

One North East – Single Programme

Science Excellence Innovation Partnerships (SEIPs) Programme

Guidance Document:
Common Outputs Framework

Final June 2009



Purpose of the Guidance

The purpose of this guidance document is to assist Science Excellence Innovation Partnerships (SEIPs) in setting targets for the achievement of outputs, setting baselines and monitoring progress towards the achievement of outputs.

The document sets out a common outputs framework from which all SEIPs should select target outputs for their Partnership. The framework will enable all SEIPs to monitor the progress of their projects in a consistent manner, against a common set of performance indicators.

The document sets out definitions for each output/outcome and a standard approach to the counting and reporting of outputs. It also sets out the Agency's record keeping requirements for verifying the outputs achieved.

Core Principles

The following principles set the basis for the achievement and reporting of outputs:

Project activity: Only outputs/outcomes generated as a direct result of activity funded by the Single Programme SEIP project should be claimed. This includes activity paid for by Single Programme funding as well as activity funded by the project's match funding.

Additionality: Only activity that is additional is eligible for Single Programme support i.e. activity that wouldn't otherwise have happened had the Single Programme funding not been awarded. Similarly, only outputs generated as a direct result of activity that is 'additional' can be claimed.

Project period: Only activity taking place between the project start date and agreed completion date is eligible for Single Programme and an output can be claimed only if it was generated as a direct result of activity taking place within this eligible project period. Outputs achieved as a result of activity occurring before the project start date or after the agreed completion date cannot be claimed. Your Funding Allocation Letter (FAL) sets out your project start date and agreed completion date.

Verification evidence: In order to claim an output, the project will need to keep documentary evidence that the output has been achieved and evidence of the eligible activity that led to the achievement of the output.

Setting Outputs Targets

Each SEIP is required to select a range of outputs from the common outputs framework and to set targets for their achievement. The outputs selected should reflect the project's aims, objectives and delivery activities, as set out in the SEIP Action Plan.

Outputs are grouped into 3 broad categories of eligible activity, as follows:

- Development of an enquiry-based curriculum
- Increasing participation in continuing professional development (CPD)
- Careers: learning and employment

The common outputs framework provides a menu of outputs from which SEIPs should select only those that are relevant to, and are likely to be achieved by, their Single Programme project. It is unlikely that a SEIP will achieve all of the outputs included within the common outputs framework.

For each relevant output type, SEIPs should set a target for the number of outputs that can be achieved over the life of their project. Targets should be notified to and agreed with One North East. The agreed targets will be set out in the SEIP's FAL and projects will be required to monitor progress towards the achievement of the targets.

Setting Baselines

A baseline is a clearly defined starting point for your project, the point from which implementation begins, improvement is judged and comparison is made. For each of the outputs targets set, SEIPs are required to set a baseline. The baseline sets the level of performance or achievement within the SEIP prior to the commencement of the Single Programme project. By comparing achievement and performance at the end of the Single Programme project with the baseline, an assessment of impact of the project can be made. Baselines for each of the SEIP's target outputs should be notified to One North East prior to the project's commencement.

Outputs Guidance

The following pages set out how outputs are defined, how they should be measured and reported and the evidence requirements of each. When setting target outputs and baselines, SEIP partners should refer to the guidance for each relevant output.

Any queries about the SEIP common outputs framework should be directed to One North East's Skills & Economic Inclusion team.

Output A1: No. of EBL STEM Enrichment Activities/Materials Developed or Purchased

Unit of measurement: number of activities and/or materials

Definitions:

Enquiry-based Learning (EBL): EBL describes an environment in which learning is driven by a process of enquiry owned by the student.

STEM: STEM is the abbreviation for 'Science, technology, engineering and mathematics'.

Activities: An activity is defined as an educational process or procedure of actions intended to stimulate learning.

Materials: Materials are defined as tools, equipment or apparatus used in the process of teaching and learning.

Developed: The output relates to the creation of a new activity or material and also to the development of an existing activity or material. Development may include the adaptation, revision, customisation or refinement of existing activities and materials.

Counting the output:

The output should be counted when the activity/material has been purchased **and** the purchaser is in receipt of the material(s) or has taken ownership of the activity.

Where materials/activities have been purchased or developed by, or for use by, more than one SEIP partner, each activity/material should be claimed by the SEIP Partnership as an output only once. The output relates to the activity/material purchased or developed; not to the number of partners purchasing or using the activity/material.

Exclusions:

The activity or material can be counted as an output only once. Where an activity/material is purchased and subsequently developed, only one output should be claimed. Similarly, where an activity/material is developed more than once, only one output should be claimed.

A SEIP partner(s) must take ownership of activities/materials purchased or developed as part of the project. Where a bespoke or customised activity/material is purchased or developed by an external supplier, the supplier must not take ownership of the activity/material or sell it to another party. Where a standard 'off-the-shelf' activity/material is purchased from an external supplier, the supplier does, of course, have the right to sell the same activity/material to other parties.

Evidence:

Materials purchased should be available for inspection, along with invoices and bank statements to verify the transaction. Activities purchased should also be evidenced by invoices and bank

statements and there should be some written description of the activity that has been purchased.

Where materials have been developed (as opposed to purchased), the materials should be available for inspection. A written description of an activity developed is required and staff timesheets to verify the work undertaken in developing either an activity or material should also be maintained.

Output A2: No. of EBL STEM Learning Programmes/Modules/Units Created or Adapted

Unit of measurement: number of programmes, modules or units

Definitions:

Enquiry-based Learning (EBL): EBL describes an environment in which learning is driven by a process of enquiry owned by the student.

STEM: STEM is the abbreviation for 'Science, technology, engineering and mathematics'.

Learning programme: A planned series of learning that covers the full syllabus for an entire qualification or course.

Learning module: A planned series of learning that covers the full syllabus for a section or 'module' of a qualification or course, where the section or 'module' comprises more than one component or 'unit' (see below for definition of 'unit').

Learning Unit: A single component or 'unit' of a qualification or course, where the qualification or course comprises more than one such component or 'unit'.

Created: The learning programme/module/unit is deemed to be created when it has been produced as an entirely new programme/module/unit rather than the adaptation or development of an existing one.

Adapted: Where a new learning programme/module/unit has been produced by developing, revising, customising or refining an existing programme/module/unit, or component of such, the programme/module/unit is deemed to have been adapted rather than created.

Counting the output:

The output should be counted when the learning programme/module/unit's creation or adaptation is complete and it is fit for delivery.

Where a programme/module/unit has been created or adapted by, or for use by, more than one SEIP partner, the programme/module/unit should be claimed by the SEIP Partnership as an output only once. The output relates to the programme/module/unit created or adapted; not to the number of partners creating/adapting or using the programme/module/unit.

Exclusions:

The learning programme/module/unit can be counted as an output only once. Where a programme/module/unit is created and subsequently adapted, the output should be counted only

once. Similarly, where an existing programme/module/unit is adapted more than once, only one output should be claimed.

A SEIP partner(s) must take ownership of programmes/modules/units purchased or developed as part of the project. Where a bespoke or customised programme/module/unit is purchased or developed by an external supplier, the supplier must not take ownership of the programme/module/unit or sell it to another party. Where a standard 'off-the-shelf' programme/module/unit is purchased from an external supplier, the supplier does, of course, have the right to sell the same programme/module/unit to other parties.

Evidence:

Written evidence of the programme/module/unit created or adapted should be maintained. Where the programme/module/unit is created or adapted commercially by an external supplier, invoices and bank statements should be made available for inspection. Where the programme/module/unit is created or adapted internally by a staff member, timesheets should be maintained to verify the work undertaken.

Output A3: No. of Organisations Benefiting from STEM Enrichment Activities, Materials or Programmes (including modules/units) Developed or Purchased by a SEIP Partner

Unit of measurement: number of organisations

This output seeks to capture the extent to which resources developed or purchased as part of the project are shared with, and used by, other organisations. Any organisation, whether a formal SEIP partner or not, can benefit from resources developed or purchased as part of the SEIP project.

Definitions:

Organisations benefiting: Organisations can include schools, colleges, universities, companies, training providers, local authorities, constituted voluntary and community groups etc. To benefit from SEIP funded resources, an organisation must have been given access to the resources (e.g. the resources have been given or loaned to, or shared with, the organisation) by the owner and the resources must have been used by the recipient in the planning, delivery and/or management of learning.

STEM: STEM is the abbreviation for 'Science, technology, engineering and mathematics'.

Activities: An activity is defined as an educational process or procedure of actions intended to stimulate learning.

Materials: Materials are defined as tools, equipment or apparatus used in the process of teaching and learning.

Learning programme: A planned series of learning that covers the full syllabus for an entire qualification or course.

Learning module: A planned series of learning that covers the full syllabus for a section or 'module' of a qualification or course, where the section or 'module' comprises more than one component or 'unit' (see below for definition of 'unit').

Learning Unit: A single component or 'unit' of a qualification or course, where the qualification or course comprises more than one such component or 'unit'.

Developed: The output relates to the creation of a new activity, materials or programmes/modules/units and also to the development of an activities, materials or programmes/modules/units. Development may include the adaptation, revision, customisation or refinement of existing activities, materials or programmes/modules/units.

SEIP partner: Organisations that are involved in the management and delivery of the Single Programme funded project.

Counting the output:

The output should be counted by the SEIP partner that owns the activity, material or programme/module/unit and gives, shares or loans the activity, material or programme/module/unit to another organisation.

The output relates to the number of organisations benefiting from a resource, not to the resource itself. Therefore, a resource shared with several different organisations may produce several outputs (i.e. one for each organisation benefiting from it).

Exclusions:

Only activities, materials or programmes/modules/units developed:

- a) or purchased using Single Programme funding (or the project's match funding)
- b) by staff whose salary/wage costs are being funded by Single Programme (or the project's match funding)

can generate an output.

Evidence:

SEIP partners will be required to provide written details of the activity, material or programme/module/unit developed or purchased; the contact details of other organisations that benefited from it; and confirmation of whether it was given, loaned or shared with the organisation.

Output B1: No. of New CPD STEM Programmes/Activities Purchased or Developed

Unit of measurement: number of new CPD STEM programmes or activities

Definitions:

CPD: CPD is the abbreviation for continuing professional development and refers to the process through which individuals undertake development activity that maintains, develops, and enhances skills and knowledge in order to improve performance in practice.

STEM: STEM is the abbreviation for 'Science, technology, engineering and mathematics'.

Programmes: A planned series of training, teaching or learning that constitutes a qualification or stand-alone course in its own right.

Activity: An activity is defined as an educational process or procedure of actions intended to stimulate learning.

Purchased: The acquisition of programmes/activities from a third party in exchange for payment.

Developed: Development of programmes/activities internally by SEIP partners may include the adaptation, revision, customisation or refinement of existing learning programmes/activities or to the creation of new learning programmes/activities.

Counting the output:

The output should be counted when payment for the programme/activity has been made and the purchaser takes ownership of it, or when the development of the programme/activity is complete and it is fit for delivery.

Where a programme/activity has been purchased or developed by, or for use by, more than one SEIP partner, the programme/activity should be claimed by the SEIP Partnership as an output only once. The output relates to the programme/activity purchased or developed; not to the number of partners purchasing/developing or using the programme/activity.

Exclusions:

The learning programme/activity can be counted as an output only once. Where a programme/activity is purchased and subsequently developed, the output should be counted only once. Similarly, where a programme/activity is developed more than once, only one output should be claimed.

A SEIP partner(s) must take ownership of CPD programmes/activities purchased or developed as part of the project. Where a bespoke or customised CPD programme/activity is purchased or developed by an external supplier, the supplier must not take ownership of the CPD programme/activity or sell it to another party. Where a standard 'off-the-shelf' CPD programme/activity is purchased from an external supplier, the supplier does, of course, have the right to sell the same CPD programme/activity to other parties.

Evidence:

Written evidence of the programme/activity purchased or developed should be maintained. The purchase of programmes/activities should be evidenced by invoices and bank statements. The development of programmes/activities should be evidenced by staff timesheets to verify the work undertaken.

Output B2(i): No. of Staff Completing 6 Hours or More of CPD Activity in STEM Subjects

Unit of measurement: Number of staff undertaking CPD in STEM related subject areas.

Definitions:

6 hours or more: An individual's CPD activity must last for at least 6 hours. This may be either 6 or more contiguous hours or a total of 6 or more hours over a number of CPD sessions.

CPD activity: CPD is the abbreviation for 'Continuing Professional Development' and refers to the process through which individuals undertake personal development activities which help maintain, develop and enhance their current skills and knowledge. Activities may take the form of qualification courses, unaccredited training, action learning, learning workshops or seminars.

STEM: STEM is the abbreviation for 'Science, Technology, Engineering and Mathematics'.

Counting the output:

The output can be counted when an individual has received a minimum of 6 hours of skills training.

Exclusions:

No more than 1 output should be claimed for each individual member of staff.

Evidence:

The following evidence of CPD activity should be maintained for each output claimed:

Staff member details - name & address (including post code) together with evidence of attendance (e.g. attendance register or enrolment form)

CPD provider details – Contact details, i.e. Name and address including post code and telephone number.

Type of CPD – Details of CPD/training/learning undertaken, together with number of hours of CPD undertaken plus start and end dates of the activity.

Output B2(ii): Public & Private Sector Investment Levered for Non-Statutory, Single Programme Funded, STEM Activity

Unit of measurement: Pounds (£)

Definitions:

Public sector investment: Funding provided by public sector organisations other than ONE North East.

I.e. Government Office for the North East, English Partnerships, Learning & Skills Council (LSC), Lottery Funding, Local Authorities, schools etc.

Private sector investment: Funding provided by businesses, registered charities, not-for-profit organisations, private individuals and Further Education/Higher Education institutions (where the funding cannot be traced to a public source).

'In-kind' investment: Both public and private sector investment may take the form of match funding 'in-kind.' This refers to the provision of a product or service (rather than money) to the project by an organisation or individual and may take the form of:

- **People/Staff time** – the true cost of providing staff to work on the project i.e. their salary or wage cost and associated 'on-costs'
- **Premises provided** – the true running costs of accommodation provided to the project
- **Plant/Equipment/materials donated** – the actual cost of plant/equipment/materials provided to the project

Levered: Funding that has been allocated to, and has been spent on, the Single Programme funded project i.e. 'match funding.'

Non-statutory STEM activity: Refers to the planning, development, delivery, coordination and evaluation of 'Science, Technology, Engineering and Mathematics (STEM)' learning activity that is not a legal, statutory requirement. All activity funded by Single programme must be non-statutory and may include, but is not limited to:

- Activities to enhance or enrich of the curriculum, including the development of an enquiry-based curriculum
- Out-of-school provision
- CPD activity for teachers
- STEM-specific careers information and advice

Single Programme funded activity: All activity included within the overall Single Programme project. Single Programme funded activity includes project activity that is funded by project partners using 'match funding' as well as that funded by Single Programme. Any activity that is funded out-with the project (i.e. it is paid for by neither Single Programme funding nor the project's 'match funding') cannot contribute towards the achievement of an output.

Counting the output:

The levered investment is counted when it is 'defrayed' or spent by the project i.e. the money has left the bank account of the relevant project partner.

Projects are required to report on:

- The sum of public sector investment, excluding Single Programme funding from One North

East and including 'in-kind' match funding

- The sum of private sector investment, including 'in-kind' match funding
- The sum of all public sector investment (including 'in-kind' match funding) plus private sector investment (including 'in-kind' match funding)

Exclusions:

Any funding (including in-kind match funding) provided to the project by a public or private body that is defrayed or spent prior to the project being approved and contracted by One North East (the date the Funding Agreement Letter is signed by both parties) is ineligible and cannot be counted towards this output. Funding that is defrayed or spent after the Single Programme funded project has ended (i.e. after the Agreed Completion Date, as per the Funding Agreement Letter) is ineligible and can contribute towards the achievement of this output.

Evidence:

Public and private sector organisations – For each organisation providing match funding, their name, address (including post code), telephone no., the status of the organisation or individual (i.e. public or private¹) and the name of organisation/business they represent is required.

The following evidence is also required in respect of the funding received and defrayed or spent:

Gross Funds Received:

Public funds – a copy of grant letter from contributor is required.

Private funds – a copy of receipts for each contributor's financial contribution is required.

Gross Funds Spent:

A written statement from the recipient of the funding (signed by Finance Director), confirming when the funding was spent and providing details of the items on which it was spent, is required. The expenditure will be validated through the recipient's accounts and primary records e.g. invoices/receipts.

In-kind match funding contributions – A written statement is required from the recipient (signed by Finance Director) confirming the in-kind match funding that was provided (e.g. people, premises, plant/equipment/ materials), its financial value (evidenced by receipts/ invoices/evidence of staff salaries) and how it was used by the project.

For in-kind match funding in the form of:

- **People/Staff time** – A signed record of the person's time spent on the project, their pay rate (e.g. hours x pay). This information should be recorded on the Staff Timesheet form provided in the SEIP Project monitoring pack.

¹ To check the status of an organisation, please contact One North East's Skills & Economic Inclusion Team on 0191 229 6200

• **Premises provided** – Written details, including the address of accommodation, is required. A standard form or letter should be provided by the business/organisation providing the premises (signed by Finance Director) confirming the value of the accommodation and associated overhead costs.

• **Plant/Equipment/materials donated** – Written evidence of the market value is required (e.g. invoice/copy of receipts).

Output B2(iii): No. of Partner Organisations Engaged in Single Programme Funded Continuing Professional Development (CPD) in STEM Subjects

Unit of measurement: number of partner organisations

Definitions:

Partner organisations: organisations that are involved in the management and delivery of the Single Programme funded project.

Single Programme Funded: Single Programme funded CPD activity includes CPD activity that is funded by project partners using 'match funding' as well as that funded by Single Programme. Any CPD activity that is funded out-with the project (i.e. it is paid for by neither Single Programme funding nor the project's 'match funding') cannot contribute towards the achievement of an output.

Continuing Professional Development (CPD): CPD is the abbreviation for continuing professional development and refers to the process through which individuals undertake development activity that maintains, develops and enhances skills and knowledge in order to improve performance in practice. Activity may take the form of qualification courses, unaccredited training, action learning, learning workshops or seminars.

STEM: STEM is the abbreviation for 'Science, technology, engineering and mathematics'.

Counting the output:

The output should be counted on completion of the project partner's involvement in Single Programme funded CPD in STEM subjects.

Exclusions:

Where a single partner is involved in more than one CPD course or activity, the output should be claimed only once. The output relates to the partner engaged in the CPD activity; not to the number of CPD activities in which the partner is engaged.

Evidence:

The name, address (including post code) and telephone no. of the partner organisation is required, along with the name and position of the person from that organisation engaged in CPD activity. Details of the CDP activity in which the partner organisation is involved is also required, including:

- CPD provider details - Name, address (including post code) and telephone no.
- Type of CPD – type of CPD/training/learning (i.e. title of the course) and start and end dates of the CPD activity. This information can be recorded using the Partner Involvement

in CPD Activity form included within the SEIP project monitoring pack.

Output B2(iv): No. of Staff Achieving One or More STEM Qualification(s) at Levels 1, 2, 3, 4, 5, 6, 7 & 8

Unit of measurement: number of staff members

Definitions:

Staff: Staff members include employees of SEIP partner organisations as well as sub-contractors/freelancers/supply teachers and unpaid volunteers.

Achieving: Achieving qualifications refers to the successful completion of qualifications course and the award of the qualification to the staff member

STEM qualifications: STEM is the abbreviation for 'Science, technology, engineering and mathematics'. The achievement, by a member of staff working on the project, of any qualification falling within the broad subject areas of science, technology, engineering and mathematics can be counted.

Levels 1, 2, 3, 4, 5, 6, 7 & 8: Qualification levels refer to the levels at which qualifications are recognised and accredited by the Qualifications & Curriculum Authority (QCA) in England, Wales and Northern Ireland. Please see 'counting the output' section below for guidance on classifying qualifications at levels 1 to 8.

Counting the output:

The output should be counted when the qualification has been successfully achieved and evidence of the award is available in the form of a certificate or other documentary evidence. The output should be claimed only once for an individual member of staff. Where a staff member achieves more than one qualification, only the highest level qualification should be claimed as an output.

Table 1 (below) provides a guide to the various levels of qualification within the national qualifications framework.²

Exclusions:

Only learning leading to the achievement of qualifications that is funded by the Single Programme project should be claimed as an output i.e. learning funded by Single Programme or by the project's public/private match funding.

Evidence:

The qualification should be evidenced by a qualification certificate or other documentary evidence

² For further guidance on the classification of qualifications, please contact One North East's Skills & Economic Inclusion Team on 0191 229 6200

from the qualification awarding body.

It is necessary to verify that the learning that lead to the achievement of the qualification was funded by the project. This should be evidenced by invoices and bank statements verifying the cost of the learning provision, as well as by the project's financial monitoring records, to confirm that the cost has been included in the project's Single Programme claim.

Table 1: National Qualifications Framework

National Qualifications Framework (NQF)	Framework for Higher Education Qualifications (FHEQ)
Current levels (and examples)	
8 Specialist awards	D (doctoral) Doctorates
7 Level 7 Diploma in Translation	M (masters) Masters degrees, postgraduate certificates and diplomas
6 Level 6 National Diploma in Professional Production Skills	H (honours) Bachelor degrees, graduate certificates and diplomas
5 Level 5 BTEC Higher National Diploma in 3D Design	I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas
4 Level 4 Certificate in Early Years	C (certificate) Certificates of higher education
3 Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels	
2 Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C	
1 Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

Output B3: No. of Staff Attending One or More STEM CPD Awareness Raising Sessions

Unit of measurement: number of staff

Definitions:

Staff: Staff members include employees of SEIP partner organisations as well as sub-contractors/freelancers/supply teachers and unpaid volunteers.

STEM qualifications: STEM is the abbreviation for 'Science, technology, engineering and mathematics'.

Continuing Professional Development (CPD): CPD is the abbreviation for continuing professional development and refers to the process through which individuals undertake development activity that maintains, develops and enhances skills and knowledge in order to improve performance in practice.

Awareness raising sessions: An awareness raising session refers to CPD activity that does not constitute formal learning or training. It can take the form of briefing sessions; conferences and seminars; workshops; information, advice and guidance provision. The CPD must raise awareness of STEM e.g. raising awareness of how STEM education and skills can be integrated and embedded into the curriculum.

Counting the output:

The output should be claimed when the staff member has attended one or more STEM CPD awareness raising sessions. Only one output should be claimed for each staff member attending STEM CPD awareness raising CPD sessions. Where an individual staff member attends more than one session, only one output should be claimed.

Exclusions:

Only STEM CPD awareness raising that is funded by the Single Programme project should be claimed as an output i.e. sessions funded by Single Programme or by the project's public/private match funding.

Evidence:

The output should be evidenced by an attendance register verifying which staff member(s) attended the awareness raising session(s). Where the CPD awareness raising session is delivered by an external provider and incurs a cost to the project, the cost of the session(s) should be evidenced by invoices and bank statements and by the project's financial monitoring records, confirming that the cost has been included in the project's Single Programme claim.

Output C1: No. of Pupils Receiving STEM-Specific Careers Information and Guidance

Unit of measurement: number of pupils

Definitions:

Pupils: Students of school age and registered with a school within the SEIP partnership.

STEM-Specific Careers Information and Guidance: information, services and activities intended to assist pupils to make educational, training and occupational choices in planning for a career in a science, technology, engineering or mathematics related sector and/or occupation.

Counting the output:

The output can be claimed when the pupil has received STEM-specific careers information and guidance. Pupils receiving careers advice and guidance on more than one occasion should be claimed as an output only once.

Exclusions:

Only pupils receiving STEM-specific careers information and guidance that is paid for by the Single Programme funded project can be claimed as an output. This may be information and guidance paid for by the Single Programme funding or by the project's match funding.

An output can be claimed only where it can be evidenced that a pupil has STEM-specific careers information and guidance e.g. where an attendance register provides evidence of attendance at a verbal careers advice session. Receipt of written careers information and guidance by pupils can only be claimed as an output where evidence exists to identify the pupil and to verify that he/she received the written information and guidance. It is recommended therefore that pupils in receipt of verbal advice and guidance only be claimed as outputs.

Evidence:

The output should be evidenced by an attendance register identifying the pupil by name and confirming the type/nature, date and form of the advice and guidance received (e.g. verbal presentation on 'Careers in Science').

Output C2(I): No. of KS1/2 Pupils (by Year Group) Engaged in Science Education Enhanced or Enriched as a Result of Single Programme Funded SEIP Activity

Unit of measurement: number of Key Stage 1/2 pupils

Definitions:

Key Stage 1/2 (KS1/2) pupils: Students in years 1 and 2 (Key Stage 1) and in years 3, 4, 5 and 6 (Key Stage 2), registered with a school within the SEIP partnership.

Science education enhanced or enriched as a result of Single Programme funded SEIP activity: school education relevant to the science curriculum that is improved, advanced or made more meaningful, rewarding or effective as a result of the Single Programme funded project.

Counting the output:

The output should be counted annually, at the end of the academic year and again at the end of the Single Programme funded project.

Exclusions:

A pupil engaged in enhanced/enriched science education should be counted only once, irrespective of the number of enriched/enhanced learning experiences she/he has been engaged in.

Evidence:

The output is intended to capture enhanced or enriched science education delivered to groups, classes or year-groups of pupils. It is not therefore necessary to track and monitor the education of individual pupils. Rather, enhanced/or enriched science education activity delivered to groups of pupils should be identified and the number of pupils in the group quantified and recorded, along with individual pupil's names.

For each enhanced/enriched group education activity, brief written details of the activity (e.g. a lesson plan or overview) should be recorded, along with the number of pupils engaged in it, evidenced by an attendance register. Brief written details of how the education activity has been enhanced or enriched should also be recorded.

Output C2(ii): No. of KS3/KS4 Pupils (by Year Group) Engaged in Science Education Enhanced or Enriched as a Result of Single Programme Funded SEIP Activity

Unit of measurement: number of Key Stage 3/4 pupils (by year group)

Definitions:

Key Stage 3/4 (KS3/4) pupils: Pupils in years 7, 8, and 9 (Key Stage 3) and in years 10 and 11 (Key Stage 4), registered with a school within the SEIP partnership.

Science education enhanced or enriched as a result of Single Programme funded SEIP activity: school education relevant to the science curriculum that is improved, advanced or made more meaningful, rewarding or effective as a result of the Single Programme funded project.

Counting the output:

The output should be counted annually, at the end of the academic year and again at the end of the Single Programme funded project.

Exclusions:

A pupil engaged in enhanced/enriched science education should be counted only once, irrespective of the number of enriched/enhanced learning experiences she/he has been engaged in.

Evidence:

The output is intended to capture enhanced or enriched science education delivered to groups, classes or year-groups of pupils. It is not therefore necessary to track and monitor the education of individual pupils. Rather, enhanced/or enriched science education activity delivered to groups of pupils should be identified and the number of pupils in the group quantified and recorded, along with individual pupil's names.

For each enhanced/enriched group education activity, brief written details of the activity (e.g. a lesson plan or overview) should be recorded, along with the number of pupils engaged in it, evidenced by an attendance register. Brief written details of how the education activity has been enhanced or enriched should also be recorded.

Outcome C3(I): No. of Year 9 KS3 Pupils Attaining their Fischer Family Trust (FFT) B Target for Science

Unit of measurement: number of Year 9 Key Stage 3 pupils

Definitions:

Year 9 Key Stage 3 (KS3) pupils: Pupils in year 9 (Key Stage 3) registered with a school within the SEIP partnership.

Fischer Family Trust (FFT) B target: The Fischer Family Trust (FFT) performance framework provides a tool for setting targets for educational attainment and produces 4 sets of estimates (Types A, B, C & D) for a given cohort of pupils. The framework sets targets for the school and for the individual pupil. FFT 'Type B' targets set the results that can be expected for individual pupils at the end of Key Stage 3 if pupils make the same progress as similar pupils in similar schools nationally.

Science: The National Curriculum programme of study for Science at Key Stage 3 (i.e. energy, electricity and forces; chemical and material behaviour; organisms, behaviour and health; and the environment, Earth and universe).

Counting the output:

The output should be counted annually, at the end of the academic year and again at the end of the Single Programme funded project.

Exclusions: Each pupil should be counted only once.

Evidence: Documentary evidence of each pupil's Year 9 FFT type B target for Science should be maintained. Documentary evidence of each pupil's actual Year 9 assessment grades for Science should also be made available.

Outcome C3(ii): No. of Year 10/11 KS4 Pupils Attaining 2 or More G.C.S.E.s in Science at Grades A*, A, B or C

Unit of measurement: number of Year 10/11 KS4 pupils

Definitions:

Year 10/11 Key Stage 4 (KS4) pupils: Pupils in year 10/11 (Key Stage 4) registered with a school within the SEIP partnership.

G.C.S.E.s in Science at Grades A*, A, B or C: A General Certificate of Secondary Education (G.C.S.E) qualification in a Science subject, awarded at grade A*, A, B or C.

Counting the output:

The output should be counted annually, at the end of each academic year and again at the end of the Single Programme funded project.

Exclusions:

A pupil should be counted only once, irrespective of the number of Science G.C.S.E.s attained at grades A*, A, B, or C.

Evidence:

For each output, the pupil's G.C.S.E. certificate or other official documentary evidence from the G.C.S.E. awarding body, confirming the pupil's Science grade(s) should be maintained.