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• NatCen obtain data from Initial Teacher Training Performance Profiles and School Workforce Census</li></ul> |
|--|---|

### 3. Mentor Responsibilities

By agreeing to take part in the programme and evaluation, you commit to:

- attending the mentor training session provided by your University;
- arriving early for the first mentoring session, to receive any procedural training or guidance provided by the key contact at the school;
- providing one-to-one support to the mentee(s) assigned to you as per university guidance;
- taking part in the evaluation activities highlighted in section 2 of this document; and
- your university will pay for, and undertake, a DBS clearance check on you, which is a requirement of the programme.

### 4. University Responsibilities

University of Roehampton and partner universities commit to:

- selecting Year 2 or 3 undergraduate students (or Year 4 if on a 4-year programme) to take part as mentors in the intervention;
- providing information about the programme to students during recruitment;
- providing ASCENTS training and support to all participating university mentors;
- providing logistical assistance to mentors (e.g., if mentors require advice for travel arrangements or are unable to attend an ASCENTS session);
- being a point of contact for mentor questions about ASCENTS;
- monitoring attendance of mentors at the university training sessions;
- monitoring attendance of mentors at the ASCENTS sessions; and
- working with schools to coordinate the revision day.

### 5. NatCen Responsibilities

The research team at NatCen commit to:

- providing information about each stage of the evaluation in a timely way;
- collecting and analysing information from the evaluation to provide an assessment of the impact of ASCENTS on pupils and mentors and an understanding of how the programme works in practice;
- writing a report with findings from the evaluation and archive the data;
- storing participant information securely;

- ensuring the confidentiality and anonymity of all findings; and
- being a point of contact for any questions about the evaluation.

## 6. Use of Data and GDPR

- Mentor data will be used by the university to assign mentor-mentee pairs. NatCen will use mentor data to contact the mentors about evaluation activities.
- Mentor data will also be matched with the Initial Teacher Training Performance Profiles and the School Workforce Census to gather data on career outcomes. This will be linked with data from the mentor survey to assess the long-term influence of participation to ASCENTS on mentor progression into teaching.
- This evaluation data will be shared with EEF and FFT (EEF's data processors for the EEF data archive). Furthermore, after archiving the data on the Secure Research Service (SRS) at the Office for National Statistics (ONS), the data will be potentially shared with other parties, relinked to the NPD, and linked to other datasets. Further matching to NPD data may take place during subsequent research. Once archived, the data will be deleted by NatCen.
- All data will be treated with the strictest confidence – no individual mentor or mentee will be identified in any report arising from the research.
- NatCen is the data controller for this evaluation. The legal basis for this research is “legitimate interest”. More information can be found in the privacy notice, **linked here** and appended to this document.

## 7. Next steps

If you are happy to become an ASCENTS mentor and to participate in the evaluation activities outlined in this MoU, please complete the sign-up page, found **at this link**. This information will be securely shared with NatCen. NatCen will share the names of mentors with their university programme manager.

If you would like more information about the evaluation of ASCENTS 1-2-1 Support for Science please do get in touch with the NatCen team at **ASCENTSresearch@natcen.ac.uk** or by calling 0808 168 0747.

If you have questions about the ASCENTS mentoring programme, please contact your university programme manager. [Universities added their name and their university programme manager email and phone number here]

## Appendix H: School Memorandum of Understanding



*[University partners added their respective logo above between NatCen and the EEF logos]*

### Memorandum of Understanding for Schools

#### Agreement to participate in the provision and evaluation of ASCENTS 1-2-1 Support for Science

Thank you for your interest in ASCENTS 1-2-1 Support for Science mentoring programme. The programme is being delivered by the University of Roehampton in collaboration with the following universities: Anglia Ruskin, Hull, Lincoln, Liverpool, Northumbria, and Plymouth Marjon. The Education Endowment Foundation (EEF) have funded the National Centre for Social Research (NatCen) to carry out an independent evaluation of the programme. ASCENTS 1-2-1 is part of a wider DfE funded programme called the 'Accelerator Fund', which aims to increase access to evidence-informed programmes.

The purpose of this agreement is to outline the aims of the evaluation and the responsibilities of all parties involved. If you have any queries, please contact the NatCen team at **ASCENTSresearch@natcen.ac.uk** or 0808 168 0747.

**If you are happy for your school to take part, please complete the sign-up page at the back of this MOU and send a scanned copy to [ASCENTSresearch@natcen.ac.uk](mailto:ASCENTSresearch@natcen.ac.uk). NatCen and your university partner will then be in touch about next steps.**

#### 1. Aims of the Evaluation

ASCENTS 1-2-1 Support for Science pairs university STEM students with disadvantaged year 11 pupils. University mentors provide 23 weeks of one-to-one hour-long sessions in science subjects and a revision session in the weeks leading up to the year 11 pupils' GCSE exams. Mentors receive training from their University and their allocated school and receive ongoing support by a trained university programme manager.

The aims of this evaluation are to:

- assess the impact of ASCENTS on pupils;
- understand factors that impact successful implementation of ASCENTS; and
- assess whether and how best ASCENTS can be delivered more widely.

By participating in this research, you will make an important contribution to understanding how one-to-one support and paired learning can impact student achievement and progression in STEM subjects.

## 2. Randomisation

All schools taking part in ASCENTS 1-2-1 Support for Science will participate in the evaluation. The research design is a randomised controlled trial (RCT), involving approximately 923 pupils from secondary schools across England. Schools will identify pupils who are eligible for the programme and invite them to take part by sending information to pupils and their parents/carers (see the criterion for identifying the pupils in section 4). Parents/carers will be asked to provide permission for pupils to take part.

Pupils with permission to take part will be randomly assigned (by NatCen) to Group A (the treatment group) or Group B (the control group). Pupils who are randomly assigned to Group A will be allocated a mentor and receive ASCENTS 1-2-1 Support for Science. Pupils who are randomly assigned to Group B will not receive the intervention and will take part in school activities as usual.

Random assignment of pupils to control and treatment groups is essential to the evaluation as it is the best way of identifying what effect the programme has on science outcomes. It allows the research team to compare the progress made by pupils in each of the two groups. It is important that schools, pupils and parents understand and consent to the random allocation process.

## 3. Evaluation Activities and Timeline

The evaluation activities for schools are listed below:

### ***3.1 Evaluation activities involving pupils***

Schools will be required to work with NatCen to coordinate the following evaluation tasks involving pupils:

- **Observation of mentoring sessions:** NatCen research staff will visit some schools to observe ASCENTS sessions. If your school is invited to take part in an observation visit, the main school contact will be responsible for coordinating the details of this with NatCen research staff.
- **Pupil discussion groups:** NatCen research staff will conduct focus group discussions with pupils toward the end of the programme to understand pupils' views and experiences of the programme. If invited to take part, schools will be responsible for coordinating a time and venue (within the school premises) for the discussion groups and inviting pupils to take part.
- **Pupil surveys:** The evaluation will involve one short pupil survey at the end of the programme. The survey will capture pupils' motivation and attitudes to science, contextual information on science related extracurricular activities, and experiences of

ASCENTS. We will ask all schools to arrange a time for pupils to complete this online survey, probably in the same slot as when ASCENTS sessions are delivered.

### 3.2 Evaluation activities involving school staff

School staff will be asked to complete the following evaluation tasks:

- **School pre-intervention survey:** The key contact for all participating schools will complete an online survey pre-intervention, providing contextual information on the school, what business-as-usual looks like in the school, and arrangements to facilitate ASCENTS sessions.
- **School post-intervention survey:** The key contact for all participating schools will be asked to complete a short online questionnaire at the end of the intervention. The survey will gather information on any changes to contextual information provided in the pre-intervention survey, business-as-usual, and views on facilitating ASCENTS.
- **Interviews with school leads:** Interviews with a sample of school leads will be conducted to explore perceptions of wider outcomes of ASCENTS, including classroom learning dynamics, teachers' workload and class management; and business-as-usual. Interviews will be conducted face-to-face if teachers are available during site visits or by telephone otherwise.
- **Cost pro-forma:** All schools will be required to complete a pro-forma outlining any additional costs schools incurred while implementing ASCENTS (e.g., staff time, travel expenses). These will be standardised across schools and will be shared through secure file transfers.
- **Attendance data:** All schools will be asked to complete a weekly attendance register to capture the number of mentoring sessions, attendance and cancellations.

Evaluation activities involving schools will run from May 2023 to July 2024. A high-level timeline for these evaluation activities can be found below

Time	Evaluation activity
At your earliest convenience	<ul style="list-style-type: none"> <li>• Schools sign Memorandum of Understanding</li> </ul>
May to September 2023	<ul style="list-style-type: none"> <li>• Schools identify eligible pupils</li> <li>• Schools share evaluation details with parents/carers and pupils</li> <li>• Schools obtain permission from parents/carers for pupils to take part in programme</li> <li>• Schools securely share required pupil information with NatCen</li> <li>• NatCen randomises pupils into treatment or control groups and informs schools</li> <li>• Schools inform pupils and parents/carers about allocation to treatment or control group</li> </ul>

September/October 2023	<ul style="list-style-type: none"> <li>Schools complete first school survey (online)</li> </ul>
January to May 2024	<ul style="list-style-type: none"> <li>NatCen visits schools/universities to observe ASCENTS sessions</li> </ul>
May/June 2024	<ul style="list-style-type: none"> <li>Pupils complete survey (online)</li> <li>NatCen interviews lead teacher</li> <li>Pupil group discussion led by NatCen</li> </ul>
June/July 2024	<ul style="list-style-type: none"> <li>Schools complete second school survey (online)</li> </ul>

#### 4. School responsibilities

By agreeing to take part in the evaluation, you are committing to completing the following tasks:

- Schools provide key contact details:** School will appoint a key contact and provide their contact details to NatCen. The school contact will play a key role in delivering the intervention and supporting the NatCen research team. They will be the main point of contact for NatCen when coordinating evaluation tasks.
- Identify eligible pupils:** Schools will identify pupils that are eligible to take part in the programme and the evaluation. Eligible pupils will be in Year 11 in 2023/24, be eligible for pupil premium, have a predicted grade of 3 to 5 in GCSE science and be studying combined double award science (foundation or higher).
- Provide information about programme and evaluation to eligible pupils and parents/carers:** NatCen will provide information letters which will include details of the programme and evaluation activities, including the randomisation process and its implications which you should share with pupils and parents/carers. Parents/carers will have two weeks to give written permission to schools for the pupils to take part in the programme and the evaluation. This deadline will be clearly specified in the letters
- Collect names of pupils with parental permission and share data:** Schools will collect details of pupils who have permission to take part and will securely share this information with NatCen research staff.
- Inform pupils and parents/carers about the outcome of randomisation:** After NatCen randomises pupils, schools will be told who has been allocated to the treatment group and who has been allocated to the control group. Schools will then need to communicate this to pupils and parents/carers. If requested, NatCen will support schools with this process.
- Take part in evaluation activities:** Schools agree to carry out the evaluation activities involving pupils and the school as detailed under section 3.
- Facilitate mentoring sessions:** Mentoring sessions will usually take place at the same time and in the same place each week, with all pupils in one room. A teacher or other designated adult must be present to supervise for safeguarding purposes

- **Provide mentors with subject specific support:** The science teacher will provide subject specific support to mentors if required (e.g. if pupils ask a subject related question to which the mentor does not know the answer; providing information on what has been covered so far in classroom).
- **Work with university partner to coordinate and supervise revision day:** At the end of the programme the revision day will be held either at the partner university or at your school. If it is held at the university, pupils may have the opportunity to visit STEM departments. The school will be responsible for arranging transport for pupils and a teacher or other responsible adult will need to attend for safeguarding purposes.

## 5. University responsibilities

University of Roehampton and partner universities commit to:

- recruiting schools to take part in the programme;
- providing information about the programme to all schools during recruitment;
- selecting Year 2 or 3 undergraduate students (or Year 4 if on a 4-year programme) to take part as mentors in the intervention;
- providing ASCENTS training and support to all participating university mentors;
- ensure all mentors will have DBS clearance and receive safeguarding training;
- being a point of contact for schools' questions about ASCENTS;
- monitoring attendance of mentors at the university training sessions;
- monitoring attendance of mentors at ASCENTS sessions;
- collecting data on costs to the university; and
- organising university revision days (if taking place on campus).

## 6. NatCen Responsibilities

The research team at NatCen commit to:

- providing information about each stage of the evaluation in a timely manner;
- collecting and analysing information from the evaluation to provide an assessment of the impact of ASCENTS on pupils and mentors and an understanding of how the programme works in practice;
- writing a report with findings from the evaluation and archiving the data;
- storing information about your school and pupils securely;
- ensuring the confidentiality and anonymity of all findings; and
- being a point of contact for schools' questions about the evaluation.

## 7. Use of Data and GDPR

- Pupil data will be matched with the National Pupil Database (NPD) to gather data on pupils' attainment in SAT and GCSE (Science, English and Maths), and on their progression to AS and A levels, to assess the impact of the programme.
- Pupil names will also be passed to the University providing the mentoring.
- Attendance data collected by mentors will be used to investigate the impact of the programme according to how many sessions pupils attended.
- The name of your school will be shared with the EEF. Please see **EEF's privacy notice** for more information on how EEF processes and uses data.
- This evaluation data will be shared with EEF and FFT (EEF's data processors for the EEF data archive). Furthermore, after archiving the data on the Secure Research Service (SRS) at the Office for National Statistics (ONS), the data will be potentially shared with other parties, relinked to the NPD, and linked to other datasets. Further matching to NPD data may take place during subsequent research. Once archived, the data will be deleted by NatCen.
- All data will be treated with the strictest confidence – no individual school, teacher or pupil will be identified in any report arising from the research.
- NatCen is the data controller for this evaluation. The legal basis for this research is "legitimate interest". More information can be found in the evaluation privacy notice, linked here and appended to this document.

## ASCENTS 1-2-1 Support for Science Memorandum of Understanding –

### Sign-up page

Please complete Part 1, then Part 2 or Part 3 and send a scanned copy to  
**ASCENTSresearch@natcen.ac.uk**

Please complete Part 1, then Part 2 or 3 as appropriate.

#### Part 1

School Name: \_\_\_\_\_

School Postcode: \_\_\_\_\_

#### Part 2

My school **will** take part in this evaluation and agrees to the conditions stated in this Memorandum of Understanding (MoU).

**Head teacher name:**

\_\_\_\_\_

**Head teacher signature:**

\_\_\_\_\_

The main contact for the study will be:

**Name:** \_\_\_\_\_

**Job title:** \_\_\_\_\_

**Contact phone number:** \_\_\_\_\_

**Email:** \_\_\_\_\_

#### Part 3

My school is unable to take part in this evaluation.

**Head teacher name:**

\_\_\_\_\_

**Head teacher signature:**

\_\_\_\_\_

If you have any queries about the evaluation or this Memorandum of Understanding, please contact:  
**ASCENTSresearch@natcen.ac.uk**

## Appendix I: Pupil and Parent Information Letters

# NatCen

**Social Research that works for society**

Dear Pupil,

### **Re: Provision and Independent evaluation of ASCENTS 1-2-1 Support for Science**

Your school is taking part in a mentoring programme called ASCENTS 1-2-1 Support for Science. The programme is being led by the University of Roehampton and a university near to your school. As part of this programme, some of the Year 11 pupils in your school will be paired with university science students for one-to-one mentoring. The aim of the programme is to see if university mentors can help Year 11 pupils like you to prepare for your GCSE science exams.

The Education Endowment Foundation (EEF) are funding this programme. They are also funding the National Centre for Social Research (NatCen) to evaluate this programme in order to:

- See if ASCENTS has an impact on pupils' science GCSE grades;
- Understand how ASCENTS is delivered by universities, mentors and schools;
- Decide if ASCENTS could be delivered more widely in other schools in England.

The results of the evaluation will provide useful information into how one-on-one support can help pupils studying science-related subjects. ASCENTS 1-2-1 is part of a bigger programme called the 'Accelerator Fund', funded by the Department for Education.

### **What is ASCENTS?**

ASCENTS 1-2-1 Support for Science is a mentoring programme for Year 11 pupils. The mentors will provide pupils with support in science subjects during Year 11 leading up to the GCSE exams. Mentoring sessions will take place once a week for 23 weeks. The sessions will be one-to-one and will be one hour-long. Year 11 pupils will be asked to come to mentoring sessions with a science topic they would like help with, such as something they are studying in their science class. Mentoring sessions will take place at your school in the same place each week. Pupils will also be invited to attend one longer revision session before the GCSE exams take place. This session may take place at the mentor's university or at your school. A teacher will be present during the mentoring sessions. All mentors will have passed relevant criminal record checks (known as Enhanced Disclosure & Barring Service (DBS) clearance).

### **What will the evaluation involve?**

NatCen will be studying the ASCENTS 1-2-1 programme to try to understand if it is useful and how it works, this is known as an evaluation. The main evaluation activities will run alongside the mentoring activities and take place from May 2023 to June 2024.

There are two main parts to the evaluation that will affect you:

1. **You are not guaranteed to receive mentoring.** First, if you would like to participate in the ASCENTS 1-2-1 programme, you will need permission from your parent/carer. If your parent/carer gives permission for you to take part, your name will be entered into a lottery. Approximately half of the pupils who sign up to take part will be randomly chosen to receive ASCENTS 1-2-1 mentoring. The other half will not receive ASCENTS 1-2-1 mentoring and will continue with their schools' usual learning and exam preparation. Choosing pupils randomly means that all pupils have an equal chance of being selected to receive the programme.
2. **You will be invited to take part in some evaluation activities.** As part of the evaluation, we might ask you to:
  - Answer a few questions at the end of the programme (e.g., fill out a questionnaire), to share your views.
  - Have a NatCen researcher observe an ASCENTS session at your school.
  - Take part in a group discussion with other pupils taking part in the programme to share your experience.
  - Your school will also keep a record of attendance at mentoring sessions, which they will share securely with NatCen.
  - Participation in these activities is voluntary. You are free to withdraw from participating in any of these activities anytime and you will not be punished for doing so. By participating in this evaluation, you will help us understand how the programme impacts pupils' science GCSE grades and how the programme can be improved in the future.

### When will the evaluation be happening?

Date	Evaluation activity
May to September 2023	<ul style="list-style-type: none"> <li>• Schools identify eligible pupils</li> <li>• Schools share evaluation details with parents/carers and pupils</li> <li>• Schools obtain permission from parents/carers for pupils to take part in programme</li> <li>• Schools securely share required pupil information with NatCen</li> <li>• NatCen randomises pupils into treatment or control groups and informs schools</li> <li>• Schools inform pupils and parents/carers about allocation to treatment or control group</li> </ul>
January to May 2024	<ul style="list-style-type: none"> <li>• NatCen researchers visit schools/universities to observe ASCENTS sessions</li> <li>• A few pupils will be selected to take part in group discussion about their experiences with ASCENTS</li> </ul>
May/June 2024	<ul style="list-style-type: none"> <li>• Pupils will be invited to complete a survey (online)</li> </ul>

## How will my information be used?

As part of the evaluation, your school will be sharing some information with NatCen. If you decide to participate and have permission from your parent carer, your school will share the following:

- Your name
- Your date of birth
- Your gender
- Your unique pupil number (UPN)
- Your unique schools number
- Whether or not you are taking part in the National Tutoring Programme (if available)

NatCen will use this information to access your Science, English and Maths GCSE grades from a large government database called the National Pupil Database (NPD) after the programme ends. We will also look at whether you study AS and A levels in the future. This will help us to assess if the programme has had an impact on these end results and what you go on to do next. Your name and school will also be passed to the University who is providing the mentoring so they can provide you with a mentor.

If you do not want your data to be collected from the NPD, you are able to object to the collection of your data by contacting us. You can also ask NatCen researchers, even through your teachers or parent(s)/carer(s), to have your NPD data deleted from the dataset we will use for analysis.

The information that NatCen collect will be used for the evaluation only. We will not use the names of schools, staff members or pupils, including yours, when we write any of our reports. All information will be kept confidential. Data will be kept secure at all times and we will follow General Data Protection Regulation (GDPR) guidelines. GDPR ensures the protection of individuals with regard to the processing of their personal data, amongst other things. At the end of the project, EEF will archive data from this study and NatCen will securely delete any personal information and other data from our systems. More information can be found in the attached privacy notice and **online**.

## What next?

We need your parent/legal guardian to give permission for you to take part in the programme. Your parent/legal guardian has received a similar letter. They will need to sign the permission slip attached to their letter. Please hand this signed permission slip to your teacher.

## Who do I contact if I have any questions?

If you would like more information on the evaluation of ASCENTS 1-2-1 Support for Science you can contact NatCen by email at [ASCENTSresearch@natcen.ac.uk](mailto:ASCENTSresearch@natcen.ac.uk) or by calling 0808 168 0747.

If you have questions about the ASCENTS mentoring programme, please contact your university programme manager. [Universities added their name, and their university programme manager email and phone number here].



Dear Parent,

**RE: Independent evaluation of ASCENTS 121 Support for Science**

Your child's school is taking part in the ASCENTS 121 Support for Science programme that pairs university STEM students with Year 11 pupils to provide one-to-one support in science subjects.

The Education Endowment Foundation (EEF) and Wellcome Trust are funding the National Centre for Social Research (NatCen) to carry out an independent evaluation of this programme, to:

- Assess the impact of ASCENTS on pupils' science attainment;
- Understand factors that affect successful implementation of ASCENTS; and
- Assess whether, and how best, ASCENTS can be delivered more widely.

The results of the evaluation will provide useful insight into how one-to-one support and paired learning can impact student achievement and progression in STEM subjects.

**What will the evaluation involve?**

Evaluation activities involving schools and pupils will take place from May 2019 to June 2020. Pupils whose parents have given permission for them to take part in the programme will be randomly assigned (by NatCen) to either Group A (the treatment group), who will receive ASCENTS sessions, or Group B (the control group), who will not receive the programme and will take part in school activities as usual. Random allocation is essential to ensure all eligible pupils have an equal chance of being selected to receive the programme.

The evaluation will involve the following activities:

- Collection and analysis of NPD data on pupils' Science, English and Maths GCSE attainment and progression to Science AS and A levels
- Two brief surveys among pupils taking part in ASCENTS sessions, one at the start and one at the end of the programme, to gather their views on science and on the programme.
- School visits by NatCen researchers to observe ASCENTS sessions.
- Group discussions with participating pupils at the end of the programme to gather information on their experience of the programme.

Participation in surveys, observations of ASCENTS sessions and group discussions is voluntary, and your child will be able to decide which activities they wish to take part in. They will also have the possibility to object to their data being collected and processed throughout the evaluation.

## Evaluation timeline

Time	Evaluation activity
May/June 2019	<ul style="list-style-type: none"> <li>Schools collect permission from parents for their children to take part in the programme</li> <li>Information for pupils whose parents have given permission (name, date of birth, form group and UPN) is shared securely with NatCen</li> </ul>
June 2019	<ul style="list-style-type: none"> <li>NatCen randomly allocates pupils to treatment and control group</li> <li>Schools inform pupils who have been allocated to receive ASCENTS and their parents</li> </ul>
September 2019	<ul style="list-style-type: none"> <li>First pupil survey (paper-based)</li> </ul>
January to April 2020	<ul style="list-style-type: none"> <li>NatCen researchers visit schools to observe ASCENTS sessions</li> <li>Pupil group discussion about ASCENTS</li> </ul>
April/May 2020	<ul style="list-style-type: none"> <li>Second pupil survey (paper-based)</li> </ul>

## FAQs

### How will my child's information be used?

As part of the evaluation, your child's school will be passing NatCen the name, date of birth and unique pupil number (UPN) of all pupils whose parents have given permission for them to take part in the programme. We will use this information to gather Science, English and Maths GCSE attainment and progression to Science AS and A levels of pupils taking part in the programme, to assess if the programme has had an impact on these outcomes.

The information that we collect will be used for evaluation purposes only. We will not use the names of schools, staff members or pupils when reporting our findings. All information will be treated confidentially. Personal information and any other data will be archived for research purposes and then securely deleted once the evaluation is complete. More information can be found in the attached privacy notice.

### What next?

If you are happy for your child to take part in the programme, please let your school know by [deadline date]. We will get back in contact in September to let you know if your child has been randomly allocated to receive the ASCENTS sessions.

### Who do I contact if I have any questions?

If you would like more information on the evaluation of ASCENTS 121 Support for Science please contact us at [ASCENTS@natcen.ac.uk](mailto:ASCENTS@natcen.ac.uk) or by calling 0207 549 7009.

You can also find more about the evaluation of ASCENTS 121 Support for Science at [link to NatCen ASCENTS study webpage].

Best wishes,  
Berenice Scandone

**Berenice Scandone**

Senior Researcher

NatCen - Social Research that works for society

Tel: 0207 549 7009

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**Participation in ASCENTS 121 Support for Science**

*If you give permission for your child to take part in the ASCENTS programme and for their information to be shared with NatCen, please fill out and return this slip to your child's school by [deadline date].*

**I give permission** for my child to take part in the programme and for their name, date of birth and Unique Pupil Number to be shared with NatCen.

Name of child: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix J: Mentor pre- and post-intervention surveys



### ASCENTS mentor survey, wave one

#### PRE INTERVENTION

##### I. Introduction

{ASK ALL}

##### Intro

##### Evaluation of ASCENTS 1-2-1 Support for Science

Thank you for agreeing to take part in the evaluation of the ASCENTS 1-2-1 Support for Science programme (ASCENTS). This survey was created by the programme evaluator, the National Centre for Social Research (NatGen).

This survey will help us gather information about the mentors participating in ASCENTS, including any prior mentoring/tutoring experience, your career aspirations, your motivations for taking part in ASCENTS and your experience of the programme so far. Please answer all questions honestly – there are no right or wrong answers. Your answers will provide us with contextual information, which will help us to better understand the delivery of the programme and the outcomes of the evaluation.

The survey will take about 10 minutes to complete, and participation in the survey is entirely voluntary. The responses to the survey will be kept confidential – this means your name will not be included in the report, and we will not share your name or answers with university partners.

If you have any questions or would like more information about the evaluation of ASCENTS, please email [ASCENTSresearch@natcen.ac.uk](mailto:ASCENTSresearch@natcen.ac.uk) or call us on 0808 168 0747.

To submit responses for this survey, you will need to answer all questions and click "submit" at the end. If you stop the survey, you will need to complete it again from the start.

Thank you for taking the time to complete this survey.

##### Stop page:

This survey has been stopped. You will need to come back and answer all questions to complete the survey

##### II. About You

FName (VARLAB: first name)

1. **What is your first name?**

<Open text box>

SName (VARLAB: surname)

2. **What is your surname?**

<Open text box>

DoB (VARLAB: DoB)

3. **What is your date of birth?**

**Please write in the following format: *day/month/year. e.g., 25/12/2000***

<Open text box>

PerMail (VARLAB: Personal email)

4. **We will get in touch again at the end of the ASCENTS programme to ask for your feedback. After you graduate, we also may want to get in touch to ask how ASCENTS has affected your career plans. Please provide your personal email address so we can do this:**

<Open text box>

UniAttnd (VARLAB: University attended)

5. **Which of the following universities do you attend?**

Anglia Ruskin University

Brunel University

Cambridge University

King's College London

Newcastle University

Northumbria University

Plymouth Marjon University

University College London (UCL)

University of Hull

University of Lincoln

University of Liverpool

University of Plymouth

University of Roehampton

Other (please specify) [OPEN TEXT BOX]

BScMSc (VARLAB: BSc or MSc)

6. **At the end of your course, what qualification will you receive?**

Bachelor's degree (including BSc, BEng, BPhys)

Master's degree (including MSc, MEng, MPhys, MBiol)

Integrated degree (including BEng/MEng and BPhys/MPhys)

Other (please specify) [OPEN TEXT BOX]

CrsYrs (VARLAB: course length)

7. **How many years does your course last?**

Two years

Three years

Four years

Five years

Six years

Other (please specify) [OPEN TEXT BOX]

CrntYr (VARLAB: current course year)

**8. For the 2023/2024 academic year, which year of your course will you be in?**

First

Second

Third

Fourth

Fifth

Sixth

Other (please specify) [OPEN TEXT BOX]

Gender (VARLAB: gender)

**9. What is your gender?**

Male

Female

Other (please specify) [OPEN TEXT BOX]

Prefer not to answer

EthnGrp (VARLAB: ethnic group)

**10. What is your ethnic group?**

**Please choose one option that best describes your ethnic group or background.**

White British

White Other

Mixed or multiple ethnic groups

Asian/Asian British

Black/African/Caribbean/Black British

Other ethnic group (please specify)

Prefer not to answer

Subject (VARLAB: subject studied)

**11. What is your subject of study? If you are a dual subject student, please specify your two subjects in the "other" textbox below.**

Aerospace engineering

Astronomy

Biochemistry

Biology

Biomedical Science

Chemical engineering

Chemistry

Civil engineering

Computer science

Criminology / Forensic Science

Education - Science / Maths

Electrical engineering

Environmental Science

Mathematics

Mechanical engineering

Medicine

Neuroscience

Nutrition / Dietetics

Optometry

Pharmacology  
Physics  
Psychology  
Software Engineering  
Sport and Exercise Science  
Statistics  
Other (please specify) [OPEN TEXT BOX]

### III. Prior experience

PrvWrk (VARLAB: if done previous work with young people)

**12. Before ASCENTS, have you had any other experience of working or volunteering with children or young people?**

I have done this

I have not done this

PrvMenTtr

**13. Prior to the ASCENTS programme, did you have any experience of being a mentor/tutor?**

Yes

No

PrvTtr (VARLAB: if tutored)

**How often, if at all, have you done the following?**

**14. Tutored / mentored young people**

Once

A few times

Regularly – as part of a paid job

Regularly – as part of unpaid voluntary work

Never

PrvTch (VARLAB: if worked as a teaching assistant)

**How often, if at all, have you done the following?**

**15. Worked as a teaching assistant in a school**

Once

A few times

Regularly – as part of a paid job

Regularly – as part of unpaid voluntary work

Never

PrvOtWrk (VARLAB: if done any other work with young people)

**How often, if at all, have you done the following?**

**16. Other work with young people (e.g. working with a youth organisation, helping at a school with extracurricular activities, School Experience Programme, nannying, babysitting)**

Once

A few times

Regularly – as part of a paid job

Regularly – as part of unpaid voluntary work

Never

#### IV. Career aspirations

Thinking about your plans for after you graduate, how likely are you to pursue each of the following career options? On a scale of 0 to 10, where 0 is extremely unlikely, 5 is neither likely nor unlikely and 10 is extremely likely.

TchSSch (VARLAB: how likely to become a secondary school teacher)

##### 17. Secondary school teaching

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

TchFE (VARLAB: how likely to become a further education teacher)

##### 18. Further education (e.g. college) teaching

0 – Extremely unlikely

5 – Neither likely nor unlikely

10 – Extremely likely

Don't know [Exclusive code]

TchPSch (VARLAB: how likely to become a primary school teacher)

##### 19. Primary school teaching

0 – Extremely unlikely

5 – Neither likely nor unlikely

10 – Extremely likely

Don't know [Exclusive code]

TchUni (VARLAB: how likely to work in a university)

##### 20. University teaching, lecturing or research

0 – Extremely unlikely

5 – Neither likely nor unlikely

10 – Extremely likely

Don't know [Exclusive code]

WkPubSec (VARLAB: how likely to work in the public sector)

##### 21. Public sector not in education, such as the civil service, NHS or local government

0 – Extremely unlikely

5 – Neither likely nor unlikely  
10 – Extremely likely  
Don't know [Exclusive code]

WkPrvSec (VARLAB: how likely to work in private sector)

**22. Private sector / industry**

0 – Extremely unlikely  
5 – Neither likely nor unlikely  
10 – Extremely likely  
Don't know [Exclusive code]

**Thinking about your plans for after you graduate, how likely are you to pursue each of the following options for further education or training? On a scale of 0 to 10, where 0 is extremely unlikely, 5 is neither likely nor unlikely and 10 is extremely likely.**

**FtrStud (VARLAB: how likely to study further in subject)**

**23. Further academic study in your subject area**

0 – Extremely unlikely  
5 – Neither likely nor unlikely  
10 – Extremely likely  
Don't know [Exclusive code]

**FtrStudDiffSubj (VARLAB: how likely to study further in different subject area)**

**24. Further academic study in a different subject area**

0 – Extremely unlikely  
5 – Neither likely nor unlikely  
10 – Extremely likely  
Don't know [Exclusive code]

**StudTch (VARLAB: how likely to train in teaching)**

**25. A postgraduate qualification in education or teaching**

0 – Extremely unlikely  
5 – Neither likely nor unlikely  
10 – Extremely likely  
Don't know [Exclusive code]

**OthrPath (VARLAB: how likely to pursue other pathways related to education / training)**

**26. Other pathways to education or training (e.g., apprenticeships or internships)**

0 – Extremely unlikely  
5 – Neither likely nor unlikely  
10 – Extremely likely  
Don't know [Exclusive code]

**V. Motivations to take part in ASCENTS**

**Thinking about your reasons for becoming a mentor, how important were each of the following to you when deciding to take part in ASCENTS? On a scale of 0 to 10, where 0 is not important to me at all, 5 is somewhat important to me nor unlikely and 10 is extremely important to me.**

CrrTch (VARLAB: importance of ASCENTS for future career in teaching)

**27. I thought ASCENTS would strengthen my CV and help me get a job after university**

0 – Not important to me at all

1

2

3

4

5 – Somewhat important to me

6

7

8

9

10 – Extremely important to me

SptYPpl (VARLAB: importance of supporting disadvantaged young people)

**28. I wanted to mentor and / or support the learning of disadvantaged young people**

0 – Not important to me at all

5 – Somewhat important to me

10 – Extremely important to me

LrnYPpl (VARLAB: importance of learning what it's like to work with young people)

**29. I wanted to learn what it's like to work with young people**

0 – Not important to me at all

5 – Somewhat important to me

10 – Extremely important to me

SptArea (VARLAB: importance of supporting local area)

**30. I wanted to do something to support the local area**

0 – Not important to me at all

5 – Somewhat important to me

10 – Extremely important to me

HlpSTEM (VARLAB: importance helping young people with STEM)

**31. I thought it was important to help young people do well in STEM**

0 – Not important to me at all

5 – Somewhat important to me

10 – Extremely important to me

ErnMny (VARLAB: importance of earning money)

**32. I wanted to earn some money while I'm studying**

0 – Not important to me at all

5 – Somewhat important to me

10 – Extremely important to me

**VI. Experience of ASCENTS so far  
Recruitment / Application**

**FrstHrd**

**33. How did you first hear about ASCENTS?**

- Email
- Poster
- Class/lecture/seminar
- University job board/website
- Word of mouth
- Other (please specify) [OPEN TEXT BOX]

**AppPrcess**

**34. On a scale from very easy to very difficult how did you find the application process?**

- Very easy
- Slightly easy
- Neither easy nor difficult
- Slightly difficult
- Very difficult
- Don't know

**Training**

**On a scale of 0 to 10, where 0 is highly dissatisfied, 5 is neither satisfied nor dissatisfied and 10 is highly satisfied, how satisfied are you with each of the following aspects of the ASCENTS application process and training:**

TrnrDay1 (VARLAB: satisfaction with the safeguarding trainer)

**35. The trainer who delivered the safeguarding training**

- 0 – Highly dissatisfied
- 1
- 2
- 3
- 4
- 5 – Neither satisfied nor dissatisfied
- 6
- 7
- 8
- 9
- 10 – Highly satisfied
- Don't know

TrnrDay2 (VARLAB: satisfaction with trainer on day two)

**36. The trainer(s) who delivered other training content (e.g., on mentoring, what to expect from the programme)**

- 0 – Highly dissatisfied
- 5 – Neither satisfied nor dissatisfied
- 10 – Highly satisfied
- Don't know

TrngCont (VARLAB: satisfaction with training content)

**37. The training content**

- 0 – Highly dissatisfied

5 – Neither satisfied nor dissatisfied  
10 – Highly satisfied  
Don't know

TrngSuff (VARLAB: satisfaction with training quantity)

**38. Thinking about both training days, do you think the training was too long, too short, or about right?**

Too long  
Too short  
About right  
Don't know

Prprd (VARLAB: how well prepared)

**39. In conclusion, thinking about the preparation / training you've had to become a mentor, how confident do you feel about mentoring as part of the ASCENTS programme?**

Very confident  
Fairly confident  
Neutral  
A little bit confident  
Not confident at all  
Don't know

## VII. Expectations of ASCENTS and mentoring

TimePrep (VARLAB: time spent preparing for ASCENTS)

**40. Do you think you will need to spend any time preparing for each one-hour mentoring session? If so, approximately how much time per session?**

I don't think I will need to spend any time preparing  
Less than one hour  
Between 1 and 2 hours  
Between 2 and 3 hours  
More than three hours  
Don't know

TimeAft (VARLAB: time spent on follow up work for ASCENTS)

**41. Do you think you will need to spend any time on follow up work after each one-hour mentoring session? If so, approximately how much time per session?**

I don't think I will need to spend any time doing follow up work  
Less than one hour  
Between 1 and 2 hours  
Between 2 and 3 hours  
More than three hours  
Don't know

EsyPrp (VARLAB: ease or difficulty of finding time for ASCENTS)

**42. If you think you will need to spend time to prepare and/or follow up, how easy or difficult do you think it will be to find this time?**

Very easy  
Easy  
Neither easy nor difficult

Difficult  
Very difficult  
Not applicable – I won't need to spend any time on preparation or follow up work  
Don't know [Exclusive code]

StudLess (VARLAB: if will study less to make time for ASCENTS)

**Do you think you will you have to do any of the following things less in order to make time for ASCENTS?**

**43. Study**

I will have to study less  
I will not have to study less  
Not applicable – I don't spend time studying  
Don't know

SocLess (VARLAB: if will socialise less to make time for ASCENTS)

**44. Socialise**

I will have to socialise less  
I will not have to socialise less  
Not applicable – I don't spend time socialising  
Don't know

WrkLess (VARLAB: if will work less to make time for ASCENTS)

**45. Other paid work**

I will have to do other paid work less  
I will not have to do other paid work less  
Not applicable – I don't do other paid work  
Don't know

VolLess (VARLAB: if will volunteer less to make time for ASCENTS)

**46. Volunteering**

I will have to volunteer less  
I will not have to volunteer less  
Not applicable – I don't spend time volunteering  
Don't know

SprtLess (VARLAB: if will do sport less to make time for ASCENTS)

**47. Sport**

I will have to do sport less  
I will not have to do sport less  
Not applicable – I don't spend time playing sport  
Don't know

ElseLess (VARLAB: if will do anything else less to make time for ASCENTS)

**48. If there is anything else you will have to do less in order to make time for ASCENTS please describe it here.**

<open text box>

SubKwnl (VARLAB: if ASCENTS will increase tutor knowledge of subject)

**49. Do you think that being an ASCENTS mentor will help increase your knowledge of your own subject, or will it make no difference?**

- I think it will help increase my knowledge of my subject a lot
- I think it will help increase my knowledge of my subject somewhat
- Unsure if it will make a difference to my knowledge of my subject
- No, I don't think it will make a difference to my knowledge of my subject
- Don't know

AnyElse (VARLAB: anything else to add)

50. **Is there anything else you would like to add about your experience of ASCENTS so far?**

<open text box>

## I. **Next steps**

### **Nextsteps**

Thank you for taking the time to complete this survey. We really appreciate your contribution.

Best wishes,

The ASCENTS Evaluation team

**NatCen**  
**Social Research** that works for society

# ASCENTS mentor survey, wave 2

## Post-intervention

### I. Introduction

#### Evaluation of ASCENTS 121 Support for Science

This survey was created by NatCen Social Research for the evaluation of the ASCENTS mentoring programme to help us find ways to improve the programme.

Please answer all questions as honestly as you can – we want to know your genuine views. The survey only takes about fifteen minutes, and all answers will be reported anonymously.

If you have any questions about the evaluation of ASCENTS, please visit our website: <http://natcen.ac.uk/taking-part/studies-in-field/evaluation-of-ascents-121-support-for-science/> or email [ASCENTS@natcen.ac.uk](mailto:ASCENTS@natcen.ac.uk).

To submit your responses, you will need to answer all questions and click "submit" at the end. If you stop the survey, you will need to complete it again from the start.

Thank you for taking the time to complete this survey.

#### Stop page:

This survey has been stopped. You will need to come back and answer all questions to complete the survey.

### II. Characteristics

First, a few questions about you. These are to help us with our research and your answers will not be shared outside the NatCen team.

FName (VARLAB: first name)

1. **What is your first name?**

<Open text box>

SName (VARLAB: surname)

2. **What is your surname?**

<Open text box>

DoB (VARLAB: DoB)

3. **What is your date of birth?**

**Please write in the following format: *day/month/year; e.g. 25/12/2000***

<Open text box>

PerMail (VARLAB: Personal email)

4. **After you graduate we may want to get in touch to ask how ASCENTS has affected your career plans. Please provide your personal (non-university) email address so we can do this:**

<Open text box>

Gender (VARLAB: gender)

5. **What is your gender?**

Male

Female

Non-binary

Other

Prefer not to answer

EthnGrp (VARLAB: ethnic group)

6. **What is your ethnic group?**

White British

White Other

Mixed or multiple ethnic groups

Asian/Asian British

Black/African/Caribbean/Black British

Other ethnic group

Prefer not to answer

UniAttnd (VARLAB: University attended)

7. **Which university do / did you attend?**

[open text]

BScMSc (VARLAB: BSc or MSc)<sup>1</sup>

8. **At the end of your university course, will you receive a BSc or MSc qualification?**

BSc

MSc

Other (specify)

CrntYr (VARLAB: current course year)

9. **What year of your university course are you currently in?**

First

Second

Third

Fourth

Fifth

Other (specify)

CrsYrs (VARLAB: course length)

10. **How long is your university course?**

Three years

Four years

Five years

Other (specify)

Subject (VARLAB: subject studied)

**11. What is your subject of study? If you are a dual subject student, please specify your two subjects in the "other" textbox below.**

Aerospace engineering

Astronomy

Biochemistry

Biology

Biomedical Science

Chemical engineering

Chemistry

Civil engineering

Computer science

Electrical engineering

Mathematics

Mechanical engineering

Neuroscience

Physics

Psychology

Statistics

Other (specify)

### **III. Career expectations**

The next questions are about your plans for when you have graduated.

**Thinking about your plans after graduation, how likely or unlikely are you to pursue each of the following career options? On a scale of 0 to 10, where 0 is extremely unlikely, 5 is neither likely nor unlikely and 10 is extremely likely.**

TchPSch (VARLAB: how likely to become a primary school teacher)

**12. Primary school teaching**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

TchSSch (VARLAB: how likely to become a secondary school teacher)

**13. Secondary school teaching**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

TchFE (VARLAB: how likely to become a further education teacher)

**14. Further education (e.g. college) teaching**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

TchUni (VARLAB: how likely to work in a university)

**15. University teaching, lecturing or research**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

WkPubSec (VARLAB: how likely to work in the public sector)

**16. Public sector (not education) such as the civil service, NHS or local government**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

WkPrvSec (VARLAB: how likely to work in private sector)

**17. Private sector / industry**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

6

7

8

9

10 – Extremely likely

Don't know

**Thinking about your plans after graduation, how likely or unlikely are you to pursue each of the following options for further education or training? On a scale of 0 to 10, where 0 is extremely unlikely, 5 is neither likely nor unlikely and 10 is extremely likely.**

FtrStud (VARLAB: how likely to study further in subject)

**18. Further academic study in your subject area**

0 – Extremely unlikely

1

2

3

4

5 – Neither likely nor unlikely

- 6
- 7
- 8
- 9
- 10 – Extremely likely
- Don't know

StudTch (VARLAB: how likely to train in teaching)

**19. A postgraduate qualification in education or teaching**

- 0 – Extremely unlikely
- 1
- 2
- 3
- 4
- 5 – Neither likely nor unlikely
- 6
- 7
- 8
- 9
- 10 – Extremely likely
- Don't know

**IV. Your experience of ASCENTS**

The next questions are about your experience of ASCENTS mentoring.

OverEnjo (VARLAB: whether enjoyed mentoring)

**20. To what extent do you agree or disagree with the following statement:**

**Overall, I enjoyed my mentoring sessions**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Mentlike (VARLAB: liked about mentoring)

**21. What, if anything, did you like about the mentoring sessions?**

{Open textbox}

Mentdis (VARLAB: disliked about mentoring)

**22. What, if anything, did you *not* like about the mentoring sessions?**

{Open textbox}

MentCont (VARLAB: content of mentoring sessions)

**23. What content did your mentoring sessions cover? Please select all that apply.**

Science classwork

Science homework  
Learning strategies  
Improving confidence  
Career options  
Other (please specify)

TimePrep (VARLAB: time spent preparing for ASCENTS)

**24. Did you spend any time preparing for your mentoring sessions? If so, roughly how much time did you spend preparing before each session?**

I didn't spend any time preparing before my mentoring sessions  
Less than 30 minutes  
Between 30 minutes and 60 minutes  
Between 60 minutes and 90 minutes  
More than 90 minutes  
Don't know

TimeFollow (VARLAB: time spent on follow-up work for ASCENTS)

**25. Did you spend any time on follow-up work specifically for ASCENTS after your mentoring sessions? If so, roughly how much time did you spend on follow-up work after each session?**

I didn't spend any time on follow-up work after my mentoring sessions  
Less than 30 minutes  
Between 30 minutes and 60 minutes  
Between 60 minutes and 90 minutes  
More than 90 minutes  
Don't know

IfDrop (VARLAB: if dropped out of ASCENTS)

**26. Did you stop ASCENTS mentoring before the end of the programme?**

Yes, I stopped ASCENTS mentoring before the end of the programme  
No, I have not stopped ASCENTS mentoring before the end of the programme

IF IFDROP = YES

WhenDrop (VARLAB: when dropped out of ASCENTS)

**27. How many mentoring sessions did you attend before stopping ASCENTS?**

[Open text box]

WhenDrop [any value]

WhyDrop (VARLAB: why dropped out of ASCENTS)

**28. Did you stop ASCENTS for any of the following reasons? Please select all that apply.**

Health problems  
Problems with transport to or from mentoring  
My mentee didn't show up  
The mentoring clashed with lectures or other university work  
The mentoring clashed with other paid work  
The mentoring clashed with other things I wanted to do  
I missed so many mentoring sessions I didn't want to keep going  
My home life made it hard for me to attend mentoring  
Other (specify)

IF IFDROP = NO

MissSess (VARLAB: whether missed any sessions)

**29. How many mentoring sessions did you have to miss?**

[Numeric open text box; tick box: 'I didn't miss any mentoring sessions']

*Respondents who missed one or more sessions*

WhyMiss (VARLAB: reasons why missed any mentoring sessions)

**30. Did you miss any of your ASCENTS sessions for any of the following reasons?**

**Please select all that apply.**

I was ill

Problems with transport to or from mentoring

My mentee didn't show up

The mentoring clashed with lectures or other university work

The mentoring clashed with other paid work

The mentoring clashed with other things I wanted to do

I missed so many mentoring sessions I didn't want to keep going

My home life made it hard for me to attend mentoring

Other (specify)

TrainHelp (VARLAB: how helpful was the training received)

**31. Now that you have done your ASCENTS mentoring, how helpful or unhelpful did you find the ASCENTS mentor training in preparing you?**

Very helpful

Somewhat helpful

Not helpful

Not applicable – I did not attend mentor training

TrainWhat (VARLAB: anything that could have made training more helpful)

**32. Is there anything that could have made your ASCENTS mentor training more helpful?**

[Open box]

ProbRoom (VARLAB: any problems with mentoring room)

**33. Were there any problems with the room where you had your mentoring? Please select all that apply.**

The mentoring room was too noisy

The mentoring room was too crowded

The mentoring room was too cold

The mentoring room was too hot

Other (please specify)

There were no problems

EasDel (VARLAB: whether found delivery easy or difficult)

**34. Overall, how easy or difficult did you find it to deliver ASCENTS mentoring?**

Very easy

Fairly easy

Neither easy nor difficult

Fairly difficult

Very difficult

EasDelExpl (VARLAB: explain why delivery difficult)

**35. Please explain why.**

[open text box]

OthCYP (VARLAB: if done previous work with young people)

**36. This academic year, have you had any other experience of working or volunteering with children or young people, apart from ASCENTS?**

Yes, I have done this

No, I have not done this

## V. You and your ASCENTS mentee

The next questions are about your ASCENTS mentee.

OneMent (VARLAB: whether had more than one mentee)

**37. Have you had the same mentee for all your ASCENTS sessions, or have you had a different mentee at any point?**

I've had the same mentee since I started ASCENTS

I've had different mentees since I started ASCENTS

IF HAD MORE THAN ONE MENTEE

ChngMent (VARLAB: why had to change mentee)

**38. Were any of the following a/the reason(s) why you had more than one mentee?  
Please select all that apply.**

My mentee dropped out of ASCENTS

My mentee couldn't come to some of our sessions

I was allocated more than one mentee

I wanted a mentee with a different gender

I didn't get on with my mentee

Other (please specify)

**If you had more than one mentee, please think of the mentee you had the most sessions with when you answer the following questions.**

MentGndr (VARLAB: whether mentee was same gender)

**39. Was your mentee the same gender as you?**

Yes, my mentee was the same gender as me

No, my mentee was a different gender from me

IF DIFFERENT GENDER

DiffGndr (VARLAB: how felt about mentee of different gender)

**40. How did you feel about having a mentee who was a different gender from you?**

I would have preferred a mentee who was the same gender

I liked that my mentee was a different gender from me

It didn't make a difference to me what gender my mentee was

IF SAME GENDER

SameGndr (VARLAB: how felt about mentee of same gender)

**41. How did you feel about having a mentee who was the same gender as you?**

I would have preferred a mentee who was a different gender

I liked that my mentee was the same gender as me

It didn't make a difference to me what gender my mentee was

To what extent do you agree or disagree with the following statements about your mentee:

MentEng (VARLAB: how engaged was the mentee)

**42. My mentee paid attention during our ASCENTS mentoring sessions**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

LikdMent (VARLAB: how well got on with mentee)

**43. I got on well with my mentee**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

## **VI. Impact of your ASCENTS mentoring**

The next questions are about the benefits and costs of being an ASCENTS mentor.

BenAsc (VARLAB: benefits of taking part in ASCENTS)

**44. Do you feel you have benefitted in any of the following ways from taking part in ASCENTS? [Yes/No grid]**

Increased subject knowledge

Improved university attainment

Better time management skills

Improved confidence

Increased sense of belonging in the local area

Improved CV

Feeling good about helping others

Socialising with other mentors

Other (please specify)

CostAsc (VARLAB: costs of taking part in ASCENTS)

**45. Did you have to do any of the following things less in order to make time for ASCENTS? Please select all that apply.**

I had to study less

I had to socialise less

I had to do less paid work

I had to volunteer less

I had to do sports less

Other (please specify)

I did not have to do anything less

TeachInt (VARLAB: if ASCENTS has increased interest in teaching)

**46. To what extent has ASCENTS mentoring increased or decreased your interest in teaching?**

Increased a lot

Increased somewhat  
No difference  
Decreased somewhat  
Decreased a lot

DisadvInt (VARLAB: if ASCENTS has increased interest in career supporting disadvantaged students)

**47. To what extent has ASCENTS mentoring increased or decreased your interest in a career supporting disadvantaged students?**

Increased a lot  
Increased somewhat  
No difference  
Decreased somewhat  
Decreased a lot

GdExAsts (VARLAB: good experience or not ASCENTS)

**48. Which of the following statements describes your attitude to ASCENTS:**

**Overall, I have had:**

A good experience with the ASCENTS mentoring programme  
An okay experience with the ASCENTS mentoring programme  
A bad experience with the ASCENTS mentoring programme

GdExExpla (VARLAB: explain why good experience or not)

**49. Please explain why.**

[open text box]

AsBett (VARLAB: change about ASCENTS)

**50. What would you change about ASCENTS to make it better?**

AnyElse (VARLAB: anything else to add on ASCENTS)

**51. If there is anything else you would like to share about ASCENTS, please write it here.**

[Open text box]

**End**

Thank you for taking the time to complete this survey. Your answers will help us improve the programme for future mentors and mentees.

## Appendix K: Mentor post-intervention interviews

### Evaluation of ASCENTS 1-2-1 Support for Science Programme

#### Post-intervention interviews with Mentors

#### Topic Guide

##### **Aim of the interview:**

The aim of post-intervention interviews with mentors is to gather information and explore views on:

- Mentors experiences participating in ASCENTS,
- The challenges and benefits of participating in ASCENTS,
- Mentors and mentees engagement with ASCENTS, the mentor/mentee relationship,
- And suggestions for improving the programme.

##### **The topic guide:**

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc. as participants' contributions will be explored in this way, as far as is feasible, during the interview. Researchers will use prompts and probes in order to understand how and why views, behaviours and experiences have arisen.

The interview will last around **45 – 60 minutes**.

#### **1. Introduction**

- Introduce yourself and NatGen
- Thank participant for agreeing to take part
- Overview of the study:
  - Evaluation of the ASCENTS 1-2-1 Support for Science Programme  
Commissioned by the Education Endowment Foundation
  - Interview is to gather your views and experience of the ASCENTS programme and outcomes of ASCENTS.

- Participation is voluntary – there are no right or wrong answers and you can choose to have a break at any time or not to discuss any topic.
- Digital recording – We would like to record the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings. Check OK.
  - Recorder is encrypted, and files stored securely in line with the UK General Data Protection Regulation (UK GDPR).
  - Findings will be used to inform a report. Everything you say is confidential. Individuals will not be named in the report, so no one will know what you have said.
  - All recordings will be securely deleted within 6 months from report publication in 2027.
- Reminder of interview length - will last up to 1 hour. Check OK.
- Any questions/concerns?

Ask permission to start recording.

## **2. Participant background (5 min)**

*Aim: to 'warm up' mentor and gain a brief overview of their views on the ASCENTS programme.*

Brief overview of the participant's background

- Their subject of study
- Explore reasons for their interest in the subject

General view of ASCENTS programme

## **3. Motivation to take part in ASCENTS (5 mins)**

*Aim: explore how mentors first heard about ASCENTS and what motivated mentors to take part in the programme.*

Motivation to take part in ASCENTS

Prompts:

- Build science knowledge
- Gain experience mentoring/tutoring
- Gain confidence mentoring/tutoring
- Develop interpersonal skills
- Interested in a career in science
- Interested in teaching
- Any others?

Why they thought that ASCENTS mentoring could help them achieve their motivations

#### 4. Experience ASCENTS (15 min)

*Aim: explore mentors experiences of ASCENTS, challenges with participating in ASCENTS and suggestions for improving the programme.*

View of ASCENTS training

- Whether they felt prepared as a result of the training and why/why not
- Whether they were satisfied with the training and why/why not

Describe a typical mentoring session

- Content covered (e.g., exam prep, exam strategies, homework, revision, confidence building)
- When (e.g., day, time, any changes)
- Where (e.g., classroom, hall, separate/shared space, any changes)
- Length of session
- Who was present (e.g., mentee; gender, supervising staff; role)
- Number of mentees
  - if they ever had more than one mentee and why
- Other resources (e.g., school homework, exam practice sheets, textbooks)
- Mentee led or mentor led

Interactions with supervising staff [optional]

- What was discussed

Any prep or follow up work

- What they did
- How long they spent on prep/follow up work
- How often

Any prep/follow up work for mentees

- If so, what and how often

Whether they continued mentoring until ASCENTS finished.

- If not, when they stopped and why

Whether mentor/mentee missed any sessions

- If so, why

Overview of Revision Day

- Whether they or their mentee attended a Revision Day
- Location
- Structure of Revision Day
- Content covered
- What went well/less well

Any challenges and facilitators to delivering mentoring sessions – (explore reasons)

Prompts:

- Travel
- Room location and set up
- Changes to mentoring schedule
- Attendance

- Easy/difficult to deliver
- Any others?

Suggestions for improving delivery

### 5. Engagement in ASCENTS (15 min)

*Aim: To understand mentors views on mentoring, the mentor/mentee relationship and the perceived engagement of mentees.*

Mentee engagement during sessions and Revision Day – make sure that the two elements are discussed distinctly

Prompts:

- Paid attention in sessions
- Engaged in discussions with mentor
- Engaged with content (e.g., workbooks, exam style questions)
- Asked questions

Whether engagement changed and if so, how?

Mentor and mentee relationship

- How well they got on with their mentee(s)
- Whether mentors/mentees gender affected the relationship – positive or negative. How (if it did affect the relationship) and why
- Whether mentors felt that age differences affected their relationship – positive or negative. How (if it did affect the relationship) and why
- Any problems with their mentee(s)
  - If so, what and how problem was addressed

What they think made for a successful mentoring relationship – (explore reasons why)

### 6. Perceived impact of programme on mentors (10 mins)

*Aim: explore mentors view on the perceived outcomes of ASCENTS, especially on future study and career choices.*

Any perceived benefits of ASCENTS on mentor – (explore reasons why)

Prompts:

- Increased subject knowledge
- Improved attainment
- Better time management skills
- Improved confidence
- Increased sense of belonging in the local area
- Improved CV
- Socialising with other mentors
- Any others?

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Perceived impact on mentor's future study or career choices – (explore reasons why)

Prompts:

- Change in future study and career choices
- Interest in teaching
- Interest in a career supporting disadvantaged students
- Any others?

Any perceived costs of ASCENTS on mentor – (explore reasons why)

Prompts:

- Lack of time for study
- Lack of time for socialising
- Lack of time for paid work
- Lack of time for volunteering
- Any others?

Any perceived positive or negative changes in the mentees

Why do you think those changes happened?

### 7. Summary

Whether they would recommend mentoring to others. [optional]

Why?

Anything else to add

Any questions?

### Stop recording

Thank participant and reaffirm confidentiality and anonymity.

## Appendix L: Mentee post-intervention survey

### ASCENTS mentee survey

#### Post-intervention

##### I. Intro

This survey is from the National Centre for Social Research (NatCen), who have been asked to do some research into the ASCENTS 1-2-1 Support for Science mentoring programme your school is taking part in.

The survey asks all pupils about their usual science lessons, support and future aspirations. If you received ASCENTS mentoring, we will ask you about your experience and views of the ASCENTS programme.

If you did not receive ASCENTS mentoring, we will ask whether you received any support from a pupil receiving ASCENTS mentoring.

Your answers will provide us with valuable information for the evaluation.

The survey will take around 15 minutes to complete and participation is voluntary. Participant and school names will not be used in any of our reporting, and your survey responses will remain confidential. Please answer all questions as honestly as you can – there are no right or wrong answers! If you do not want to answer any of the questions, you can skip them.

If you have any questions about NatCen's research into ASCENTS, please visit our website: <https://natcen.ac.uk/participant-contents/evaluation-ascents-1-2-1-support-science-retrial> or email [ASCENTSresearch@natcen.ac.uk](mailto:ASCENTSresearch@natcen.ac.uk)

**Thank you!**

**Please click next if you are happy to take part in the survey.**

##### II. Characteristics

First, a couple of questions about you. These are to help us with our research and to keep track of who has taken part in the survey. We will not be sharing this information with your teacher or anyone outside of NatCen and your name will not be used in any analysis or reporting.

Gender (VARLAB: Gender)

1. **What is your gender?**

Male

Female  
Other  
Prefer not to say

SchName (VARLAB: School name)

2. **What is the name of your school?**

[Open text box- 35 characters]

TrmtCntrl (VARLAB: Treatment or control group)

3. **Were you given a mentor as part of the ASCENTS mentoring programme?**

Yes

No

'Yes' ROUTE TO TREATMENT SURVEY. 'No' ROUTE TO CONTROL SURVEY

## TREATMENT

### III. Motivations for taking part in ASCENTS

These questions are about your motivations for taking part in the ASCENTS programme.

To what extent do you agree or disagree with the following statements:

ExtSppt (VARLAB: support with science studies)

4. **I took part in ASCENTS because I wanted extra support with my science studies**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

MckGCSE (VARLAB: improving mock science grades)

5. **I took part in ASCENTS because my teacher, or someone else in school, recommended it to me.**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

HghrGrd (VARLAB: higher grade in science exams)

6. **I took part in ASCENTS because I want to get a higher grade in my science GCSE exams**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

FthrEduca (VARLAB: study science in further education)

**7. I took part in ASCENTS because I want to study science in further education**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

CrrerScien (VARLAB: career in science)

**8. I took part in ASCENTS because I want a career in science**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

OthrMotiv (VARLAB: other motivations for taking part)

**9. Please include any other motivations for taking part in ASCENTS below**

[Open text box]

**IV. Other school mentoring and support**

Now, we'll ask a few questions about any other mentoring or support for science you've taken part in this year.

SciTut (VARLAB: if pupils received other tutoring/mentoring in science)

**10. In this current academic year, did you receive any tutoring / mentoring in science? (Not including the ASCENTS programme)**

Yes

No

TxtSciTut (VARLAB: more about the tutoring / mentoring)

**11. If yes, please tell us briefly about the tutoring / mentoring you received below**

[Open text box]

SchSciSppt (VARLAB: whether participated in school science support)

**12. In the current academic year, did you participate in any of the following types of science support, programmes and activities organised by your school?**

**(Please do not include ASCENTS when answering this question)**

Please select all that apply

Field trips

Competitions

Science Clubs

Debates

Work Placements

Volunteering (e.g., at a museum or science event)

Training (e.g., attending a course outside of normal science teaching)

Careers events

Other (please specify) [OPEN TEXT BOX]

The school **did not** provide any additional science support, programmes or activities in the current academic year [Exclusive]

The school **did** provide additional science support, programmes or activities in the current academic year apart from ASCENTS, but I **did not** take part [Exclusive]

OthrTut (VARLAB: whether received tutoring/mentoring for other subjects)

**13. In this current academic year, did you receive any tutoring / mentoring in any subject other than science?**

Yes

No

TxtOthrTut (VARLAB: more about the tutoring / mentoring)

**14. If yes, please tell us briefly about the tutoring / mentoring you received below**

[Open text box]

## V. Further study in science

The next questions are about what you think you might do after your GCSEs.

AftGCSE (VARLAB: how likely to continue studying science after GCSE)

**15. How likely or unlikely do you think you are to continue studying science after your GCSEs?**

Very likely

Likely

Neither likely nor unlikely

Unlikely

Very unlikely

WantUni (VARLAB: whether want to go to university)

**16. Which of these statements best describes your feelings about university?**

I definitely want to go to university

I might want to go to university, but am still unsure

I don't want to go to university

I haven't thought about university at all

Other:

ALL EXCEPT THOSE WHO DO NOT WANT TO GO TO UNIVERSITY AND HAVE NOT THOUGHT ABOUT UNIVERSITY

SciUni (VARLAB: whether want to study science at university)

SciJob (VARLAB: whether want to do a job involving science)

**17. Could you see yourself doing a job involving science one day?**

I haven't thought about what I might do for a job at all

I definitely want to do a job involving science

I might want to do a job involving science, but am still unsure

I don't want to do a job involve involving science

Other:

## VI. Your experience of ASCENTS

The next questions are about your experiences of ASCENTS mentoring.

UniMent <sup>1</sup>(VARLAB: University mentor attends)

18. **Do you know which university your mentor attends? If so, write it in the box below.**

[text box]

OverEnjo (VARLAB: whether enjoyed mentoring)

19. **Which of the following statements describes your experience with ASCENTS?**

Overall, I have had:

A good experience with the ASCENTS mentoring programme

An okay experience with the ASCENTS mentoring programme

A bad experience with the ASCENTS mentoring programme

Mentlike (VARLAB: liked about mentoring)

20. **What, if anything, did you like about the mentoring sessions?**[Open text box]

Mentdis (VARLAB: disliked about mentoring)

21. **What, if anything, did you *not* like about the mentoring sessions?**

[Open text box]

MissSess (VARLAB: whether missed any sessions)

22. **If you missed any mentoring sessions, how many mentoring sessions did you miss? Put a number in the box below, and it's okay if it's approximate.**

**If you attended all your mentoring sessions, you can put 0.**

[Numeric open text box; tick box: 'I didn't miss any mentoring sessions']

WhyMiss (VARLAB: reasons why missed any mentoring sessions)

23. **Did you miss any of your ASCENTS sessions for any of the following reasons? Please select any that apply.**

**If you did not miss any ASCENTS sessions, please select the last option.**

I was ill

Problems with transport from mentoring

I don't think there's any point trying to improve my grades in GCSE science

My mentor didn't show up

I didn't like my mentor

The mentoring session clashed with other things I wanted to do

I didn't want to be around some of the other people receiving mentoring

I didn't find the mentoring useful

My friends missed their mentoring so I did too

I missed so many mentoring sessions I didn't want to keep going

My parents didn't think it was important for me to attend mentoring

My home life made it hard for me to attend mentoring

I didn't want to do ASCENTS in the first place

Other (please specify) [OPEN TEXT BOX]

None of the above [Exclusive]

I did not miss any ASCENTS sessions [Exclusive]

TimePrep (VARLAB: time spent preparing for ASCENTS)

**24. Did you spend any time preparing for your mentoring sessions? If so, roughly how much time would or do you spend preparing for a mentoring?**

I didn't spend any time preparing before my mentoring sessions

Less than 30 minutes

Between 30 minutes and 60 minutes

Between 60 minutes and 90 minutes

More than 90 minutes

I can't remember/ don't know.

TimeHome (VARLAB: time spent on homework for ASCENTS)

**25. Did you spend any time on homework specifically for ASCENTS after your mentoring sessions? If so, roughly how much time did you spend on homework after each session?**

I didn't spend any time on homework after my mentoring sessions

Less than 30 minutes

Between 30 minutes and 60 minutes

Between 60 minutes and 90 minutes

More than 90 minutes

I can't remember/ Don't know

ProbRoom (VARLAB: any problems with mentoring room)

**26. Were there any problems with the room where you had your mentoring? Please select all that apply.**

The mentoring room was too noisy

The mentoring room was too crowded

The mentoring room was too cold

The mentoring room was too hot

Other (please specify) [OPEN TEXT BOX]

There were no problems

## VII. Your ASCENTS mentor

The next questions are about your ASCENTS mentor. Please be open and honest, and remember that you won't be named in any analysis or reporting.

OneMent (VARLAB: whether had more than one mentor)

**27. Have you had the same mentor for all your ASCENTS sessions?**

I've had the same mentor since I started ASCENTS

I have had more than one mentor since I started ASCENTS

IF HAD MORE THAN ONE MENTOR

ChngMent (VARLAB: why had to change mentor)

**28. If your mentor changed, were any of the following reasons why your mentor changed? Please select all that apply.**

I wanted a mentor with a different gender

I didn't get on with my mentor

My mentor dropped out of ASCENTS

My mentor wasn't helpful

I had a different mentor when my regular mentor was not available for our sessions

Other (please specify) [OPEN TEXT BOX]  
N/A – I had the same mentor throughout

MentGndr (VARLAB: whether mentor was same gender)

**If you had more than one mentor, please think of the mentor who gave you the most sessions when you answer the following questions.**

**29. Was your mentor the same gender as you?**

Yes, my mentor was the same gender as me

No, my mentor was a different gender from me

IF DIFFERENT GENDER<sup>2</sup>

DiffGndr (VARLAB: how felt about mentor of different gender)

**30. How did you feel about having a mentor who was a different gender from you?**

I would have preferred a mentor who was the same gender

I liked that my mentor was a different gender from me

It didn't make a difference to me what gender my mentor was

IF SAME GENDER

SameGndr (VARLAB: how felt about mentor of same gender)

**31. How did you feel about having a mentor who was the same gender as you?**

I would have preferred a mentor who was a different gender

I liked that my mentor was the same gender as me

It didn't make a difference to me what gender my mentor was

ComfMent (VARLAB: whether comfortable asking questions about science)

**32. I felt comfortable to go to my mentor with any question I had about science**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

MentCare (VARLAB: whether mentor cared about mentee)

**33. I felt like my mentor cared about me**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

MentExpl (VARLAB: how well mentor explained things)

**34. My mentor explained things in a way that helped me understand them.**

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

LikdMent (VARLAB: how well got on with mentor)

**35. I got on well with my mentor**

Strongly agree

Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

### VIII. **Effects of your ASCENTS mentoring**

Thanks for sticking with us! This is the last section of the survey. We'll ask questions about how helpful or unhelpful you have found ASCENTS, any changes you noticed since taking part, and whether you spoke about ASCENTS outside of your mentoring sessions.

PrdGrd (VARLAB: how well will do compared to predicted grade)

**36. Thinking about your predicted grade in GCSE science, having had ASCENTS mentoring, how well do you think you will do, compared to the grade you are predicted?**

I think I will get a lower grade than the grade I am predicted  
I think I will achieve the grade I am predicted  
I think I will get a higher grade than the grade I am predicted  
Don't know

ScIntrst (VARLAB: how much more interested in science)

**37. My ASCENTS mentoring has made me become more interested in science**

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

UndngSci (VARLAB: helped improve understanding of science)

**38. My ASCENTS mentoring has helped improve my understanding of science topics and concepts**

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

MotivSub (VARLAB: whether have higher motivation in other subjects)

**39. My ASCENTS mentoring has boosted my motivation in other subjects**

Strongly agree  
Agree  
Neither agree nor disagree  
Disagree  
Strongly disagree

AftGCSE2 (VARLAB: whether want to study science after GCSE)

**40. My ASCENTS mentoring has made me more motivated to study science after GCSE (for example at A-level)**

Strongly agree  
Agree

Neither agree nor disagree  
Disagree  
Strongly disagree

SpillOver (VARLAB: whether shared ASCENTS learning with others)

**41. Did you talk about your ASCENTS mentoring sessions and what you learnt with your peers in your school who were not receiving ASCENTS mentoring?**

Yes, I talked about ASCENTS with one person  
Yes, I did this with more than one person  
No, I did not do this  
I can't remember

ShareSpill(VARLAB: What ASCENTS learning was shared)

**42. If you talked about mentoring with your peers, what did you talk about?**

I shared that I was attending mentoring in general  
I shared occasional advice or tips that my mentor taught me  
I regularly shared advice or tips that my mentor taught me  
I helped someone with science in a similar way to how my mentor helped me  
Other (please specify) [OPEN TEXT BOX]  
N/A – I never talked about ASCENTS mentoring outside of sessions

PhysMat(VARLAB: whether shared ASCENTS materials with others)

**43. Did you share any physical materials you received during your mentoring session with pupils not receiving ASCENTS mentoring (E.g., exam style question booklets, handouts)**

Yes  
No

TxtPhysMat (VARLAB: What ASCENTS materials were shared)

**44. If yes, what physical materials did you share?**

[Open text box]

AsBett (VARLAB: change about ASCENTS)

**45. Would you change anything about ASCENTS to make it better or more helpful? If so, please tell us.**

[Open text box]

AnyElse (VARLAB: anything else to add on ASCENTS)

**46. And finally, if there is anything else you would like to share about ASCENTS, please write it here.**

[Open text box]

Treat\_End (Non- skippable)

47. Thank you for your input. Click here to end the survey.

End

## Control

Even though you haven't taken part in ASCENTS Mentoring, we would still like to hear from you in this survey, so please do continue.

### I. Other school mentoring and support

#### Intro page note

ConSciTut (VARLAB: whether received tutoring/mentoring for other subjects)

**48. In this current academic year, did you receive any tutoring / mentoring in science? (Not including the ASCENTS programme)**

Yes

No

ConTxtSciTut (VARLAB: whether received tutoring/mentoring for other subjects)

**49. If yes, please tell us briefly about the tutoring / mentoring you received below**

[Open text box]

ConSchSciSppt (VARLAB: whether participated in school science support)

**50. In the current academic year, did you participate in any of the following types of science support, programmes and activities organised by your school?**

**(Please do not include ASCENTS when answering this question)**

Field trips

Competitions

Science Clubs

Debates

Work Placements

Volunteering (e.g., at a museum or science event)

Training (e.g., attending a course outside of normal science teaching)

Careers events

Other (please specify) [OPEN TEXT BOX]

The school did not provide any additional science support, programmes or activities in the current academic year [Exclusive]

I didn't take part in any additional science support, programmes or activities in the current academic year apart from ASCENTS [Exclusive]

ConOthrTut (VARLAB: whether received tutoring/mentoring for other subjects)

**51. In this current academic year, did you receive any tutoring / mentoring in any subject other than science?**

Yes

No

ConTxtOthrTut (VARLAB: more about the tutoring / mentoring)

**52. If yes, please tell us briefly about the tutoring / mentoring you received below**

[Open text box]

## II. Study in science

The next questions are about what you think you might do after your GCSEs.

ConPrdGrd (VARLAB: how well will do compared to predicted grade)

**1. Thinking about your predicted grade in GCSE science, how well do you think you will do, compared to the grade you are predicted?**

I think I will get a lower grade than the grade I am predicted

I think I will achieve the grade I am predicted

I think I will get a higher grade than the grade I am predicted

Don't know

ConAftGCSE (VARLAB: how likely to continue studying science after GCSE)

**2. How likely or unlikely do you think you are to continue studying science after your GCSEs?**

Very likely

Likely

Neither likely nor unlikely

Unlikely

Very unlikely

ConWantUni (VARLAB: whether want to go to university)

**3. Which of these statements best describes your feelings about university?**

I haven't thought about university at all

I definitely want to go to university

I might want to go to university

I don't want to go to university

ConSciUni (VARLAB: whether want to study science at university)

**4. If you would like to go to university, could you see yourself studying science at university?**

**I haven't thought about what I want to study at university**

I definitely want to study science at university

I might want to study science at university

I don't want to study science at university

ConSciJob (VARLAB: whether want to do a job involving science)

**5. Could you see yourself doing a job involving science one day?**

I haven't thought about what I might do for a job at all

I definitely want to do a job involving science

I might want to do a job involving science

I don't want to do a job involve involving science

## III. Shared ASCENTS learning and resources

The following questions are about any learning or tools you received from those receiving ASCENTS mentoring

ConAtndMent (VARLAB: if attended mentoring sessions)

**6. Did you attend any ASCENTS mentoring sessions?**

Yes  
No

ConNumofSns (VARLAB: number of mentoring sessions attended)

**7. If yes, how many sessions did you attend? If you didn't attend any mentoring sessions, you can put 0 in the box.**

[Numeric open text box]

ConSpillover (VARLAB: whether shared ASCENTS learning with others)

**8. Did you talk to your peers receiving ASCENTS mentoring about their mentoring sessions?**

Yes  
No

ConShareSpill (VARLAB: what ASCENTS learning was shared)

**9. If you talked about mentoring with your peers, what did you talk about?**

They shared that they were attending mentoring in general

They shared occasional advice or tips that their mentor taught them

They regularly shared advice or tips that their mentor taught them

They helped me with science in a similar way to how their mentor helped them

Other (please specify) [OPEN TEXT BOX]

N/A My peers receiving ASCENTS mentoring didn't talk to me about it

ConPhysMat (VARLAB: whether received ASCENTS materials)

**10. Did pupils receiving ASCENTS mentoring share with you any physical materials they received from their mentor? (E.g., exam style question booklets, handouts)**

Yes  
No

ConTxtPhysMat (VARLAB: what ASCENTS materials they received)

**11. If yes, what physical materials did you receive?**

[Open text box]

## For both surveys

### Stop page

This survey has been stopped. You will need to come back and answer all questions to complete the survey

### End page

The survey has ended.

Thank you for taking the time to complete this survey. We really appreciate your contribution.

Best wishes,

The ASCENTS Evaluation team

## Appendix M: Mentee post-intervention focus groups

# NatCen

Social Research that works for society

### Process evaluation ASCENTS 121 Support for Science Mentee focus group topic guide

#### **Aim of the focus groups (for researcher)**

The aim of the focus groups with mentees is to explore their views and experiences of ASCENTS 121 Support for Science.

They aim to address the following research questions:

- How engaged were mentees in preparing for, attending and following up on mentoring sessions?
- What were the perceived costs and benefits of participating in ASCENTS?
- How did mentees feel about mentoring sessions?
- What were the drivers / obstacles to mentees' engagement?

#### **The topic guide**

This guide is intended as a guide for the Researcher running the discussion. It sets out a number of necessary contextual and factual topics and questions that will be covered during focus groups. The guide does not contain follow-up probes and questions like 'why', 'when', 'how', etc. as participants' contributions will be explored using prompts and probes in order to understand how and why views, behaviours and experiences have arisen. The discussion will last for approximately 60 minutes and be with six pupils receiving ASCENTS mentoring.

#### **Introduction (5 minutes)**

- Thank you for being here. Introduce self and NatCen: we are researchers – our job is to ask people questions about what they think of different topics – as you know today we'll talk about the mentoring sessions you're having to help with your GCSE science.
- We'll spend the next 60 minutes talking about your experience of receiving ASCENTS mentoring. Everything you say is **confidential** – this means we won't share what you say with anyone you know. Please don't share the discussion outside of this room.
- Participation is **voluntary**: we're very interested in all your views but it's up to you how much you want to say, and if you can't answer a question we won't mind. If you want to stop or leave at any time, just raise your hand and let me know.
- Reporting and **anonymity**: we will write a report about what everyone has said, but we won't be naming anyone – so no one will know what you have said.
- There are **no right or wrong answers**; we are not testing you or judging your school. We want to know what you think of the ASCENTS mentoring.

- We would like to record this discussion so we can remember what you said. For the recording, it would be helpful if you don't talk over each other.
- Do you have any questions? [RESEARCHER NOTE: take time to respond to pupils' questions, and re-explain any key information if you think pupils have not understood].
- Explain the structure of the guide - we're going to talk about:
  - How you feel about science
  - Your experience with ASCENTS
  - What might make ASCENTS mentoring better for you
- Ask to start recording:  
**As I turn the recorder on, I am going to ask each of you to say whether you are happy to take part in the discussion. We need to make sure that you are happy to take part and record your consent.** [RESEARCHER NOTE: This is in line with GDPR (General Data Protection Regulation)]

### **Introductions and attitudes to science (10 minutes)**

*Aim: have participants introduce themselves, warm up and explore what they think about science.*

- Round of introductions – ask pupils to say their names and say one thing they like about school / sports / doing in free time. Note names on paper for record.
- Warm up questions – give pupils agree / disagree / don't know cards and ask to use them on following statements. When they share their views, ask the “agrees”, “disagrees” and “don't knows” for their opinions in turn and compare reasons both within each group and between groups (anyone can contribute at any point in discussion):
  - “I like science”
    - Agrees: why? – explore reasons (any mentee can contribute)
    - Disagrees: why not?
    - Don't knows: why?
  - “Science is useful for the world”
    - Agrees: why? – explore reasons (any mentee can contribute)
    - Disagrees: why not?
    - Don't knows: why?

### **Motivation to take part (10 minutes)**

*Aim: explore what motivated pupils to take part in ASCENTS and what shared or divergent reasons there were within the group.*

- Why they decided to take part in ASCENTS – ask openly to the group
  - Probe for;
    - Whether it was recommended by someone, like a teacher

- GCSEs as a motivator
  - Reflect back any similarities/differences between answers and explore

### **Experiences of ASCENTS (20 minutes)**

*Aim: explore mentees' experiences of ASCENTS, including content covered, rapport with their mentor, any challenges and suggestions for improvements.*

- What content mentoring sessions covered
  - Probes:
- Describe a typical mentoring session
- Help with science classwork
- Science homework
- Other (for example, confidence, learning strategies)
- Statement "I enjoyed my mentoring sessions", and pupils to respond with agree / disagree / don't know cards
- Agrees: why? – explore reasons (any mentee can contribute)
- Disagrees: why not?
- Don't know: why?
  - Key probes and follow up questions:
- If the right content was covered
- If mentors were responsive enough to their needs
- How well they got on with their mentor
- What they think made for a successful mentoring relationship
- Any problems with doing ASCENTS
  - On at the right time
  - If they had to miss anything to do it
  - Any non-attendance from mentors
  - Any other difficulties they had going to all the sessions
- Additional work for ASCENTS – homework or prep work
  - If they had to do this
  - How easy or difficult it was to find the time for it
- Pupils to talk in pairs then share with group: what could have been done to help you enjoy or engage with your ASCENTS mentoring sessions more.

### **Impact of ASCENTS (10 minutes)**

*Aim: explore what impact pupils think ASCENTS has had and will have on their achievement in and enjoyment of science.*

Statement exercises:

- “I am more interested in science thanks to ASCENTS”
  - Agrees: why? – explore reasons (any mentee can contribute)
  - Disagrees: why not?
  - Don’t know: why?
  - Probes:
    - What has changed or not changed about their attitude to science
    - If they do any more science activities in spare time
- “I am feeling more confident in my science skills thanks to ASCENTS”
  - Agrees: why? – explore reasons (any mentee can contribute)
  - Disagrees: why not?
  - Don’t know: why?
  - Probes:
    - Better understanding of science
      - Any impact on confidence related to exams
- “I enjoy science lessons more thanks to ASCENTS”
  - Agrees: Why?
    - How is this different from before ASCENTS?
  - Disagree: Why not?
    - How is this different than before ASCENTS?
  - Don’t know: why?
- Spill over: ask if any of them have used advice from the mentoring sessions to help others in school not receiving ASCENTS mentoring
  - How / what did this help involve
  - How often did this happen

### **Summing up (5 minutes)**

*Aim: explore any final thoughts towards ASCENTS*

- “I would recommend ASCENTS to anyone doing GCSE science”
- Agrees: why? – explore reasons (any mentee can contribute)
- Disagrees: why not?
- Don’t know: why?
- Any suggestions for making ASCENTS mentoring better or more helpful
- Anything else they would like to add

## Appendix N: School lead pre- and post-intervention surveys



### ASCENTS School Project Lead Survey, wave one

#### Pre-intervention

##### Introduction

{ASK ALL}

##### Intro

##### Evaluation of ASCENTS 1-2-1 Support for Science

From the ASCENTS Evaluation team at the National Centre for Social Research, thank you for agreeing to take part in the evaluation of the ASCENTS 1-2-1 Support for Science programme (ASCENTS).

This survey will help us to gather information on your school's provision of science support, programmes and activities for Year 11 pupils. We will also gather information about your experience of ASCENTS so far. Please answer all questions honestly – there are no right or wrong answers. Your answers will provide us with contextual information, which will help us to better understand the outcome of the evaluation; for example, why ASCENTS did or did not improve GCSE science scores.

The survey will take 15 minutes to complete, and participation in the survey is entirely voluntary. The responses to the survey will be kept confidential – this means you and your school will not be named in the report.

If you have any questions about the evaluation of ASCENTS, please email [ASCENTSresearch@natcen.ac.uk](mailto:ASCENTSresearch@natcen.ac.uk) or call us on **0808 168 0747**. If you would like any more information about the study, please visit <https://natcen.ac.uk/participant-contents/evaluation-ascents-1-2-1-support-science-retrial>.

To submit responses for this survey, you will need to answer all questions and click "submit" at the end. If you stop the survey, you will need to complete it again from the start.

Thank you for taking the time to complete this survey.

**Stop page:**

This survey has been stopped. You will need to come back and answer all questions to complete the survey.

## I. School information

{ASK ALL}

**SchName** (VARLAB: School name)

Please enter your school name:

[Open <300 characters>]

{ASK ALL}

**SchPstcde** (VARLAB: School postcode)

Please enter your school postcode:

[Open <10 characters>]

{ASK ALL}

**ResEmail** (VARLAB: Respondent email)

Please enter your email address:

[Open <300 characters>]

I'd prefer not to give my email address.

## II. Year 11 participation in science programmes in the past 12 months

### PrevIntro

The next set of questions are about the provision of science support, programmes and activities for Year 11 pupils at your school in the **previous academic year**.

Please include support, programmes and activities which took place between **September 2022 and July 2023**.

{ASK ALL}

**PrevSciSup** (VARLAB: Science tutor/mentor support in previous year)

**In the previous academic year**, which types of **science** mentoring/tutoring support did your school provide for Year 11 pupils?

Please select all that apply.

1. One-to-one mentoring/tutoring (the provision of intensive, individualised support separate from normal teaching)
2. Group mentoring/tutoring (the provision of intensive support to a group of students, separate from normal teaching)
3. The school did not provide any science mentoring/tutoring support in the previous academic year [Exclusive code]
4. Don't know [Exclusive code]

{ASK IF PrevSciSup = 1 or 2}

**PrevMentReceive** (VARLAB: Who received mentoring in previous year)

As your school provided mentoring/tutoring in **science** in the previous academic year, the next few questions will ask about this in more detail.

**In the previous academic year**, which Year 11 pupils received mentoring/tutoring in science at your school?

Please select all that apply.

1. All Year 11 pupils [Exclusive Code]
2. High attaining Year 11 pupils
3. Middle attaining Year 11 pupils
4. Low attaining Year 11 pupils
5. Year 11 pupils with Special Educational Needs
6. Year 11 pupils eligible for Pupil Premium
7. Other group of Year 11 pupils (please specify) [open text box]

{ASK IF PrevSciSup = 1 or 2}

**PrevMentDeliver** (VARLAB: Who delivered mentoring in previous year)

**In the previous academic year**, who delivered mentoring/tutoring in **science** for Year 11 pupils?

Please select all that apply.

1. Teachers
2. Teaching assistant or learning support assistant

3. Other pupils at the school
4. Pupils who have recently left the school
5. Parents or carers
6. External providers
7. University students
8. Other (please specify) [open text box]

{ASK IF PrevSciSup = 3}

**PrevMentNot** (VARLAB: Why was there no mentoring in previous year)

**In the previous academic year**, why didn't your school provide **science** mentoring/tutoring for Year 11 pupils?

Please select all that apply.

1. Lack of pupil interest
2. Lack of staff interest
3. Lack of funding
4. Lack of available facilities
5. Lack of support from senior management
6. Lack of staff time
7. Lack of support from staff in the science department
8. Other (please specify) [open text box]
9. Don't know [Exclusive code]

{ASK ALL}

**PrevSciOthrSup** (VARLAB: Science tutor/mentor support in previous year)

**In the previous academic year**, which types of **science** support, programmes and activities did your school provide for Year 11 pupils?

Please select all that apply

1. Field trips
2. Competitions
3. Science Clubs
4. Debates
5. Work Placements
6. Volunteering (e.g., at a museum or science event)

7. Training (e.g., attending a course outside of normal science teaching)
8. Careers events
9. Other (please specify) [open text box]
10. The school did not provide any additional science support, programmes or activities in the previous academic year [Exclusive code]
11. Don't know [Exclusive code]

### III. Year 11 participation in science programmes in the current academic year

#### CurIntro

The next set of questions are about the provision of **science** support, programmes and activities for Year 11 pupils at your school in the **current academic year**.

When thinking about the current academic year, **please do not** include ASCENTS but include all other science support, programmes and activities that will be taking place between **September 2023 and July 2024**.

{ASK ALL}

**CurSciSup** (VARLAB: Science support in current year)

**In the current academic year**, which types of **science** support, programmes and activities will your school provide for Year 11 pupils?

Please **do not** include ASCENTS.

Please select all that apply.

1. One-to-one mentoring/tutoring (the provision of intensive, individualised support, separate from normal teaching)
2. Group mentoring/tutoring (the provision of intensive support to a group of students, separate from normal teaching)
3. The school will not provide any science mentoring/tutoring support in the current academic year [Exclusive code]
4. Don't know [Exclusive code]

{ASK IF CurSciSup = 1 or 2}

**CurMentReceive** (VARLAB: Who received mentoring in current year)

As your school will provide mentoring/tutoring in **science** in addition to ASCENTS in the current academic year, the next few questions will ask about this in more detail.

**In the current academic year**, which Year 11 pupils will receive mentoring/tutoring in **science** at your school?

Please **do not** include ASCENTS when answering this question.

Please select all that apply.

1. All Year 11 pupils [Exclusive Code]
2. High attaining Year 11 pupils
3. Middle attaining Year 11 pupils
4. Low attaining Year 11 pupils
5. Year 11 pupils with Special Educational Needs
6. Year 11 pupils eligible for pupil premium
7. Other group of Year 11 pupils (Please specify) [open text box]

{ASK IF CurSciSup = 1 or 2}

**CurMentDeliver** (VARLAB: Who delivered mentoring in current year)

**In the current academic year**, who will be delivering mentoring/tutoring in **science** for Year 11 pupils?

Please **do not** include ASCENTS when answering this question.

Please select all that apply.

1. Teachers
3. Teaching assistant or learning support assistant
4. Other pupils at the school
5. Pupils who have recently left the school
6. Parents or carers
7. External providers
8. University students
9. Other (please specify) [open text box]

{ASK ALL}

**CurSciSupOther**

**In the current academic year**, which types of **science** support, programmes and activities will your school provide for Year 11 pupils?

Please **do not** include ASCENTS when answering this question.

Please select all that apply.

1. Field trips
2. Competitions
3. Science Clubs
4. Debates
5. Work Placements
6. Volunteering (e.g., at a museum or science event)
7. Training (e.g., attending a course outside of normal science teaching)
8. Careers events
9. Other (please specify) [open text box]
10. The school will not provide any additional science support, programmes or activities in the current academic year [Exclusive code]
11. Don't know [Exclusive code]

**IV. Year 11 participation in mentoring/tutoring programmes outside of the science curriculum**

**CurMentNotSciIntro**

We will now ask you some questions about the provision of mentoring/tutoring programmes **outside the science curriculum** for Year 11 pupils at your school **for the current academic year (2023-2024)**.

{ASK ALL}

**CurMentNotSci** (VARLAB: Non-science mentoring in current year)

**In the current academic year, will Year 11 pupils receive mentoring/tutoring outside of the science curriculum?**

This could include mentoring/tutoring for other subjects, such as English or Maths, or other non-academic mentoring/tutoring. By mentoring/tutoring we mean the provision of intensive one-on-one or group support to students which is separate from normal teaching.

1. Yes
2. No
3. Don't know

{ASK IF CurMentNotSci = 1}

**CurMentNotSciReceive** (VARLAB: Who received non-science mentoring in current year)

**In the current academic year, which Year 11 pupils will be eligible for receiving mentoring/tutoring outside of the science curriculum?**

Please select all that apply.

1. All Year 11 pupils [Exclusive Code]
2. High attaining Year 11 pupils
3. Middle attaining Year 11 pupils
4. Low attaining Year 11 pupils
5. Year 11 pupils with Special Educational Needs
6. Year 11 pupils eligible for Pupil Premium
7. Other group of Year 11 pupils (Please specify) [open text box]

{ASK ALL}

### **CurNTP**

**In the current academic year, will Year 11 pupils at your school be participating in the National Tutoring Programme (NTP)?**

The NTP is a national programme funded by the Department for Education providing three tuition routes: academic mentors, tuition partners and school-led tutoring. For secondary school pupils, NTP can be provided in mathematics, English, science, humanities and modern foreign languages.

1. Yes
2. No
3. Don't know

{ASK IF CurNTP = 1}

### **CurNTPSubs**

**Which subjects are Year 11 pupils being offered as part of the National Tutoring Programme (NTP)?**

Please select all that apply.

1. Mathematics
2. English

3. Science
4. Humanities
5. Modern Foreign Languages
6. Other (please specify) [OPEN TEXT BOX]
7. Don't know

**V. Experience of ASCENTS so far**

**ASCENTSIntro**

This section will ask about your experience of ASCENTS so far.

{ASK ALL}

**RecruitNumber**

Approximately how many pupils who are currently in Year 11 were **eligible** for ASCENTS at the stage of recruitment?

To be eligible for ASCENTS, pupils must meet the following criteria:

- be in Year 11 during the academic year of mentoring sessions (i.e. 2023/24);
- eligible for Pupil Premium;
- predicted grade of 3 to 5 in GCSE science; and
- studying combined double award science (foundation or higher).

[Text fill – allow a number between 1 and 100]

{ASK ALL}

**RecruitApproach**

Were all these pupils approached during recruitment?

1. Yes
2. No
3. Don't know

{ASK if RecruitApproach = 2}

**RecruitApproachNo** (VARLAB: Why some eligible pupils were not approached during recruitment)

Why weren't all of the eligible pupils approached during recruitment?

[open text box]

{ASK ALL}

**RecruitActivPupil** (VARLAB: Recruitment events for pupils)

When recruiting pupils for ASCENTS, were any of the following events or activities used to promote ASCENTS to eligible **pupils** in your school?

Please select all that apply.

1. Pupil letter provided by NatCen and your university partner
2. Paper letters, fliers or leaflets produced by your school
3. Posters displayed in the school
4. Text messages
5. Emails
6. Introduction events or presentations
7. Mentions during lessons or assemblies
8. Individual face-to-face recruitment
9. Other (please specify) [open text box]
10. We did not do any activities to promote ASCENTS to pupils [Exclusive code]
11. Don't know [Exclusive code]

{ASK ALL}

**RecruitActivParent** (VARLAB: Recruitment events for parents)

Were any of the following events or activities used to promote ASCENTS to **parents/carers** of eligible pupils in your school?

Please select all that apply.

1. Parent letter provided by NatCen and your university partners
2. Paper letters, fliers or leaflets produced by your school
3. Posters displayed in the school
4. Text messages
5. Emails
6. Introduction events or presentations
7. Telephone calls
8. Parents evenings
9. Individual face-to-face recruitment
10. Other (please specify) [open text box]
11. We did not do any activities to promote ASCENTS to parents [Exclusive code]
12. Don't know [Exclusive code]

{ASK ALL}

**RecruitChal** (VARLAB: Main challenges for recruitment of pupils)

Did you experience any of the following challenges during pupil recruitment and gaining permission from their parents/carers to participate in ASCENTS?

Please select all that apply.

1. Lack of pupil interest
2. Difficulties in communicating with parents/carers
3. Difficulties in receiving permission slips from parents/carers
4. Lack of parents/carers interest and/or support for the programme
5. Difficulties identifying eligible pupils
6. Pupil concerns about allocation to intervention and control groups
7. Parents/carers concerns about allocation to treatment and control groups
8. Other (please specify) [open text box]
9. There were no challenges [Exclusive]

{ASK ALL}

**DeliveryArrang** (VARLAB: Whether finalised delivery arrangements for ASCENTS)

Have you finalised the arrangements for ASCENTS delivery for this academic year (e.g., time of session, classroom arrangements, supervision)?

1. Yes
2. No
3. Don't know

{ASK IF DeliveryArrang = 1}

**WhenScheduled** (VARLAB: When ASCENTS sessions are scheduled)

Approximately when are ASCENTS sessions scheduled to take place?

1. Before school
2. During school
3. After school
4. Other (please specify) [open text box]
5. Don't know

{ASK IF DeliveryArrang = 1}

**WhatTimeScheduled** (VARLAB: Whether ASCENTS sessions are scheduled the same day / time)

Will all ASCENTS sessions take place on the same day/at the same time?

1. Yes
2. No
3. Don't know

{ASK IF DeliveryArrang = 1}

**ClassroomArrang** (VARLAB: What the classroom arrangements are for ASCENTS sessions)

What will the classroom arrangements be for the ASCENTS sessions?

1. All pupils and mentors in one classroom
2. Pupils and mentors in 2 or more classrooms
3. Other (please specify) [open text box]
4. Don't know

{ASK IF DeliveryArrang = 1}

**SafeguardingMonitor** (VARLAB: Who is responsible for safeguarding monitoring)

Who will monitor the ASCENTS sessions for safeguarding purposes?

Please select all that apply.

1. Science/STEM Head or Curriculum Lead
2. Science teacher
3. Teaching assistant
4. Assistant Headteacher/Principal
5. Other (please specify) [open text box]
6. Don't know [Exclusive code]

{ASK ALL}

**BarrierOrg** (VARLAB: Barriers to organising ASCENTS)

Have you experienced any of the following barriers to organising ASCENTS sessions at your school?

Please select all that apply.

1. Lack of suitable space to hold the sessions
2. Timetabling constraints
3. Lack of support from senior management
4. Lack of time to plan
5. Other (please specify) [open text box]
6. There were no barriers [Exclusive]

## VI. Next steps

Thank you for taking the time to complete this survey. We really appreciate your contribution.

## **ASCENTS School survey Post-intervention - Survey script**

### **Introduction**

{ASK ALL}

### **Introduction**

#### **Evaluation of ASCENTS 121 Support for Science**

This survey was created by NatCen Social Research for the evaluation of ASCENTS mentoring.

Your answers will help us to understand your experience of ASCENTS and find ways to improve the programme.

If you have any questions about the evaluation of ASCENTS, please visit our website <https://natcen.ac.uk/privacy-notice-evaluation-ascents-1-2-1-support-science-retrial> or email [ASCENTSresearch@natcen.ac.uk](mailto:ASCENTSresearch@natcen.ac.uk).

To submit responses for this survey, you will need to answer all questions and click "submit" at the end.

The survey will take approximately 15 minutes to complete. If you stop the survey, you will need to complete it again from the start.

Thank you for taking the time to complete this survey.

### **School information**

#### **SchInfoIntro**

The first few questions are about your school. These are to help us match your responses to the survey you completed in Autumn 2023. Your details will not be shared outside the NatCen team, and all answers will be reported anonymously.

#### **SchName (VARLAB: School name)**

##### **1. Please enter your school name:**

[Open text box]

#### **SchPstcde (VARLAB: School postcode)**

##### **2. Please enter your school postcode:**

[Open text box]

### **Allocation to intervention and control groups**

## **ASCENTSIntro**

This next section will ask about the allocation of pupils to the intervention group (i.e. pupils who received mentoring) and the control group (i.e. pupils who did not receive mentoring).

**{ContrFeel and ContrFeelExp on same page}**

**ContrFeel (VARLAB: How did control group feel)**

**3. Overall, how satisfied or unsatisfied were pupils in the control group (i.e. pupils who did not receive mentoring) with their allocation?**

Very unsatisfied

Unsatisfied

Neutral

Satisfied

Very satisfied

**ContrFeelExp**

**4. Please explain why.**

[Open text box]

Don't know

**Contam (VARLAB: Contamination of control group)**

**5. Did pupils in the control group attend any of the ASCENTS mentoring sessions?**

Yes

No

Don't know

**{If Contam = Yes}**

**ContamNum**

**6. How many pupils in the control group attended ASCENTS mentoring sessions?**

[Numeric 0...40]

Don't know

**{IntFeel and IntFeelExp on same page}**

**IntFeel (VARLAB: How did intervention group feel)**

**6. Overall, how satisfied or unsatisfied were pupils in the intervention group (i.e. pupils who received mentoring) with their allocation?**

Very unsatisfied

Unsatisfied

Neutral

Satisfied

Very satisfied

**IntFeelExp**

**7. Please explain why.**

[Open text box]

Don't know

**SpillOver (VARLAB: Spillover from treatment group)**

**8. Did pupils in the intervention group share their learning from ASCENTS mentoring with any other pupils in the school who were not receiving ASCENTS mentoring?**

Yes

No

Don't know

**{If SpillOver = Yes}**

**SpillOverCtrl (VARLAB: Spillover to control group)**

**9. Did pupils in the intervention group share their learning from ASCENTS mentoring with pupils in the control group?**

Yes

No

Don't know

**Delivery of ASCENTS**

The next section includes questions about how mentoring sessions were delivered in your school. We're interested in what went well and also any challenges.

**SchDsg (VARLAB: How many sessions delivered)**

**10. How many ASCENTS mentoring sessions were delivered at your school?  
(If mentor/mentee groups were split across days in a school week, please count  
them as one mentoring session for that week).**

[Numeric 0..23]

Don't know

**WhnASC (VARLAB: When were sessions)**

**11. When did you hold the ASCENTS sessions? If sessions were held at different  
times, please answer about when you held the most sessions.**

Before the start of the school day

During the school lesson time

During breaktimes, including lunchtime

After school

Other (please specify)

**LngthASC (VARLAB: How long were sessions)**

**12. How long were the ASCENTS sessions?**

Less than one hour

One hour

More than one hour

**WhreASC (VARLAB: Where were sessions)**

**13. Where did you hold ASCENTS sessions in your school?**

Please select all that apply.

Classroom

Library

Computer room

Hall

Other (please specify)

**StaffASC (VARLAB: Which staff members supervised sessions)**

**14. Which staff member(s) were involved in supervising ASCENTS sessions?**

Please select all that apply.

Science teacher

Non-science teacher

Teaching assistant or learning support assistant

Other (please specify)

**BarrierOrg (VARLAB: Barriers to organising ASCENTS)**

**15. What were the main challenges in delivering ASCENTS at your school this year?**

Please select all that apply.

Lack of pupil interest

Lack of staff interest

Timetabling constraints

Lack of time to plan

Lack of suitable space to hold the sessions

Lack of support from senior management

Lack of staff time

Lack of support from staff in the science department

Other (please specify)

There were no challenges [Exclusive]

RevDay

**16. Did your school take part in an ASCENTS Revision Day?**

Yes

No

**RevDayFormat**

**17. If your school took part in a Revision Day, what format did it take?**

A full day at the university

A half day at the university

Three hours at the school

Other (please specify): [box for open text]

N/A – My school did not take part in a Revision Day

{All responses go to Q19 RevDayWell except N/A}

{N/A – my school did not take part in a Revision Day go to Q20 RevDayWhyNot}

### **RevDayWell**

#### **18. What aspects of the delivery and logistics of the Revision Day went well?**

[open text]

### **RevDayChall**

#### **19. Did you experience any challenges with logistics or delivery during the Revision Day? If so, please describe them here.**

[open text]

No challenges

### **RevDayWhyNot**

#### **20. If your school did not take part in a Revision Day, please tell us the reasons why.**

[Open text]

N/A – My school did take part in a Revision Day

### **Impact of ASCENTS mentoring**

The next questions are about the benefits and disadvantages of the ASCENTS programme.

#### **BenePpl (VARLAB: Pupil benefits of ASCENTS)**

#### **21. Which, if any, were the benefits for pupils who received mentoring (i.e. the intervention group)?**

Please select all that apply.

Improved attendance on days of ASCENTS sessions

Improved attitude to science in school

Improved attitude to science outside of school

Improved understanding of science

- Improved confidence in science
- Increased science aspirations
- Improved attainment in science
- Improved mock GCSEs in science
- Higher grades in science GCSEs
- Higher grades in other GCSEs
- Increased motivation to study all subjects
- Increased likelihood to take up further study of science (e.g. AS and A-Levels)
- Improved self-confidence in general
- Other (please specify)
- None of the above [Exclusive code]

### **DisPpl (VARLAB: Pupil disadvantages of ASCENTS)**

#### **22. Which, if any, were the disadvantages for pupils who received mentoring (i.e. the intervention group)?**

Please select all that apply.

- Pupils missed timetabled lessons
- Pupils diverted attention away from other subjects to focus on science
- Pupils received lower grades in other GCSEs
- Other (please specify)
- None of the above [Exclusive code]

### **RevDayBen**

#### **22. If your school took part in a Revision Day, do you think that had any particular benefits for pupils?**

**If so, please describe them below.**

[open text]

*Note: 'No benefit' is coded as 'No Answer' for extraction later. 'N/A - ...' is coded as 'Refuse to Answer' for extraction later*

- No benefits
- N/A - My school did not take part in a Revision Day

### **RevDayDis**

**23. If your school took part in a Revision Day, were there any disadvantages of it for pupils?  
If so, please describe them below.**

[Open text]

*Note: 'No disadvantages' is coded as 'No Answer' for extraction later. 'N/A - ...' is coded as 'Refuse to Answer' for extraction later*

No disadvantages

N/A - My school did not take part in a Revision Day

**NoRevDay**

**24. If your school did not take part in a Revision Day, are there any benefits that you think  
the pupils missed out on?**

**If so, please describe them below.**

[open text]

*Note: 'No benefit' is coded as 'No Answer' for extraction later. 'N/A - ...' is coded as 'Refuse to Answer' for extraction later*

No benefits

N/A - My school did take part in a Revision Day

**BeneTchr (VARLAB: Teacher benefits of ASCENTS)**

**25. What, if any, were the benefits of the ASCENTS programme for teachers?**

*Note: For presentation reasons – 'No benefits' has been coded as 'Don't know'. When extracting later, every 'Don't know' is a 'No benefits' response.*

*Don't know is coded as 'Refuse to Answer'. Same applies as above.*

[Open textbox]

No benefits

Don't know

**DisTchr (VARLAB: Teacher disadvantages of ASCENTS)**

**26. What, if any, were the disadvantages of the ASCENTS programme for teachers?**

*Note: For presentation reasons – 'No disadvantages' has been coded as 'Don't know'. When extracting later, every 'Don't know' is a 'No disadvantages' response.*

*Don't know is coded as 'Refuse to Answer'. Same applies as above.*

[Open textbox]

No disadvantages

Don't know

**BeneSchVARLAB: School benefits of ASCENTS)**

**27. What, if any, were the benefits for your school being involved with the ASCENTS programme?**

*Note: For presentation reasons – ‘No benefits’ has been coded as ‘Refuse to answer’. When extracting later, every ‘Refuse to answer’ is a ‘Don’t know’ response.*

[Open textbox]

No benefits

Don't know

**DisSch (VARLAB: School disadvantages of ASCENTS)**

**28. What, if any, were the disadvantages for your school being involved with the ASCENTS programme?**

*Note: For presentation reasons – ‘No disadvantages’ has been coded as ‘Refuse to answer’. When extracting later, every ‘Refuse to answer’ is a ‘No disadvantages’ response.*

[Open textbox]

No disadvantages

Don't know

**AsBett (VARLAB: change about ASCENTS)**

**29. What, if anything, would you change about ASCENTS to make it better?**

[Open textbox]

*Note: ‘I would change nothing’ has been coded as ‘No Answer’ for extraction later. ‘Don’t know’ has been coded as ‘Refuse to answer’.*

I would change nothing

Don't know

**{RecAsc and RecWhy on same page}**

**RecAsc (VARLAB: Recommend ASCENTS)**

**30. Would you recommend ASCENTS to other schools?**

Yes

No

Don't know

**RecWhy (VARLAB: Why recommend ASCENTS)**

**30. Why?**

[Open textbox]

**AnyElse (VARLAB: anything else to add on ASCENTS)**

**32. If there is anything else you would like to share about ASCENTS, please enter it here.**

[Open text box]

I have nothing to add

**Time spent on ASCENTS mentoring**

The following questions are about the time you and other school staff spent supporting the ASCENTS project. Please tell us about how much time was spent on each activity (note some questions ask for estimates in hours and others ask for minutes). Please enter zero if not applicable.

**StudentRecruit (VARLAB: Time spent on recruiting students)**

32. Overall, how many **hours** were spent on recruiting pupils to the ASCENTS programme (please enter zero if not applicable), by

... you (project lead) [Numeric]

... other school staff [Numeric]

**Facilities (VARLAB: Time spent on mentoring)**

**33. Each week**, how many **minutes (please enter zero if not applicable)** were spent making arrangements in preparation for the mentoring sessions (e.g. booking rooms, communicating with mentors, pupils and universities), by

... you (project lead) [Numeric]

... other school staff [Numeric]

**MentoringMonitoring (VARLAB: Time spent on supervising mentoring sessions)**

**34. Each week, how many minutes (please enter zero if not applicable) were spent supervising mentoring sessions, by---**

... you (project lead) [Numeric]

... other school staff [Numeric]

**Facilities (VARLAB: Time spent on revision day)**

**35. How many hours were spent making arrangements in preparation for the Revision Day sessions (e.g. booking rooms, communicating with pupils etc.), (please enter zero if not applicable) by**

... you (project lead) [Numeric]

... other school staff [Numeric]

**RevisionDaysMonitoring (VARLAB: Time spent on monitoring revision day)**

**36. How many hours (please enter zero if not applicable) were spent attending or monitoring Revision Day sessions (this may have been at your school or at the university), by ---**

... you (project lead) [Numeric]

... other school staff [Numeric]

**RevisionDaysAttendance (VARLAB: Time spent on travel for students revision day)**

**37. How many hours were spent arranging travel for pupils to attend the Revision Day at the university (please enter zero if not applicable), by**

... you (project lead) [Numeric]

... other school staff [Numeric]

**RevisionDaysTravel (VARLAB: Time spent on travel to and from revision day)**

**38. How many hours were spent travelling to and from the Revision Day at the university (please enter zero if not applicable), by**

... you (project lead) [Numeric]

... other school staff [Numeric]

**End**

Thank you for taking the time to complete this survey. We really appreciate your contribution.

Best wishes,

The ASCENTS Evaluation team

End page: End of survey. Thank you for your participation.

Stop page: This survey has stopped. You will need to come back and answer all questions to complete the survey.

## Appendix O: School lead post-intervention interviews

### ASCENTS post-intervention lead teacher interview topic guide

#### **Aim of the interview**

The aim of the post-intervention teacher interviews is to gather information and explore views on:

- ASCENTS delivery, any challenges experienced and what could be improved
- Perceived outcomes/impact of the project on participating and non-participating pupils, classroom learning dynamics, teacher workload, class management and the whole school
- Business as usual (i.e. science support and mentoring for Y 11 pupils)

The interview will last around **45 minutes**.

#### **The topic guide**

This guide sets out several topics and questions that will be covered during the interviews. The interview is conversational in style and will develop and expand on the issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc. as participants' contributions will be explored in this way, as far as is feasible, during the interview. Researchers will use prompts and probes to understand how and why views, behaviours and experiences have arisen.

### **Introduction**

Aim: to remind the participant about the aims of the research, explain how the interview will be conducted and how the data will be used.

- Introduce yourself and NatCen Social Research.
- Thank you for agreeing to take part.
- Introduce the study:
  - Independent evaluation of the ASCENTS 121 Support for Science Programme
  - Commissioned by the Education Endowment Foundation
  - Interview is to gather your views on the delivery and outcomes of ASCENTS 121 Support for Science

- Participation is voluntary – there are no right or wrong answers and you can choose to have a break at any time or not to discuss any topic.
- We would like to record the interview, so we have an accurate record of what is said. Check OK.
  - The recorder is encrypted, and files stored securely in line with the UK General Data Protection Regulation (UK GDPR). Only the research team will have access to the recordings.
  - The information you provide will be used to write a report for the Education Endowment Foundation. All information will be treated confidentially. No individual or school will be named in the report and nothing you say will be attributed to you.
  - All recordings will be securely deleted within 6 months from report publication in 2027.
- The interview will last around 45 minutes – Check OK.
- Any questions/concerns?

Permission to start recording.

**Turn on recorder** - obtain verbal consent to participate.

### **Participant background**

Aim: to 'warm up' participant and to understand their role in the delivery of ASCENTS. [max 5 mins]

- Brief overview the participant's role in their school
  - Length of service
  - Involvement in Science GCSEs
- Brief explanation of their role and involvement in ASCENTS

### **Business-as-usual**

Aim: to understand current provision of support and activities for Y11 pupils and how ASCENTS fits into this. [about 5-10 mins]

**Probe into each provision of support (i.e., what support involved & when it took place)**

- Mentoring/tutoring in science (apart from ASCENTS) available to Y11 pupils this academic year
- Whether take up is mandatory or voluntary
- Level of take up
- Whether pupils in treatment and control groups take part
- Other science support available to Y11 pupils this academic year

- Whether take up is mandatory or voluntary
- Level of take up
- Whether pupils in treatment and control groups take part
- Tutoring in other subjects available to Y11 pupils this academic year
- Whether take up is mandatory or voluntary
- Level of take up
- Whether pupils in treatment and control groups take part
- Any other mentoring (apart from ASCENTS) available to Y11 pupils this academic year
- Whether take up is mandatory or voluntary
- Level of take up
- Whether pupils in treatment and control groups take part
- Whether any activities or programmes available in the previous academic year were discontinued because of ASCENTS.
- If so, why

### **Perceptions of ASCENTS**

Aim: to explore participant's expectations of ASCENTS and their views on the support received.  
[max 5 mins]

- Reasons for taking part
- Whether information received about ASCENTS was comprehensive enough - why/why not
  - Anything that they would have liked more information on
- How they found working with the university partner (+examples?)
  - Any additional support needed

### **Implementation of ASCENTS**

Aim: to gather information on the delivery of ASCENTS including any challenges experienced.  
[10 mins]

- Brief overview of ASCENTS delivery
  - When mentoring sessions took place (any changes & why)
  - Where mentoring sessions took place (any changes & why)
  - Who supervised the mentoring sessions (any changes & why)
- Perceived levels of attendance
  - Mentees
  - Mentors

- Reasons for non-attendance (for both mentors & mentees)
- Any challenges with setting up ASCENTS and how those were addressed. Prompts:
  - Pupil interest
  - Staff interest
  - Senior leadership support
  - Timetable constraints
  - Any others?
- Any challenges with ASCENTS delivery and how those were addressed
  - Mentoring sessions
    - Prompts:
      - Mentee non-attendance
      - Mentor non-attendance
      - Engagement of mentees/mentors
      - Any others?
  - Revision days
    - Whether they attended or organised a Revision Day
      - If no, why not
    - Did the revision day happen as planned?
      - Reasons for changes to the plan (i.e. being delivered at school rather than university)
      - Challenges
  - Any way that they think ASCENTS delivery could be improved

### **Perceived benefits and disadvantages**

Aim: to explore participant's views on the impact of ASCENTS, including on participating and non-participating pupils, classroom learning dynamics, teachers' workload and class management and the whole school. [10 mins]

- Perceived benefits or disadvantages of ASCENTS for mentees.
  - Prompts:
    - Interest in science in the classroom
    - Understanding of science
    - Self-confidence
    - GCSE science
    - Other GCSE grades

- Any others?
- Did benefits/disadvantages vary by mentee characteristics
  - Gender
  - Socio-demographic characteristics
  - Prior attainment
  - Prior attitude towards science and school
  - Any others?
- Perceived impact of ASCENTS on classroom learning dynamics
  - Prompts:
    - Pace of learning
    - Pupil engagement with the teachers and teaching materials
    - Mentees sharing tips with non-participating pupils
    - Progress made by non-participating pupils
    - Resentment/ discouragement from non-participating pupils
- Perceived impact of ASCENTS for teachers
  - Prompts:
    - Workload
    - Classroom management
    - Relationships with mentees
    - Any benefits or disadvantages for the school
- Revision Day
  - If they had one
    - Any value added or particular benefits
    - Any disadvantages
  - If they didn't have one
    - Anything in particular that they think the pupils missed out on

### **Close**

Anything else they like to share?

Any questions?

### **Stop recording**

Thank participant and reaffirm confidentiality and anonymity.

## Appendix P: Programme managers pre and post-intervention interviews



### Evaluation of ASCENTS 1-2-1 Support for Science Programme

#### Interviews with Programme Managers: 'Pre'-Intervention interview

##### Topic Guide

###### **Aim of the interview:**

The aim of intervention programme manager interviews is to gather information and explore views relating to:

- Decision to take part in ASCENTS
- Mentor and school recruitment
- Mentor training
- Relationships between programme manager and lead university and other universities
- Planned support for mentors and schools
- Suggestions for improvement

###### **The topic guide:**

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc. as participants' contributions will be explored in this way, as far as is feasible, during the interview. Researchers will use prompts and probes in order to understand how and why views, behaviours and experiences have arisen.

### **Introduction (5 min)**

- Introduce yourself and NatCen
- Thank participant for agreeing to take part
- Overview of the study:
  - Evaluation of the ASCENTS 1-2-1 Support for Science Programme
  - Interview is part of the implementation process evaluation (IPE) and aims to gather information about decision to take part in ASCENTS, mentor and school recruitment, and relationships between universities, mentors and schools.
- We may be asking about things which may seem obvious or repetitive of information we already have – this is so we have an accurate record of how ASCENTS was intended to be delivered and of how it was delivered in practice, including whether any variation occurred across universities.
- Participation is voluntary – there are no right or wrong answers and they can choose to have a break at any time or not to discuss any topic.
- Digital recording – We would like to record the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings, they will not be shared with EEF or other university partners. Check OK.
  - Recorder is encrypted, and files stored securely in line with the UK General Data Protection Regulation (UK GDPR).
  - Only the research team will have access to the recordings.
  - All recordings will be securely deleted within one year of completion of the IPE in 2025.
- Findings will be used to inform the report for EEF – no individual participant will be named in the report, however as there is a small number of universities involved, a knowledgeable reader may recognise universities and project leads from their accounts of implementation.
- Reminder of interview length - will last up to 1 hour. Check OK.
- Any questions/concerns?
- Ask permission to start recording.

### **Background and initial involvement in ASCENTS (10 mins)**

#### **1. Background and context**

*Aim: To gather background information about the participant and the university context*

#### **Participant background**

- Role in the university, including:

- o What department/unit work for
- o Who they report to
- Role and responsibilities in delivery of ASCENTS
  - o Who else is involved in delivery at university? What is/are their role(s)?

## 2. Decision to take part in the ASCENTS programme

*Aim: To gather information on how university became involved in ASCENTS and their motivations for doing so*

### Decision to take part

- How they/the university first heard about ASCENTS
  - o Their opinions on the information provided during recruitment – was it adequate? Was more information needed?
- Who was involved in deciding whether to participate
  - o E.g. senior leadership, staff, etc
- How the university lead was selected and respective responsibilities within university delivery team allocated
  - o Who was involved in decision
- Why university/university lead decided to take part
  - o What were the main motivations to take part (e.g., outcomes for mentors; outcomes for mentees)
  - o How well do the objectives of ASCENTS align with objectives of department/unit co-ordinating ASCENTS

## Recruitment, training and mentor allocation (20 mins)

### 3. School and pupil recruitment

*Aim: To understand the process of school and pupil recruitment as well as the outcomes and any suggestions for improvement*

#### School recruitment process

- How was ASCENTS advertised to schools
  - o E.g. careers website, university website, announcements in lectures/seminars
- How did schools apply
  - o E.g. university website, email, paper sign-up forms
- School eligibility requirements
  - o Understanding of requirements
  - o How were they enforced/checked
  - o Any flexibility
  - o Unclear criteria or situations (e.g., schools already running intensive science mentoring/tutoring programme, schools outside vicinity of university)
- Was the process modified as it was ongoing

### **Reflections about school recruitment**

- What went well
- What didn't go as well
- Suggested improvements - i.e. if to do again, what would they change

**Pupil recruitment** (note: university partners were not responsible for pupil recruitment, schools were, but it would be useful to understand any challenges they observed with pupil recruitment)

- What went well
- What didn't go as well

## **4. Mentor recruitment**

*Aim: To understand the process of mentor recruitment as well as the outcomes and any suggestions for improvement*

### **Mentor recruitment process**

- How was ASCENTS advertised to mentors
  - E.g. careers website, events, university website, announcements in lectures/seminars, social media
- How did mentors apply
  - E.g. careers website, email, paper sign-up forms
- Eligibility requirements
  - Understanding of requirements
  - How were they enforced/checked
  - Any flexibility
  - Unclear criteria or situations (e.g., Eligible degree programmes, qualifications, e.g., International General Certificate of Secondary Education, IGCSE)
- Was the process modified as it was ongoing

### **Reflections about mentor recruitment**

- What went well
- What didn't go as well
- Suggested improvements - i.e. if to do again, what would they change

## **5. Mentor training sessions**

*Aim: To explore how mentor training sessions were organised and delivered, as well as any areas for improvement*

- How they approached organising the mentor training sessions
- Any reflections on the content of the training sessions
  - E.g., safeguarding vs. mentor-specific training
- Any reflections on the mode of the training sessions (e.g., in-person vs. online delivery)
  - Any facilitators or barriers for these modes of delivery
- Views on mentor engagement with the sessions
- What worked well about the sessions
- What worked less well about the sessions
- Any suggestions for improvement

## 6. Allocation of mentors to mentees

*Aim: To understand the process of allocating mentors to mentees, as well as the outcomes and any suggestions for improvement*

### **Mentor allocation process**

- What was the process for allocating mentors to mentees
  - How was this communicated and who by
  - Was the process modified as it was ongoing

### **Interactions with Lead Partner and other universities (10 mins)**

## 7. Interactions with the lead university

*Aim: To gather information on interactions between programme manager and the lead university*

### **Interactions with the lead university (University of Roehampton)**

- Information provided by the University of Roehampton
  - Content, format, etc
  - Adequacy of this information
  - Anything that is unclear
- Other support received
  - What type of support
  - How often
  - Adequacy of support

## 8. Interactions with other universities

*Aim: To gather information on interactions between programme manager and other universities (e.g. peer to peer)*

### **Communications and support so far**

- Communications with other universities

- o Purpose of communication
- o Who involved
- o Mode (e.g., online, i.e. Microsoft Teams calls, face-to-face meetings)
- o Frequency
- o Demand driven vs. planned

### **Planned communications**

- Planned support over the school year to other universities
  - o What type of support
  - o How often

### ***Planned support for mentors and schools (10 mins)***

#### **9. Support for mentors**

*Aim: To gather information on interactions between programme manager and mentors*

- Planned support for mentors (over the school year)
  - o What type of support
  - o Provider of support
    - E.g. University lead, teacher, mentor-mentor, etc
  - o Mode of support
    - E.g. email, face-to-face meetings, telephone, etc
  - o Frequency of support
    - Occasional vs. regular
  - o Demand-driven vs. planned
- Anticipated challenges

#### **10. Support for schools/teachers**

*Aim: To gather information on interactions between programme manager and schools and teachers*

**Programme lead** (i.e. school ASCENTS contact) **and/or teachers** (i.e. those supervising ASCENTS sessions)

- Planned support over the school year
  - o What type of support
  - o How often
- Anticipated challenges

### ***Final Reflections (5 mins)***

## 11. Final reflections

*Aim: To gather final reflections and any suggestion for improvement*

- Any suggestions for improvement
- Any final thoughts/reflections – anything not mentioned they would like to add

### TURN OFF RECORDER

Thank interviewee for their participation. Reiterate anonymity and confidentiality points above.

## Evaluation of ASCENTS 1-2-1 Support for Science Programme Interviews with Programme Managers: Post-Intervention interview

### Topic Guide

#### **Aim of the interview:**

The aim of intervention programme manager interviews is to gather information and explore views relating to:

- Delivery partners' views and experiences of delivering ASCENTS
- Mentor/mentee retention and implementation fidelity
- Support provided to schools over the academic year
- Drivers and obstacles to the delivery of ASCENTS
- The support received from the programme lead (Roehampton) and other partner universities (if any).

#### **The topic guide:**

This guide sets out a number of topics and questions that will be covered during interviews. The interview is conversational in style and will develop and expand on issues brought up by the participant. The guide does not contain follow-up probes and questions like 'why', 'when', and 'how', etc. as participants' contributions will be explored in this way, as far as is feasible, during the interview. Researchers will use prompts and probes in order to understand how and why views, behaviours and experiences have arisen.

The interview will last around **1 hour**.

### 1. Introduction (5 min)

- Introduce yourself and NatCen
- Thank participant for agreeing to take part
- Overview of the study:
  - Evaluation of the ASCENTS 1-2-1 Support for Science Programme
  - Interview is part of the implementation process evaluation (IPE) and aims to gather information about decision to take part in ASCENTS, mentor and school recruitment, and relationships between universities, mentors and schools.
- Participation is voluntary – there are no right or wrong answers, and they can choose to have a break at any time or not to discuss any topic.
- Digital recording – We would like to record the interview, so we have an accurate record of what is said. Only the research team will have access to the recordings, they will not be shared with EEF or other university partners. Check OK.
  - Recorder is encrypted, and files stored securely in line with the UK General Data Protection Regulation (UK GDPR).
  - Only the research team will have access to the recordings.
  - All recordings will be securely deleted within 6 months from report publication in 2027.
- Findings will be used to inform the report for EEF – no individual participant will be named in the report, however as there is a small number of universities involved, a knowledgeable reader may recognise universities and project leads from their accounts of implementation.
- Reminder of interview length 45 minutes – although this may last up to 1 hour. Check OK.
- Any questions/concerns?
- Ask permission to start recording.

Ask participant again to confirm they consent once recording starts

## 2. **Background and context (3-5 mins)**

*Aim: To gather background information about the participant and the university context*

- Role in the university, including:
  - What department/unit work for
  - Who they report to
- Role and responsibilities in delivery of ASCENTS
  - Have their roles and responsibilities changed over the course of the programme
  - Are they part of a team (if so, has their team also changed and shifted responsibilities during the programme)

## 3. **General experience of ASCENTS (3-5 mins)**

*Aim: To explore partners' views and experiences of delivering ASCENTS.*

Inform participant we will explore what went well and what was challenging throughout the interview, so do not need to provide too much detail here. (Asking the questions

here will give the interviewer a sense of the perspective interviewee is bringing and how the topic guide might be tailored during the interview)

- General views of ASCENTS programme and their experience
  - Have their objectives for ASCENTS within the department changed since taking part, during the programme?
- In general, was there anything that you felt went particularly well?
- In general, were there any challenges?

#### 4. ASCENTS Delivery (10-15 minutes)

*Aim: to explore the extent that elements of the of the ASCENTS programme were delivered. Probes explore what went well and any challenges.*

- Mentor recruitment and set up of the mentoring sessions
  - Their role and experiences
  - What went well
  - What went less well
- Whether mentoring sessions were delivered as intended
  - Structure of sessions
  - Number of mentees
  - When
  - Mentor/mentee pairing
  - Whether any adaptations or changes were made early on during delivery
    - Mentors with more than one mentee
    - Mentor/mentee re-allocation
    - Sessions split across days
    - Any other adaptations
- Was there a Revision Day? Yes/No
- If there was a revision day:
  - Where was the revision day held?
  - What did/ did not go to plan (why)
  - How much time was spent on organising revision day? How were schools prepared for the revision day?
  - How were mentors prepared for the revision day?
  - How were mentees prepared for the revision day?
  - Any improvements that could be made to the revision day?
- If the university partner did not hold a revision day: explore reasons why the Revision Day did not take place

#### 5. Engagement with mentors (10 mins)

*Aim: To gather information on interactions between programme manager and mentors*

- University partner's perception of how mentors felt about the ASCENTS programme
  - Overall sense of enjoyment with the programme

- Any benefits – why/ how
  - Any disbenefits
- Communication with mentors
  - PROMPT How did this communication occur (e.g. email, 'office hours', Teams)
  - PROMPT How often did this happen
  - PROMPT Were mentors quick to respond if there was an issue
  - PROMPT Was communication with mentors more or less than what you anticipated? Or about what you expected?
- Overall view on support required for mentors throughout the school year
  - Frequency and type of support (holding office hours in the colleges/ schools, communications through online meetings and group chats etc)
    - Was this scheduled or mentor lead
    - Mode – Teams, WhatsApp group, email, in person visits – any other forms of support?
    - Was this sustained consistently over the period of time/ pre organised (if so how)
    - What worked well / did not work well to help mentors
- What did the university partner think helped sustain the relationships between mentees and mentors
- What went well/ challenges in relation to
  - PROMPT Mentee/ pupil attendance
  - PROMPT Timetabling
  - PROMPT Paying mentors
  - PROMPT Logistics (e.g. travel)
  - PROMPT Were there any specific approaches used to encourage retention?
- Perception of how prepared mentors were for sessions
  - What were the perceived feelings of mentors about the programme
  - Any benefits – why/ how
- Any performance or engagement issues that needed to be addressed?
  - What were the issues?
  - How were they resolved?

## 6. Engagement with schools/teachers (10 mins)

*Aim: To gather information on interactions between programme manager and schools and teachers*

- University partner's involvement in set-up of mentoring sessions
  - Communication with schools
  - Any challenges (Time tabling issues, schools already running intensive science mentoring/tutoring programme, lack of resources in schools to manage this)
- Support provided to teachers/schools over the school year
  - What type of support
  - How often (e.g. more than planned)
  - Perception of teachers towards ASCENTS

- Any positives expressed/ any challenges teachers faced
- How much time/ resource was spent providing support to schools/ teachers (not approximate amount, only seeking to see their view)
- University partner challenges working with schools
  - PROMPT Timetabling / staffing issues
  - PROMPT Confirming mentee/ mentor attendance
  - PROMPT Revision day organisation

**7. Perceived benefits / disadvantages for mentees (5 minutes)**

- Is the university partner aware of any perceived benefits for mentees?
- Where has this perception come from – e.g. feedback from mentors/teachers/direct from mentees/observation?
- Does the university partner have any reflections on disadvantages to mentors?
- Where has this perception come from – e.g. feedback from mentors/teachers/direct from mentees/observation?

**8. Interactions with the lead university (University of Roehampton) (5 mins)**

*Aim: To gather information on interactions between programme manager and the lead university*

- Information provided by the University lead
  - Content, format
  - Adequacy of this information
  - Frequency of the information
    - Did you feel you needed to request additional information alongside what was being provided
  - Anything that was unclear
- Other support received
  - What type of support
  - How often
  - Adequacy of support
- Any benefits/ challenges working in partnership with the university
- Anticipated/ Not anticipated

**9. Interactions with other universities (5 minutes)**

*Aim: To gather information on interactions between programme manager and other universities (e.g. peer to peer)*

- Overall view of communications with universities
- Purpose of communication
  - Demand driven vs. planned
  - Any benefits (planned or unanticipated) of communication with other universities
  - Any challenges (planned or unanticipated) in communication with other universities
- Format of communication
- Mode (e.g., online, i.e. Microsoft Teams calls, face-to-face meetings)
- Frequency
- Adequate

**10. Final reflections (3 mins)**

*Aim: To gather final reflections and any suggestion for improvement that haven't already been covered*

- Any suggestions for improvement
- Any final thoughts/reflections – anything not mentioned they would like to add

## Appendix Q: University monitoring information post-intervention (cost survey)

### Cost survey - ASCENTS University Partners

Name of University Partner: Click or tap to enter a date.

Date of form completion: Click or tap to enter a date.

### Introduction to the cost survey

As part of the evaluation report, the cost survey will enable us to estimate the cost of delivering the ASCENTS programme. We will estimate costs as an average per pupil cost per year based on the combined costs provided by schools and university partners. Completing this survey will give us an accurate view of the costs you incurred. This part of the evaluation will inform other schools and universities that may wish to implement ASCENTS in the future.

Please complete this survey with reference to the costs incurred for the set up and delivery of ASCENTS. You should not include the costs of evaluation-related tasks (e.g. providing attendance data, completing research surveys) as these would not typically be incurred outside of an evaluation.

### I. Materials for mentors

Q1. Please provide the amount of money spent by you and your team on **training materials** for mentors participating in the trial. Please include costs of all materials including:

Please click on check box (if applicable)	Training materials	Amount of money spent (in £)
<input type="checkbox"/>	Handouts and worksheets	Click or tap here to enter text.
<input type="checkbox"/>	Presentation slides and videos	Click or tap here to enter text.
<input type="checkbox"/>	Textbooks	Click or tap here to enter text.
<input type="checkbox"/>	And any other materials (not listed above)	Click or tap here to enter text.

If you costed for other materials, please describe what the training materials were

Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

## II. Facilities (i.e., room hire)

Q2. Please provide the amount of money spent by you and your team on **room hire** (including catering) for all ASCENTS activities. (e.g., planning, training, etc)

Room hires for all ASCENTS activities

Total amount of money spent (in £)

Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

## III. Recruitment of mentors and schools

Q3. Please provide the amount of **money** spent by you and your team on **recruiting** mentors and schools for the ASCENTS programme. Please include all costs associated with recruitment including:

Please click on check box (if applicable)	Recruitment activities	Amount of money spent (in £)
<input type="checkbox"/>	Recruitment materials for mentors and schools	Click or tap here to enter text.
<input type="checkbox"/>	Carrying out DBS checks for mentors	Click or tap here to enter text.
<input type="checkbox"/>	Any other costs associated with recruitment	Click or tap here to enter text.
If you costed for other activities associated with recruitment, please describe what activity/activities it was for		Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

Q4. Please provide the total number of **hours** spent by you and your team on **recruiting** mentors and schools for the ASCENTS programme. Please include all time spent (in hours) on recruitment for the ASCENTS programme including:

Please click on check box (if applicable)	Activities/materials	Time spent (in hours)
<input type="checkbox"/>	Developing and delivering recruitment materials	Click or tap here to enter text.
<input type="checkbox"/>	Selecting schools to take part	Click or tap here to enter text.
<input type="checkbox"/>	Selecting mentors to take part	Click or tap here to enter text.
<input type="checkbox"/>	Admin associated with onboarding mentors as staff	Click or tap here to enter text.
<input type="checkbox"/>	Carrying out DBS checks for mentors	Click or tap here to enter text.
<input type="checkbox"/>	Matching mentors with mentees	Click or tap here to enter text.
<input type="checkbox"/>	And any other time spent on recruitment that is not listed above	Click or tap here to enter text.
If you spent time on other recruitment activities, please describe them here		Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

## IV. Training for mentors

Q5. Please provide the total number of **hours** spent by you and your team on **preparing** the training sessions for mentors.

ASCENTS mentor training preparation	Total Cost (in hours)
	<input type="text" value="Click or tap here to enter text."/>

Any additional comments?

Q6. Please provide the total number of **hours** spent by you and your team on **delivering** training to the mentors.

ASCENTS mentor training delivery	Total Cost (in hours)
	<input type="text" value="Click or tap here to enter text."/>

Any additional comments?

Q7. Please provide the total number of **hours** spent by you and your team on **travelling** to and from training sessions.

ASCENTS training travel	Total time spent (in hours)
	<input type="text" value="Click or tap here to enter text."/>

Any additional comments?

## V. Attending partner and project meetings

Q8. Please provide the total number of hours spent by you and your team on **preparing for and attending** partner and project meetings.

Please include travel time to and from meetings

ASCENTS partner/project meeting prep	Total Cost (in hours)
	Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

Q9. Please provide the amount of money spent by you and your team on **attending** partner and project meetings.

Please include travel and hotel costs

ASCENTS partner and project meetings	Total Cost (in £)
	Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

## VI. Mentoring sessions

*(includes travel arrangements for mentors, admin associated with mentor and mentee attendance)*

Q10. Please provide the amount of money spent by you and your team on **travel arrangements** for mentors to attend mentoring session in the schools.

ASCENTS mentor travel arrangements	Total Cost (in £)
	Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

Q11. Please provide the total number of hours spent by you and your team on **monitoring** the mentoring sessions.

Please include all time spent monitoring the mentoring sessions including:

Please click on check box (if applicable)	Monitoring mentoring sessions	Total time spent (in hours)
<input type="checkbox"/>	Admin associated with tracking mentors attendance for payment purposes	Click or tap here to enter text.
<input type="checkbox"/>	Admin associated with scheduling mentor payments	Click or tap here to enter text.
<input type="checkbox"/>	Providing ad-hoc support for mentors	Click or tap here to enter text.
<input type="checkbox"/>	Arranging travel for mentors to the schools	Click or tap here to enter text.
<input type="checkbox"/>	And any other time spent monitoring the mentoring sessions that is not listed above	Click or tap here to enter text.
If you included time spent on other activities, please describe what they were		Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

Q12. Please provide the total amount of money spent by you and your team on **salary for all ASCENTS mentors** for the whole academic year

ASCENTS mentor salary	Total money spent (in £)
	Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

## VII. Revision days (if applicable)

Q13. Please provide the total number of hours spent by you and your team on **planning** revision day.

ASCENTS revision day planning	Total Hours
	<input type="text" value="Click or tap here to enter text."/>

Any additional comments?

Q14. Please provide the total number of hours spent by you and your team on **attending** revision day.

ASCENTS revision day attendance	Total Hours
	<input type="text" value="Click or tap here to enter text."/>

Any additional comments?

Q15. Please provide the amount of money spent by you and your team on **delivering** revision day. Please include all costs associated with revision day materials.

Revision day delivery/materials	Total Cost (in £)
	<input type="text" value="Click or tap here to enter text."/>

Any additional comments?

## VIII. University partner school visits

Q16. Please provide the amount of **money** spent by you and your team on **traveling** to and from schools

ASCENTS travel to/from schools	Total Cost (in £)
	Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

Q17. Please provide the total number of **hours** spent by you and your team on **travelling** to and from schools

ASCENTS school travels	Total Hours
	Click or tap here to enter text.

Any additional comments?

Click or tap here to enter text.

## Appendix R: Mentor training observations



### ASCENTS Mentor Training Observation

#### Aim of observations are to understand:

- (i) how the delivery team framed the benefits of ASCENTS for mentors,
- (ii) what support the team offered mentors to overcome potential obstacles,
- (iii) how detailed was the advice the team gave to mentors,
- (iv) whether key risks were identified and discussed, and
- (v) the level of engagement of mentors.

<b>Date of observation (DD/MM/YY)</b>	
<b>Time and duration of training session, including breaks.</b>	
<b>Location / mode of training</b>	
<b>Trainer(s)</b> <b>Number of mentors</b>	
<b>Observer</b>	

#### 1. Attendee details and setting.

Record who was present (number of mentors and trainers).

Record the setting of the training (location, set up of room, technology used).

#### 2. Overview of training materials

Record any training materials used by the trainer during the session (e.g. slides, videos)

Record any training materials given to mentors (e.g. handouts, notes, information packs).

### 3. Overview of structure and content

Record a brief overview of the structure and content of the training. Note whether the training ran as planned.

If available, include Agenda here

### 4. Mentoring training session content (1)

Record the content of each section of the mentoring training. Use the agenda/introduction and write down each section to be covered in the session, and include notes on contact, mentor engagement, and any concerns as per below.

For each agenda item/topic, record the following (and any additional detail):

- Record the content of the introduction given to mentors.
- Comment on how engaged mentors are (e.g. whether they are actively taking part in the session, answering questions, asking questions)
- Record main issues / concerns / points for clarification raised by participants, and responses from trainer (e.g. if there were concerns raised about certain instructions or if there was any push back among mentors).

### 5. Mentoring training session content (2)

Highlight how well the following topics were covered (if at all):

- How comprehensive (e.g. were all key points covered, or did mentors have to ask) was the advice in relation to: format and structure of ASCENTS sessions; content of ASCENTS sessions; preparing for ASCENTS sessions and giving feedback to pupils; logistical and practical aspects.
- Whether specific prescriptions or recommendation given to mentors in relation to: format and structure of ASCENTS sessions; content of ASCENTS sessions; preparing for ASCENTS sessions and giving feedback to pupils; logistical and practical aspects.
- Whether key risks were identified and discussed
- What support the team offered mentors to overcome potential obstacles

--

**6. Safeguarding training (if covered in session observing)**

Record the content of the safeguarding training.

Comment on how engaged mentors are (e.g. whether they are actively taking part in the session, answering questions, asking questions)

Record main issues / concerns / points for clarification raised by participants, and responses from trainer (e.g. if there were concerns raised about certain instructions or if there was any push back among mentors).

**7. Mentor engagement**

Comment on how engaged mentors are overall.

Identify the topics that appeared of more or less interest to the mentors.

Identify topics mentors asked more or less questions about.

Record overt displays of understanding or a lack of understanding.

Comment on group dynamics (e.g. only certain mentors participating or leading the discussions).

**8. Trainer; delivery of training**

Record impressions regarding accessibility of the training: Was the training pitched at the right level and tailored to mentors involved? Was plain English used? Was the right level of detail provided?

Record the extent to which trainers listened to mentors' contributions, provided opportunities for mentors to participate, and responded supportively and helpfully to mentors' queries.

Record the level of detail in the trainer's advice and support.

Record the level of detail in the trainer's delivery on the benefits of mentoring.

Record any other impressions about trainers' communications skills and identify where more time, explanation and /or examples were needed.

**9. Question and answer session**

Record the content of the question-and-answer session.

Comment on how engaged mentors are (e.g. whether they are actively taking part in the session, answering questions, asking questions)

Record main issues / concerns / points for clarification raised by participants, and responses from trainer (e.g. if there were concerns raised about certain instructions or if there was any push back among mentors).

Comment on the clarity of trainers' responses.

**10. Any other observations.**

**11. General thoughts on how training day went.**

## Appendix S: Mentoring sessions observations



### ASCENTS Mentoring Session Observation

#### Aim of observations are to understand:

- (i) The punctuality of sessions
- (ii) The structure of the session
- (iii) The extent to which mentors/mentees ask the teacher for assistance
- (iv) The type of questions (substantive questions vs. more 'pastoral' questions) where possible
- (v) References to previous sessions
- (vi) The body language and perceived rapport between mentor and mentees

<b>Date of observation (DD/MM/YY)</b>	
<b>Time and duration of mentoring sessions</b>	
<b>Location</b>	
<b>Observer</b>	

#### Observer instructions for mentoring sessions:

Please introduce yourself, NatCen and the evaluation before the mentoring begins and explain that you will be observing the mentors / mentees in the session. You may take some notes while doing this but will try not to disrupt the session.

Observe up to four pairs, dividing your time between them equally.

#### Observer instructions for revision day:

Please introduce yourself, NatCen and the evaluation before the mentoring begins and explain that you will be observing mentors / mentees in the revision session and other planned activities. You may take some notes while doing this but will try not to disrupt the session/activities.

Observe up to four pairs, dividing your time between them equally.

**Set-up and attendance**

- Room size and location in school
- Desks or sofas / amount of space / quiet or loud
- Number of mentors and mentees. Note any non-attendance or lateness of either party and how handled.
  - Revision day: number of schools in attendance.
- Teacher supervision
- Structure of pairs e.g., one mentor and mentee or two mentees

**Pair one**

Please make notes on the following:

- Structure of the session - extent session is mentor or mentee-led, any breaks in the session
- Content covered - subject, piece of homework or something else like exam strategy
- Resources used (e.g., worksheets, GCSE textbook)
- Punctuality of the sessions
- Type of questions asked by mentors / mentees (substantive vs more pastoral)
- Mentor responsiveness – preparation, how they handle any difficulties, extent they ask for the teacher's assistance, any homework given, references to previous sessions, any plans for future sessions mentioned, how much they enjoy mentoring and how motivated they seem
- Mentee responsiveness – preparation, any homework done or not done, extent they ask for the teacher's assistance, response to any homework set, references to previous sessions, engagement with session, and responsiveness to mentor
- Mentor - mentee relationship and body language
- Overall quality of the session

**Pair two**

Please make notes on the following:

- Structure of the session - extent session is mentor or mentee-led, any breaks in the session
- Content covered - subject, piece of homework or something else like exam strategy
- Resources used (e.g., worksheets, GCSE textbook)
- Punctuality of the sessions
- Type of questions asked by mentors / mentees (substantive vs more pastoral)
- Mentor responsiveness – preparation, how they handle any difficulties, extent they ask for the teacher's assistance, any homework given, references to previous sessions, any plans for future sessions mentioned, how much they enjoy mentoring and how motivated they seem
- Mentee responsiveness – preparation, any homework done or not done, extent they ask for the teacher's assistance, response to any homework set, references to previous sessions, engagement with session, and responsiveness to mentor
- Mentor - mentee relationship and body language
- Overall quality of the session

**Pair three**

Please make notes on the following:

- Structure of the session - extent session is mentor or mentee-led, any breaks in the session
- Content covered - subject, piece of homework or something else like exam strategy
- Resources used (e.g., worksheets, GCSE textbook)
- Punctuality of the sessions
- Type of questions asked by mentors / mentees (substantive vs more pastoral)
- Mentor responsiveness – preparation, how they handle any difficulties, extent they ask for the teacher's assistance, any homework given, references to previous sessions, any plans for future sessions mentioned, how much they enjoy mentoring and how motivated they seem
- Mentee responsiveness – preparation, any homework done or not done, extent they ask for the teacher's assistance, response to any homework set, references to previous sessions, engagement with session, and responsiveness to mentor
- Mentor - mentee relationship and body language
- Overall quality of the session

**Pair four**

Please make notes on the following:

- Structure of the session - extent session is mentor or mentee-led, any breaks in the session
- Content covered - subject, piece of homework or something else like exam strategy
- Resources used (e.g., worksheets, GCSE textbook)
- Punctuality of the sessions
- Type of questions asked by mentors / mentees (substantive vs more pastoral)
- Mentor responsiveness – preparation, how they handle any difficulties, extent they ask for the teacher’s assistance, any homework given, references to previous sessions, any plans for future sessions mentioned, how much they enjoy mentoring and how motivated they seem
- Mentee responsiveness – preparation, any homework done or not done, extent they ask for the teacher’s assistance, response to any homework set, references to previous sessions, engagement with session, and responsiveness to mentor
- Mentor - mentee relationship and body language
- Overall quality of the session

**Revision day only**

Use this box for observations made during the revision day (not including the revision session). Make a note of the following for each activity:

Record any activities/plans, the structure, what was covered, and the resources used

Record set up and location (if applicable)

Record who was present and the number of mentees / mentors / staff members (school and university)

Record mentee engagement- e.g., types of questions asked by mentees

Record mentor engagement (if present)

**Any other observations**

Anything else of note

Note any discussions between mentors and teachers before or after the mentoring/revision session

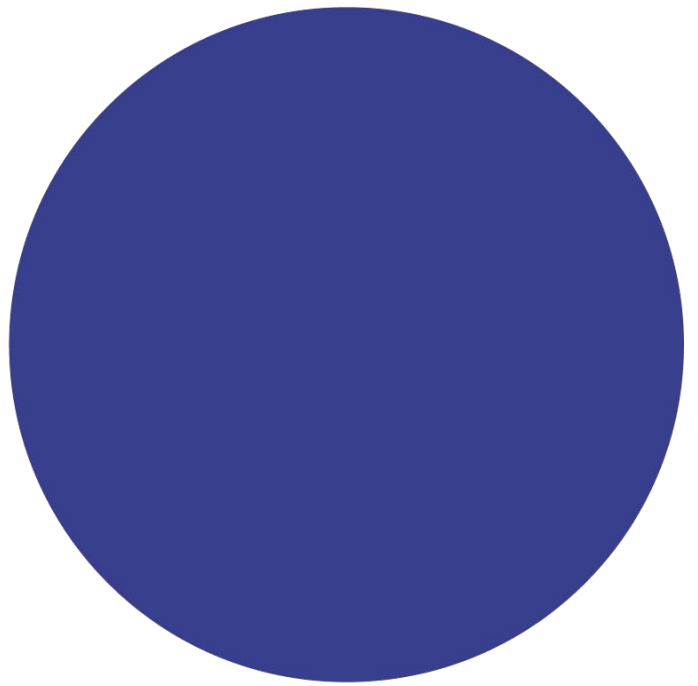
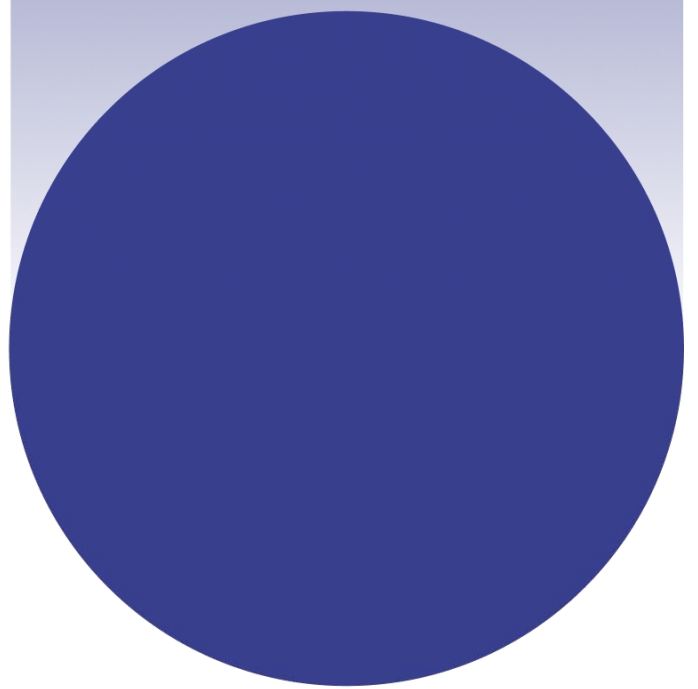
**General thoughts on how the session/day went**

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