

Pilot Evaluation Summary	
Intervention Developer	Havant and South Downs College
Delivery Organisations	Havant and South Downs College
Evaluator	The Evidence Development and Incubation Team, The Policy Institute, King's College London
Principal Investigator	Susannah Hume
Protocol Author(s)	Susannah Hume, Gabrielle McGannon
Pilot Intervention Recipients	75 16-19 year old students enrolled at Havant and South Downs College who have or have had a social worker in the past six years
Pilot Evaluation Participants	75 16-19 year old students enrolled at Havant and South Downs College who have or have had a social worker in the past six years
Number of Pilot Sites	One college (three campuses)
Protocol Date	October 2021
Version	1

Summary

This document outlines the pilot evaluation of Future YOU, an intervention that provides mentor support to young people with experience of social care at Havant and South Downs College (HSDC). The evaluation will take place during the 2021/22 academic year (AY) with the final report to be published in December 2022.

Future YOU will provide young people aged 16 to 19 who are studying at HSDC and either have or have had a social worker in the past six years with a mentor. Students will have weekly, one to one sessions with mentors, with each session lasting approximately 45 minutes. The mentoring support will be structured around students' progress on a Google Sites platform that features learning content on four modules: social, emotional, digital and career.

The evaluation will combine four strands of data collection: a baseline and endline survey of students, journey mapping interviews with participants at the end of the AY, interviews with staff at the end of the AY, and analysis of administrative data routinely collected by HSDC. As this is a pilot evaluation, it will not seek to establish a causal link between engagement with Future YOU and improved outcomes. Instead, the focus of the evaluation will be on evidence of programme feasibility, evidence of promise, and signs of readiness for further evaluation.

Background and Problem Statement

Children and young people with a social worker, on average, achieve poorer educational outcomes than their peers¹. However, there is a lack of evidence that specifically addresses how to improve outcomes for care experienced young people, rather than the student population at large.

Therefore, there is a need to test and evaluate interventions that specifically aim to improve educational outcomes for young people who have experience of social care. What Works for Children's Social Care (WWCSC) has collaborated with the Department for Education to fund interventions in Further Education to help young people with a social worker. HSDC has received a grant to deliver the Future YOU programme. This pilot evaluation will focus on assessing the level of evidence that Future YOU is appropriate and scalable for further evaluation.

Intervention and Theory of Change

The Future YOU programme is run by HSDC. HSDC identified that young people who have experience of children's social care (CSC) may benefit from additional assistance to develop their confidence and positive career aspirations. Future YOU works with young people aged 16 to 19 who are studying at HSDC and have or have had a social worker in the past six years. The programme involves 45 minute, one to one, face to face sessions with an allocated mentor. Sessions will occur weekly throughout the academic year. HSDC has three campuses (Alton, Havant and South Downs); young people are matched with a mentor based at their campus of study so that they do not have to travel for mentoring sessions each week.

¹ Both looked after children and children in need have large attainment gaps in all key stages compared to children who do not have experience with care. Department for Education (2019) *Outcomes for Children Looked After by Local Authorities in England*, 31 March 2018. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/794535/Main_Text_Outcomes_for_CLA_by_LAs_2018.pdf

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In addition to mentoring, learning content is delivered via a Google Sites platform. This Google Site is available to all HSDC students; however, for students on the Future YOU programme, mentors will support them to complete the modules. These modules are designed to build social, emotional, digital and careers skills. Students are awarded medals for each module

they complete. Medals are awarded as gold, silver or bronze depending on the student's level of engagement with the module. Though HSDC has run the e-learning platform in past years, the Google Site has been enhanced for the 2021/22 AY through the introduction of the social and emotional e-learning modules. Further, the addition of one-to-one mentoring for students who have or have had a social worker in the past six years is new to AY2021/22.

The logic model for Future YOU is provided in **Figure 1** overleaf.

Figure 1: Future YOU logic model **Future YOU Logic Model**

Context

Contextual factor 1:
Mechanisms

Administrative data received from schools includes information about care experience

Contextual factor 2: Funding made available on on termly schedules to allow for stable

Mentors focus on developing stable, positive relationships

Development of a
Students engage with the wider college offer (e.g. DoE, coding club)

programme delivery

Contextual factor 3:

Recruitment and retention of mentors who are driven by helping young people maximise success

Contextual factor 4: Effective coordination with other college departments (e.g. timetabling) to ensure smooth programme integration into students' college experience

Contextual factor 5: Students have access to technology including WIFI/data and a

Increased
coordination within college around students' needs and experiences
trusting relationship
between students
and mentors

Reduction in
students needing to
retell their stories to
multiple
professionals

Students are open
with mentors about
their situation and
experiences

Mentor sessions are

laptop/tablet

Contextual factor 6:

Commitment to ongoing programme review and
refinement through student surveys

Contextual factor 7:

Normalising additional activities within the college so that students are more willing to

Students have access to learning resources that improve life
chances
responsive to students'
needs – support and
encouragement to
complete modules

Students' core skills are developed
through completion of modules

participant in non-timetabled activities

Contextual factor 8:

Normalising students having a mentor across the college so that students feel less profiled when offered a mentor

Contextual factor 9: Mentors have access to a confidential space for sessions to ensure participant privacy and to create a safe space for open conversation

Programme design evolves to ensure it is driven by students' needs
Motivation to engage with programme and complete modules

Students with care experience may also be receiving other additional support (e.g. counselling) so may be overburdened

Additional engagement requirements may cause anxiety for some students

Students may feel profiled due to programme targeting care leavers

Research questions

The pilot evaluation aims to understand the feasibility, promise and readiness for trial of Future YOU, guided by the following research questions:

1. Evidence of feasibility

- a. To what extent was the intervention delivered as intended and in what ways does implementation vary?
- b. What are the primary factors that facilitate and hinder implementation of Future YOU?

2. Evidence of promise

- a. Is there evidence to support the mechanisms of change identified in the logic model?
- b. What potential impacts of the programme do students and staff identify?

3. Readiness for trial

- a. What changes would be required to prepare Future YOU for scaling and further evaluation?

Outcomes

The table below sets out the indicators and methods which will be used to answer the research questions.

Research question	Indicator	Method
Evidence of feasibility	Fidelity <ul style="list-style-type: none"> • Proportion of eligible students allocated to a mentor during the first week of the academic year • Number of mentoring sessions eligible students attend, and the distribution of attendance rate • Level and type of engagement with the Google Site 	Admin data
	Fidelity <ul style="list-style-type: none"> • Level of engagement by mentors with training sessions, and the extent to which this was reflected in their approach to mentoring • Extent to which mentors communicated with other professionals and individuals supporting students • Extent to which project leads were responsive to mentors' ideas and concerns • Extent to which learning plans were developed with students in response to their survey scores, and how they were put into practice 	Interviews with staff

Research question	Indicator	Method
	<ul style="list-style-type: none"> • Extent to which the project was able to retain and re-engage students who were at risk of disengaging or who had disengaged • Elements of the programme that were changed or adapted during delivery, and the reasons for and results of those adaptations 	

	<p>Facilitators and barriers</p> <ul style="list-style-type: none"> • Facilitators eligible students at various levels of engagement with Future YOU identified, that helped them engage, e.g.: <ul style="list-style-type: none"> ○ Rapport with mentor ○ Timetabling ○ Enjoyment of using the Google Site ○ Feeling of acceptance and support from the college around engaging with Future YOU • Barriers eligible students at various levels of engagement with Future YOU identified that stopped them from engaging more, e.g.: <ul style="list-style-type: none"> ○ Rapport with mentor ○ Timetabling ○ Friction in using the Google Site ○ Feeling of stigma or discomfort around engaging with Future YOU 	<p>Journey mapping with participants</p> <p>Interviews with staff</p>
<p>Evidence of promise</p>	<p>Mechanisms</p> <ul style="list-style-type: none"> • The extent to which eligible students reported establishing a trusting relationship with their mentor • The extent to which eligible students reported that mentoring reduced the need for them to retell their story to professionals • The extent to which eligible students report that they were able to be open with their mentor • The extent to which eligible students report that mentoring made them more confident to engage with the wider college offer • The extent to which students report that the programme was driven by students' 	<p>Journey mapping with participants</p>

<p>Research question</p>	<p>Indicator</p>	<p>Method</p>
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	<p>needs and whether this was a motivating factor to participate</p> <ul style="list-style-type: none"> • The extent to which eligible students report that their mentoring sessions helped them to progress through the modules on the Google Site • The extent to which eligible students found that the medal system motivated them to complete the Google Site modules • The extent to which eligible students found any modules particularly useful or unuseful • The extent to which eligible students report that any modules more strongly contributed to their outcomes 	
	<p>Mechanisms</p> <ul style="list-style-type: none"> • The extent to which eligible students' learning plans and progress on the Google Site informed the content and approach to mentoring • The extent to which mentors prioritised establishing stable and positive relationships with eligible students • The extent to which staff found that the programme increased coordination across services supporting eligible students 	<p>Interviews with staff</p>
	<p>Impacts</p> <ul style="list-style-type: none"> • What impacts do staff and students involved in the programme perceive to be affected, and through what mechanisms? • Do staff or students involved in the programme perceive any unintended impacts? • The extent to which students and staff report that engaging with Future YOU helped improve: <ul style="list-style-type: none"> ○ Overall attendance ○ Retention on course ○ Advanced Level Performance System (ALPS) achievement ○ Perceived social support ○ Self-reported emotional and behavioural problems 	<p>Journey mapping with participants</p> <p>Interviews with staff</p>

Research question	Indicator	Method
	<ul style="list-style-type: none"> ○ Wellbeing ○ General self-efficacy ○ Career decision making ○ Career aspirations 	
	<p>Impacts</p> <ul style="list-style-type: none"> • Associations between higher levels of engagement with Future YOU and: <ul style="list-style-type: none"> ○ Overall attendance ○ Retention on course ○ Advanced Level Performance System (ALPS) achievement ○ Perceived social support ○ Self-reported emotional and behavioural problems ○ Wellbeing ○ General self-efficacy ○ Career decision making ○ Career aspirations • Does this association vary depending on whether the engagement is with mentoring or the Google Site? 	Admin data Surveys with participants
Readiness for trial	<ul style="list-style-type: none"> • Development of a revised logic model • Extent to which infrastructure is in place to facilitate scaling, e.g.: <ul style="list-style-type: none"> ○ Number and training of mentors ○ Sample size and recruitment ○ Response rate for surveys ○ Readiness and accessibility of data ○ Engagement of staff and students in the programme • Extent and feasibility of changes required to programme design (if any) to support scaling 	Interviews with staff Synthesis of findings

Methods

Sample selection and recruitment

All young people identified by HSDC as eligible for Future YOU will also be in scope for the pilot evaluation. Inclusion criteria will be:

- Enrolled at HSDC in AY2021/22;
- Aged 16-19; and
- Is or has been subject to a Child in Need Plan, a Child Protection Plan, or looked after by a local authority in the six years preceding September 2021.

There are no additional exclusion criteria. HSDC anticipates that approximately 75 young people will be invited to participate in the programme in AY2021/22.

To streamline data collection and minimise burden on participants, recruitment for the evaluation will be embedded in Future YOU's contact with eligible participants. Eligible students will be sent an email during the college's induction week explaining what the programme is, introducing their mentor, and setting out the details for their first mentoring session. An information sheet for the pilot evaluation will also be included, with a short summary of the evaluation, what participation entails, and a UK GDPR-compliant privacy notice.

Consent will be on an opt out basis, with a word document attached to the welcome email containing a form for participants to return if they wish to opt out of the evaluation. Students will have two weeks from receiving the participant information sheet to return the opt-out form if they do not wish to participate.

Data Collection

Administrative data

Pre-existing administrative data will be collected from HSDC for all students who consent to participate. Administrative data will be collected at the end of the AY and will include:

Identification data (pseudonymous):

- HSDC allocated student ID.

Data to allow for the measurement of Future YOU outcomes:

- Course attendance;
- Course completion;
- Advanced Level Performance System (ALPS) achievement;
- Post-course destination (e.g. higher education, further education, employment).

Data on participants' engagement with Future YOU:

- Data on attendance at mentoring sessions;
- Non-confidential notes made by mentors about the sessions;
- Data on completion of modules on the Future YOU Google Site and medals received;
- Analytics data from the Future YOU Google Site.

Demographic and past attainment data to enable description of the Future YOU cohort:

- Type of children's social care experience (e.g. care leaver, subject of a child protection plan, child in need);
- Age;
- Gender;
- Ethnicity;
- GCSE results (if available).

Administrative data will also be sought regarding support delivered to mentors:

- Data on delivery of mentor training.

Repeated surveys

Surveys will be delivered to participants at the beginning (baseline) and end (endline) of AY2021/22. The survey will include the below scales to allow a pre/post measure of the following outcomes:

- Improved social support – as measured by the Social Support Questionnaire (short form)²;
- Improved emotional and behavioural problems – as measured by the Strengths and Difficulties Questionnaire (s18+, excluding prosocial scale)³;
- Improved wellbeing – as measured by the Short Warwick-Edinburgh Mental Wellbeing Scale⁴;
- Improved general self-efficacy – as measured by the General Self-Efficacy Scale⁵.

As this evaluation is not seeking to establish a causal link between engagement with Future YOU and improved outcomes, to ensure that the length of the survey is not burdensome for participants only selected questions will be used from the below scales. These questions were selected in collaboration with HSDC to capture the most relevant areas of career decision making and aspiration.

- Improved career decision making – as measured by the following questions from the Career Decision-Making Difficulties Questionnaire⁶:
 - I find it difficult to make a career decision because I do not know what steps I have to take;
 - I find it difficult to make a career decision because I do not know what factors to take into consideration;
 - I find it difficult to make a career decisions because I am not sure about my career preferences yet (for example, what kind of a relationship I want with people, which working environment I prefer);
 - I find it difficult to make a career decision because I do not have enough information about my competencies (for example, numerical ability, verbal skills) and/or my personality traits (for example, persistence, initiative, patience);
 - I find it difficult to make a career decision because I do not have enough information about the variety of occupations or training programmes that exist;
 - I find it difficult to make a career decision because there are contradictions between the recommendations made by different people who are important to me about the career they recommend that I choose, or about what career characteristics should guide my decision.

² Sarason, I. G., Sarason, B. R., Shearin, E. N., & Pierce, G. R. (1987). A brief measure of social support: Practical and theoretical implications. *Journal of social and personal relationships*, 4(4), 497-510. ³ Goodman, R., Meltzer, H. & Bailey, V. (1998). The strengths and difficulties questionnaire: A pilot study on the validity of the self-report version. *European Child & Adolescent Psychiatry*, 7, 125–130. ⁴ Tennant, R., Hiller, L., Fishwick, R. et al. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation. *Health Qual Life Outcomes*, 5(63), <https://doi.org/10.1186/1477-7525-5-63>. ⁵ Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), 62-83. ⁶ Levin, N., Braunstein-Bercovitz, H., Lipshits-Braziler, Y., Gati, I. & Rossier, J. (2020). Testing the Structure of the Career Decision-Making Difficulties Questionnaire across country, gender, age and decision status. *Journal of Vocational Behaviour*, 116, Web.

- Improved career aspirations – as measured by the following sections of the Subjective

Occupational Aspirations Scale⁷:

- Degree of authority;
- Academic ability.

At baseline, the survey will be hosted on Qualtrics and distributed in the welcome email sent to all eligible students via a link. The survey will ask participants to provide their HSDC student ID to enable us to match this with demographic data provided by HSDC instead of having to ask participants to disclose it.

The survey will be open for one month from when the welcome email is sent. This means that students may have started meeting with their mentor or working on content from the Google Site before they complete the survey. We will ask them in the survey how many times they've met with their mentor. We will also ask mentors in the first session to remind participants about the survey and encourage them to complete it if they wish.

At endline, a Qualtrics link will be sent to all participants. Depending on the timing of other communications occurring in the final week of term, the links may be sent in an email sent directly from the project team, or included in an email sent by HSDC. The endline survey will include the same scales identified above. Participants will be sent a maximum of four reminders over approximately two weeks to encourage them to complete the endline survey. Any further follow ups required will be agreed with HSDC to ensure they are proportional and sensitive to any other key communications being sent by the college at the same time.

Both surveys will be incentivised by a £5 Love2Shop voucher.

Interviews

Journey mapping interviews will be held with ten students at the end of the academic year. Participants will be purposively sampled based on age, gender and level of engagement with Future YOU. The interviews will be structured around a journey mapping tool that will guide students to identify:

- The elements of the programme that were most and least useful for them;
- Key facilitators and barriers to engagement at different stages of the programme;
- Their perceived outcomes and the mechanisms of change;
- Changes or improvements that could be made.

Journey mapping interviews are expected to take 30-45 minutes and will be incentivised by a £10 Love2Shop voucher.

Semi-structured interviews will also be held with six members of staff at HSDC. The members of staff to be interviewed will be confirmed towards the end of the academic year to ensure that the most relevant views are captured. However, we anticipate that the participants will likely include Future YOU mentors, the Future YOU programme coordinator, and the Vice President for Students, Learning and Quality. Interviews will explore:

- The extent to which the programme was implemented as planned;
- Perceptions of the strengths and challenges of the programme;

⁷ Han, H., Rojewski, J. W., Kwak, M. (2019). Development and validation of the Subjective Occupational Scale using a Rasch model approach. *Journal of Career Development*, 46(6), 670-691.

- How staff perceive the programme to have impacted students, and the mechanisms of change;

- Suggestions for programme improvement.

Final data collection instruments will be developed following Future YOU's second student satisfaction survey to ensure that any key findings from the survey are incorporated into tools. If possible, interviews will take place in person. However, if COVID-19 restrictions do not allow for face-to-face interviews, interviews will be carried out via a video conferencing software such as Microsoft Teams, with an interactive visual platform such as Google Jamboard used with students to complete the journey mapping tool.

Data collection schedule

In summary, pilot data will be captured through:

Data Collection Method	Sample Size	Collection Timeline
Administrative data	n = approx. 75	September 2021 – June 2022
Baseline survey with students	n = approx. 75	September 2021
Journey mapping interviews with students	n = 10	June 2022
Interviews with HSDC staff	n = 6	June 2022
Endline survey with young people	n = approx. 75	June 2022

Analysis

Qualitative data

Interviews will be recorded and transcribed by a professional transcription service that has a non-disclosure and data sharing agreement in place with King's College London. Transcripts will be pseudonymised prior to analysis.

Transcripts will be imported into NVivo 12 and analysed using reflexive thematic analysis. Analysis will be approached in an inductive way, with researchers responding to the content of the transcripts. Two researchers will first familiarise themselves with the data and conduct initial coding. Once both researchers have coded the data, they will collectively examine the coded data and discuss and identify initial themes. This will provide an opportunity for the researchers to challenge each other's assumptions or biases, and better enable identification of central recurring themes. The initial themes will then be reviewed and refined, until both researchers are satisfied that the themes tell the complete story of the data.

Quantitative data

Analysis of outcome data will use a dosage-response model, where the outcome of interest is regressed on the engagement indicator and other covariates, to gauge the association between increasing engagement with Future YOU and more beneficial outcomes. The regression will be an ordinary least squares (OLS) regression, with the following specification:

$$Y_{it} = \alpha + \beta_1 X_{it} + \beta_2 Z_{it} + \epsilon_{it}$$

Where:

- β_i is individual β 's outcome after Future YOU;
- α is the engagement indicator;
- β_0 is a baseline or pre-intervention measure of the outcome;
- β is the regression constant; and
- σ is a robust standard error.

We do not propose to use other covariates (e.g. demographics) in the model owing to small sample size.

The engagement indicator α will be an equally-weighted measure of the proportion of mentoring sessions the individual attended (from 0 to 1) and the level of engagement with the Google Site. At present we cannot confirm how this will be derived, but we expect that it will be a value from 0 to 1 where 0 represents the achievement of no medals, and 1 represents the achievement of gold medals across all four modules. β will be an average of these two sub-domains, and will therefore be a continuous variable from 0 to 1. The specific coding decisions for the development of the engagement indicator will be documented in the analysis report for transparency.

We will conduct visual checks to see whether we should transform the engagement indicator or use polynomial terms to capture the shape of any relationship between treatment and outcome. We will also conduct analysis using the two subdomains of engagement (mentoring and Google Site) separately.

For two scales (the Career Decision-Making Difficulties Questionnaire and the Subjective Occupational Aspiration Scale questionnaire) only selected questions will be used to minimise participants dropping out mid-survey. However, this will impact the validation of these instruments and our ability to make impact statements from the findings. As this is a pilot evaluation and we are not seeking to establish a causal link between engagement with Future YOU and improved outcomes, we believe this is an appropriate balance.

The Career Decision-Making Difficulties Questionnaire is validated as a single, 40-item survey, and therefore the validation will not apply to the selected questions. Initial validation checks will be made on the survey data at the end of the programme. We will calculate Cronbach's alpha for the questions used to measure internal consistency. If the alpha of all items is 0.8 or higher we will present findings as a single domain. As the questions were selected in collaboration with HSDC to measure areas of intended impact for Future YOU, content validity will be phrased as measuring the construct of interest for career decision making only in relation to the programme. Findings will not be presented as a valid measure for career decision making difficulties in general circumstances. If validity is not found findings will only be presented by question.

The Subjective Occupational Aspiration Scale includes five components of career aspirations and is validated as a whole and by component. Therefore, as we are including two full components from the scale (degree of authority and academic ability), this analysis will be presented by component and by question.

If validation of the shortened scales shows reliability, some analysis may be shown on the domain level, though with clear caveats about the limits of validity testing with a small sample.

We expect this analysis to provide a useful measure of the association between engagement with FutureYOU and outcomes. However, it is likely that unobservable covariates such as motivation will both affect the engagement with Future YOU and the outcomes observed.

This dosage-response analysis does not provide a causal estimate of the impact of Future YOU on the outcomes; however, in conjunction with other information from surveys and interviews, it can provide a preliminary indicator of potential impact.

We will also present tables and charts describing the demographics and engagement levels of Future YOU participants. We will follow the ONS guidance on presenting data with small numbers to preserve anonymity of participants.

Ethics

As a service evaluation, this project is not King’s sponsored research, and is therefore out of scope for ethical review by King’s College London research ethics committees. The evaluation design has been approved by the WWCS Research Ethics Committee.

As noted above, consent will be on an opt out basis. All eligible students will be provided with the opportunity to opt-out of data collection prior to commencement of the programme. A participant information sheet and opt-out form will be emailed to all students as part of the Future YOU welcome email. The information sheet emphasises that the student is under no obligation to take part and that not participating in the research will have no impact on the treatment they receive from HSDC or their ability to participate in Future YOU. Participants will also be made aware that if they do provide consent, they can withdraw this consent at any time up until 31st January 2022. Students will have two weeks from receiving the participant information sheet to opt-out of the evaluation.

All staff who interact with pupils will be DBS-checked and trained by the project team, and we will work with colleagues at WWCS and HSDC to ensure that safeguarding is best-practice and appropriate for vulnerable participants.

In terms of identifying risks to participants, the following table outlines identified risks and notes about how they may be mitigated:

Ethical Consideration	Mitigation
Participants feel coerced to take part.	<p>It is important that we consider the power imbalance between students, college staff, mentors, and the evaluation and project teams. All students will be provided with a clear option to opt-out of data collection. The participant information sheet makes it clear that if a student does not want to participate this will have no impact on the student’s treatment by HSDC or access to Future YOU. All staff on the Future YOU programme will be informed of students’ right to opt-out prior to the programme commencing. We will emphasise that whether or not the student participates in the evaluation must have no bearing on the service they receive.</p> <p>The participant information sheet also clearly states that students may withdraw their consent at any time up to 31st January 2022 if they change their mind about their data being used.</p>

Ethical Consideration	Mitigation
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<p>Participants make safeguarding disclosures in the course of the research.</p>	<p>As the evaluation will focus on the implementation of the programme, it is unlikely that safeguarding disclosures will be made as researchers will not be asking questions that probe into participants' personal lives.</p> <p>However, we are conscious of the potential vulnerability of some participants and the need to have a pathway to respond if a young person makes a disclosure proactively. If this were to occur it would be most likely to happen as part of an interview. Therefore, participants will be informed at the beginning of the interview that if they say anything that causes concern for their safety or the safety of somebody else confidentiality will not apply. We will seek their consent to inform their Personal Tutor about the disclosure, but will make it clear that this is not required. Interviewers will also have a list of support services that they can signpost participants to if required.</p> <p>Further, all staff will familiarise themselves with HSDC's safeguarding procedure prior to data collection, and have the contact details of HSDC's relevant Lead Safeguarding Officer (LSOs) and Designated Safeguarding Officer (DSOs) to hand. All staff involved in the trial will hold an up-to-date Disclosure and Barring Service clearance to work with vulnerable groups and all will also be aware of the King's safeguarding policy and King's Reporting a Safeguarding Concern flowchart.</p>
<p>Participant confidentiality is breached.</p>	<p>The administrative data shared between HSDC and King's will not contain student names. HSDC will share the data linked to participants' student ID numbers. Student IDs will be removed from the main datasheet and replaced with a generated participant number. The matching key to link student IDs to the generated participant number will be stored separately and only retained to match participant data at endline. Once final outcomes data is included, all identifying information will be stripped out and destroyed, leaving the dataset completely anonymous.</p> <p>Participants will be asked to provide their student ID for the survey, to enable their survey responses to be matched to administrative data without collecting identifying information about the student. In order to administer the survey incentives, it will be necessary to collect participant email addresses. At the end of the baseline and endline surveys participants will be asked to provide an email address to receive their voucher. Participant email addresses will be immediately separated from the dataset and only used to send incentives. This data will be stored in a secure, access-controlled folder on the King's SharePoint site. Email addresses will only be used to send the incentives and will then be permanently deleted.</p>

Ethical Consideration	Mitigation
	<p>Interviews will be audio recorded but participants will not be referred to by name throughout the interview. Transcripts will be assigned an anonymised identifier and stripped of any potentially identifying information. Participant names (for staff) and student IDs (for students) will be recorded on a matching sheet stored separately from the interview transcripts in a SharePoint folder that will only be accessible to researchers with a direct need to access the information.</p> <p>When reporting on findings, all outputs will be reviewed to ensure that they do not compromise participant anonymity owing to small numbers of participants in any given cell. Any interview quotes will be reported without identifying information about who said them and we will screen all quotes to ensure they do not provide details that someone could potentially be identified by. We will use caution in our decisions to not include any detail that could be identifying.</p>
<p>Questions in the repeated surveys may cause participants to reflect on parts of their lives that may be upsetting.</p>	<p>The surveys will not include questions that could be distressing or elicit urgent mental health (or other) risks. The scales proposed are well used and many participants will likely have completed at least one of the scales, the Strengths and Difficulties Questionnaire, before. However, in case any of the questions do raise concerns the closing page of the survey will signpost participants to speak with their Personal Tutor if they would like to discuss any of the issues raised.</p>
<p>Participants feel singled out because of their care experience.</p>	<p>HSDC is aware that this is a risk when running programmes targeted at a specific group of young people. Due to the nature of the programme it is not possible to avoid this risk in the evaluation, however all evaluation materials will be sensitive in how they refer to young people's care experience.</p> <p>HSDC will take care to normalise participants' involvement in extra support and to make clear that many students in the college are receiving some kind of extra support or additional activity.</p> <p>Participants' feelings about being offered additional support will be explored through interviews to ensure that if this is a significant barrier or cause of distress HSDC can address this in future.</p>

Data Protection

All data will be collected, shared and held in accordance with UK GDPR and the King's Data Protection Policy and Procedure.

All participants will have the opportunity to opt-out of data collection and will be provided with an information sheet that explains the reason for collecting and processing their data, details how long it will be stored for and if/how it will be shared with other parties and provides them with the mechanism to exercise their rights under the UK GDPR.

Data will be stored on King's College London managed servers and devices only. Access to individual files and folders will be on a by-permission basis only, with higher restrictions for files including sensitive or individual-level data sources put in place. Rights to edit access permissions to those files and folders will be limited to personnel with a specific need to access the data. The Principal Investigator will control access to the folders and will regularly review who has access and if it is still required.

Personnel

Name	Title	Responsibilities
Susannah Hume	Director of Evaluation, the Policy Institute at King's College London	Principal Investigator
Gabrielle McGannon	Research Associate, King's	Co-investigator
Hannah Piggott	Research Associate, King's	Qualitative research lead
Jack Summers	Research Assistant, King's	Quantitative research lead

Risks

This section outlines the anticipated risks that may arise and the steps that will be taken to mitigate against these.

Risk	Rating	Mitigation
Data breach	A	All data will be held according to the King's Data Protection Policy and Procedure. All data collection will adhere to ethical practice ensuring the confidentiality of information shared and the secure handling of data in accordance with the UK GDPR and King's College London's Data Protection Policy. Sensitive data will be stored on a secure section of the King's server, with access limited to those who have a direct purpose for using it as part of the project.
COVID-19 may impact the delivery of Future YOU, resulting in changes to programme delivery that impact the generalisability of findings	A	We will monitor and discuss COVID-19 regularly with WWCS and HSDC to ensure any impacts are foreseen and responded to. We have experience adapting evaluation projects for COVID-19 such as delivering field work remotely. We will include discussion of the impact of COVID-19 in staff and participant interviews to provide context to findings and identify generalisable insights.

Low participant engagement with baseline and endline surveys	G	Appropriate response-raising strategies will be employed, including making the surveys mobile accessible, sending regular reminders and
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Risk	Rating	Mitigation
		incentivising responses. Administrative data will be accessed where possible to reduce reliance on surveys. Outcomes will be discussed in interviews as well as via surveys.

Timeline

	Jul – Sep 2021	Oct – Dec 2021	Jan – Mar 2022	Apr – Jun 2022	Jul – Sep 2022	Oct – Dec 2022
Programme delivery						
Pilot Protocol published						
Baseline survey						
Interim report						
Journey mapping and staff interviews conducted						
Endline survey						
Administrative data shared with EDIT						
Final analysis and reporting						