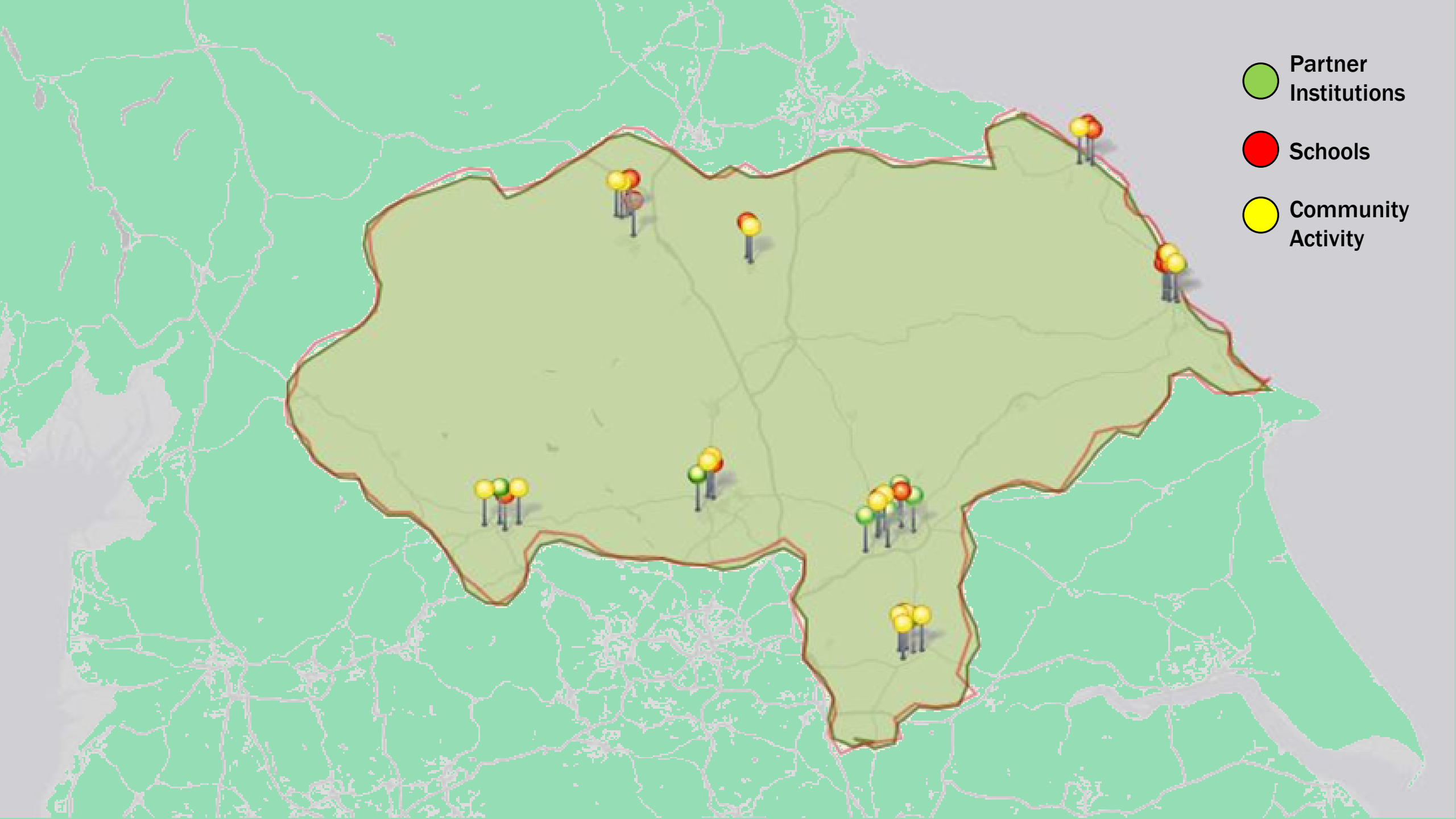




NCOP Higher
York



Aspirations Event

Careers Fair

**Brightside
Mentoring**

Flood a School

Creative Forces Day

Project Dare

**Exam Stress
Workshop**

The Brilliant Club

Marginal Gains

Girls in STEM

Paired Reading

HE Campus Visit

GCSE Pod

Transition to HE support












Worked Example



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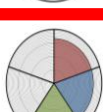
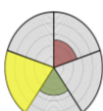
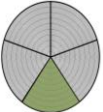
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Level 3

	Activity Name	Description	Our Framework	Year Group	Gatsby Benchmarks	2019				2020						
						Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1	Launch Event	An interactive launch event for students in Year 9 to welcome them to FutureHY. Students will take part in activities about Higher Education and learn more about the programme.	B	Year 9	3,7											
2	Campus Visit	A visit to a partner HE provider to familiarise Year 9 and 10 students with the HE environment.	K,C,B	Year 9	3,7											
3	STEM for Girls Workshop	Sessions for female students in Year 9, designed to encourage them to consider STEM courses and careers. Delivered by NYBEP with female STEM Ambassadors from local employers.	K,C,P,U	Year 9	2,3,4,5,6,7											
4	National Citizen Service Activity Day	A day trip hosted by NCS for students to try out the NCS Summer programme, taking part in activities such as abseiling, kayaking and rock climbing.	B	Year 10	2,3,4,7											
5	Project Dare	Students in Year 10 will take part in workshops with employees from local businesses, taking part in real-world problem solving activity, empowering them to succeed.	B,P,U	Year 10	2,4,5,6,7											
6	Creative Forces Day	A visit to University of York for students in Year 9 from Military Service backgrounds, to give a taste of what Higher Education is like, and meet other students from the same background.	K,C,B	Year 10	2,3,4,7											
7	Small Steps, Big Differences	A workshop which aims to give students awareness of where they are in terms of their wellbeing and then identify areas in which they could improve	K,B,P	Year 11	3,7											
8	College Application Support	One 2 One support for students in Year 11 whilst completing their college applications, including discussing HE aspirations.	K,C,U	Year 11	4,7											
9	Exam Prep Workshop	A workshop for students preparing to take exams, providing strategies to help them deal with exam stress and revision.	B,P,U	Year 11	7											
10	Project Dare	Students in Year 12 will take part in workshops with employees from local businesses, taking part in real-world problem solving activity, empowering them to succeed.	B,P,U	Year 12	2,4,5,6,7											
11	Mock Open Day	This event is designed to give students a taste of what an Open Day is like, providing hints and tips for how to make the most out of the real thing.	K,C,B	Year 12	4,7											
12	UCAS Application Support	One2One support for students applying to Higher Education to complete their UCAS personal statement and application form.	K,C,U	Year 12	7											
13	Subject Specific Campus Visits	A visit to a partner HE provider to familiarise students with the HE environment and take part in taster sessions for specific academic subjects.	K,C,B,U	Year 13	2,4,5,7											
14	Transition Workshops	Workshops on independent living, student finance and leaving home for students who are about to leave their school/college.	K,C,B	Year 13	7											
15	Exam Prep Workshop	A workshop for students preparing to take exams, providing strategies to help them deal with exam stress and revision.	B,P,U	Year 13	7											

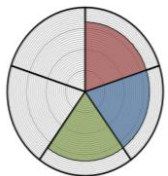
Level 2a (Year 10)

<u>Level 2a (Year 10)</u>		Social and Academic Capital								Habitus			Skills Capital							Intellectual Capital						
		Know				Choose				Become			Practise							Understand						
		PT1. Develop students' knowledge and awareness of the benefits of higher education and graduate employment				PT4. Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices				PT.7. Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression			PT9. Develop students' study skills and capacity for academic attainment and successful graduate progression							PT10. Develop students' understanding by contextualising subject knowledge and supporting attainment raising						
Activity	Description	Explore academic, social, economic and personal benefits of progressing to Higher Education				Explore differences between Higher Education Institutions and study opportunities within subject areas				Embrace the challenge of Higher Education and make a successful transition to university			Develop study skills through educational projects which encourage active learning							Broaden understanding of subject knowledge and its wider applications			Link GCSE subject knowledge to university subject areas		Access and experience appropriate attainment-raising interventions	
		Discover academic and social benefits of Higher Education	Understand economic benefits of Higher Education and career opportunities for graduates	Explore benefits of Higher Education in terms of personal development and cultural enrichment	Discover study and research opportunities in Higher Education	Distinguish between different types of Higher Education Institution	Explore different types of university course and their entry requirements	Explore university subject areas and the range of possible study opportunities	Find out about student finance and additional financial support	Develop confidence in their potential to progress onto and succeed at university	Become familiar with a university setting and learning and teaching approaches in Higher Education	Establish a positive association with Higher Education	Develop capacity to apply existing knowledge to problem solving	Develop communication and presentation skills using different mediums	Develop analytic skills and capacity for creative and innovative thinking	Develop and apply research skills	Develop and apply project planning skills	Develop team-working and leadership skills	Develop revision techniques and skills	Develop understanding and competence of GCSE curriculum	Discover how GCSE subject knowledge can be applied in other contexts and settings	Engage in challenging educational projects which extend understanding and contextualise learning	Explore how GCSE knowledge can be applied and developed at degree level	Understand how GCSE curriculum relates to university subject areas		
2.1. Campus Visit	A visit to a partner HE provider to familiarise students with the HE environment.																									
2.2. National Citizen Service Activity Day	A day trip hosted by NCS for students to try out the NCS Summer programme, taking part in activities such as abseiling, kayaking and rockclimbing.																									
2.3. Project Dare	With York Cares, students take part in workshops with employees from local businesses, taking part in real-world problemsolving activity, empowering them to succeed. Students will also visit the employees' workplace.																									
2.4. Careers/HE Events	A stand at your careers and HE events, giving out impartial information, advice and guidance about higher education to students and their families.																									
2.5. Small Steps, Big Difference	A workshop for students which aims to give students awareness of where they are in terms of their wellbeing and then identify areas in which they could improve upon using the 'Wellbeing Checker'.																									
2.6. Subject Specific Stem Workshops	A workshop for female students focusing on specific STEM related subjects, and encouraging students to consider STEM courses and careers.																									
1.9. Creative Forces Day	A visit to University of York for students in Year 10 from Military Service backgrounds, to give a taste of what Higher Education is like, and meet other students from the same background.																									



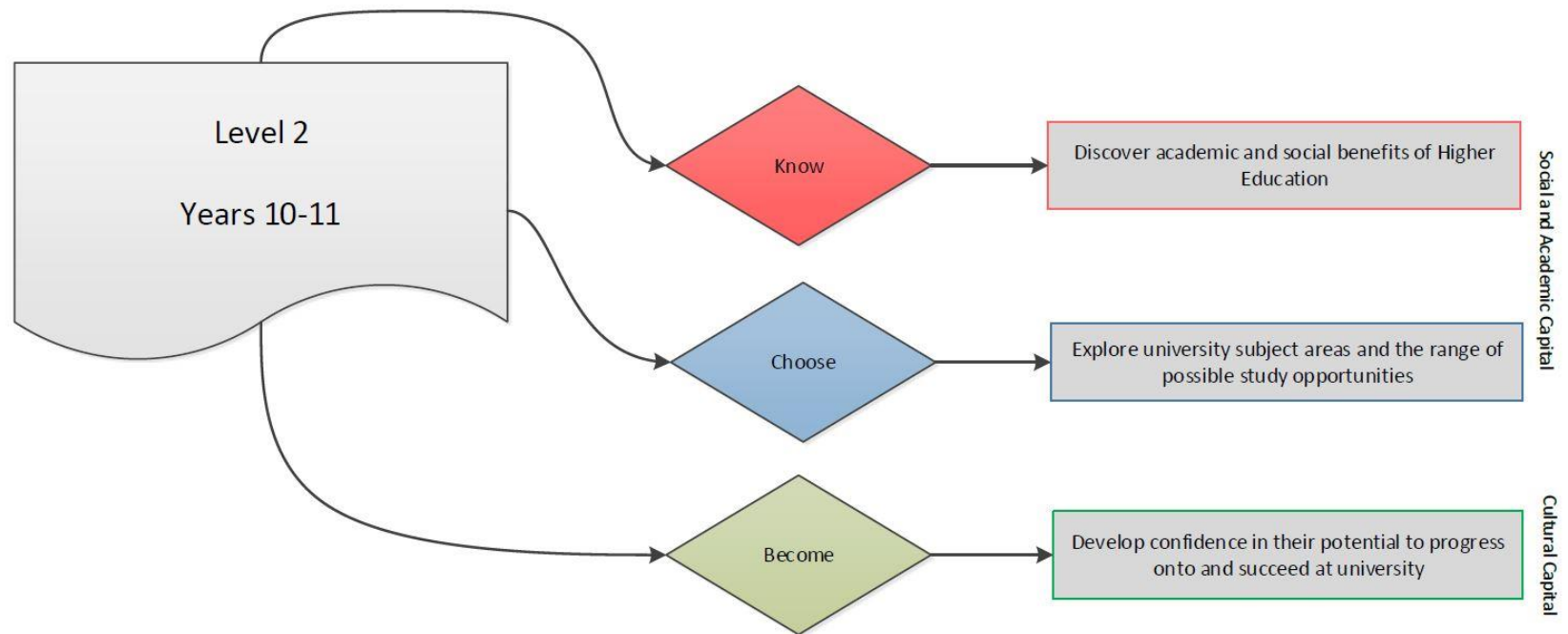
Level 2a (Year 10)

Activity	Description	Social and Academic Capital								Habitus		
		Know				Choose				Become		
		PT1. Develop students' knowledge and awareness of the benefits of higher education and graduate employment				PT4. Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices				PT.7. Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression		
		Explore academic, social, economic and personal benefits of progressing to Higher Education				Explore differences between Higher Education Institutions and study opportunities within subject areas				Embrace the challenge of Higher Education and make a successful transition to university		
		Discover academic and social benefits of Higher Education	Understand economic benefits of Higher Education and career opportunities for graduates	Explore benefits of Higher Education in terms of personal development and cultural enrichment.	Discover study and research opportunities in Higher Education	Distinguish between different types of Higher Education Institution	Explore different types of university course and their entry requirements	Explore university subject areas and the range of possible study opportunities	Find out about student finance and additional financial support	Develop confidence in their potential to progress onto and succeed at university	Become familiar with a university setting and learning and teaching approaches in Higher Education	Establish a positive association with Higher Education
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NERUPI Mapping

Creative Forces Day Level Two



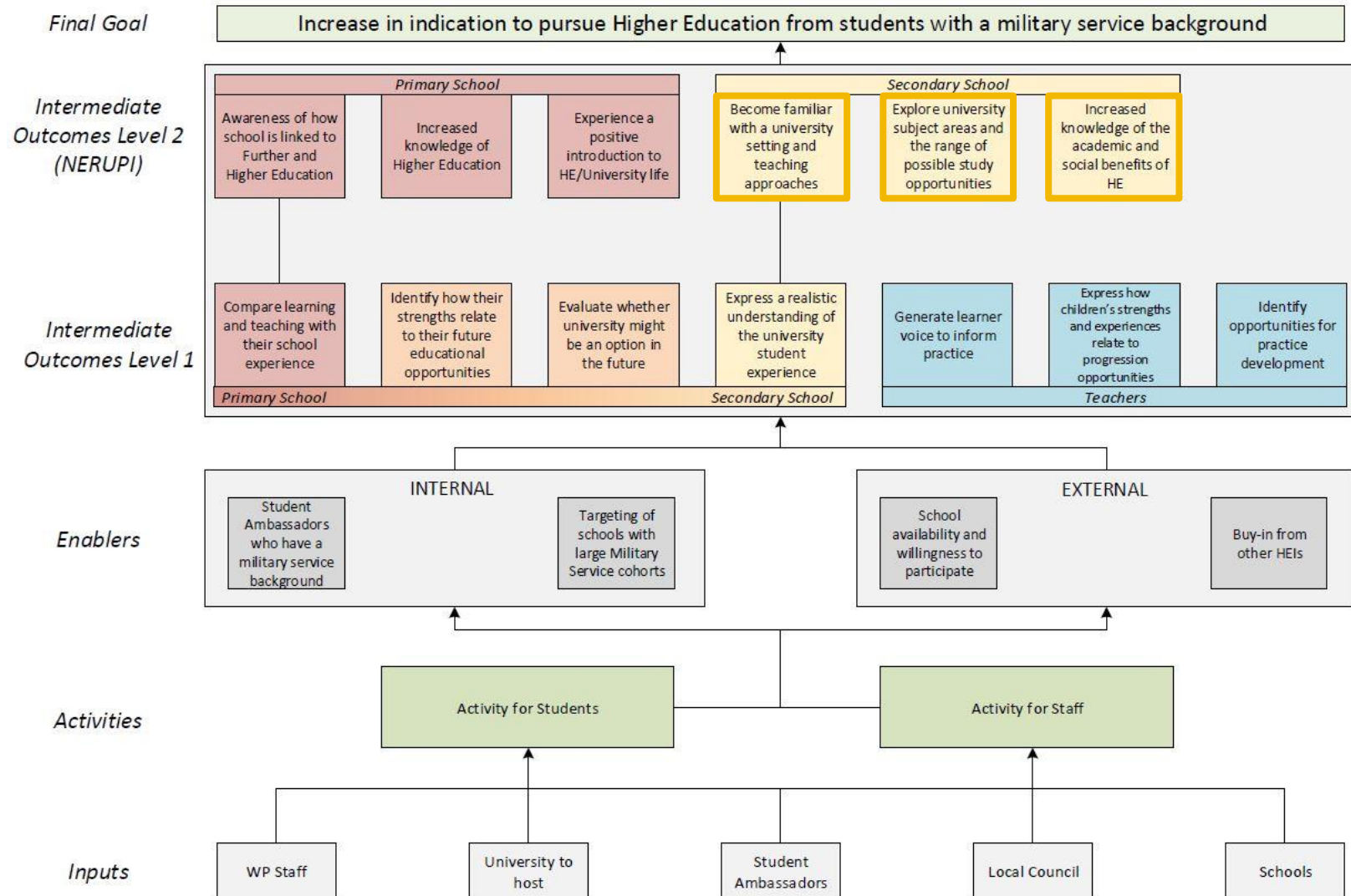
Creative Forces Day Logic Chain

“tools such as Theory of Change and logic models strengthen evaluation because you are clearer at the outset about your goals, the pathways to achieve those goals, and the causal relationships that are driving change.

From this you can develop a robust evaluation framework, which considers what will be the best data/measures to evaluate the intervention effectively”

OFS 2019

Using standards of evidence to evaluate impact of outreach



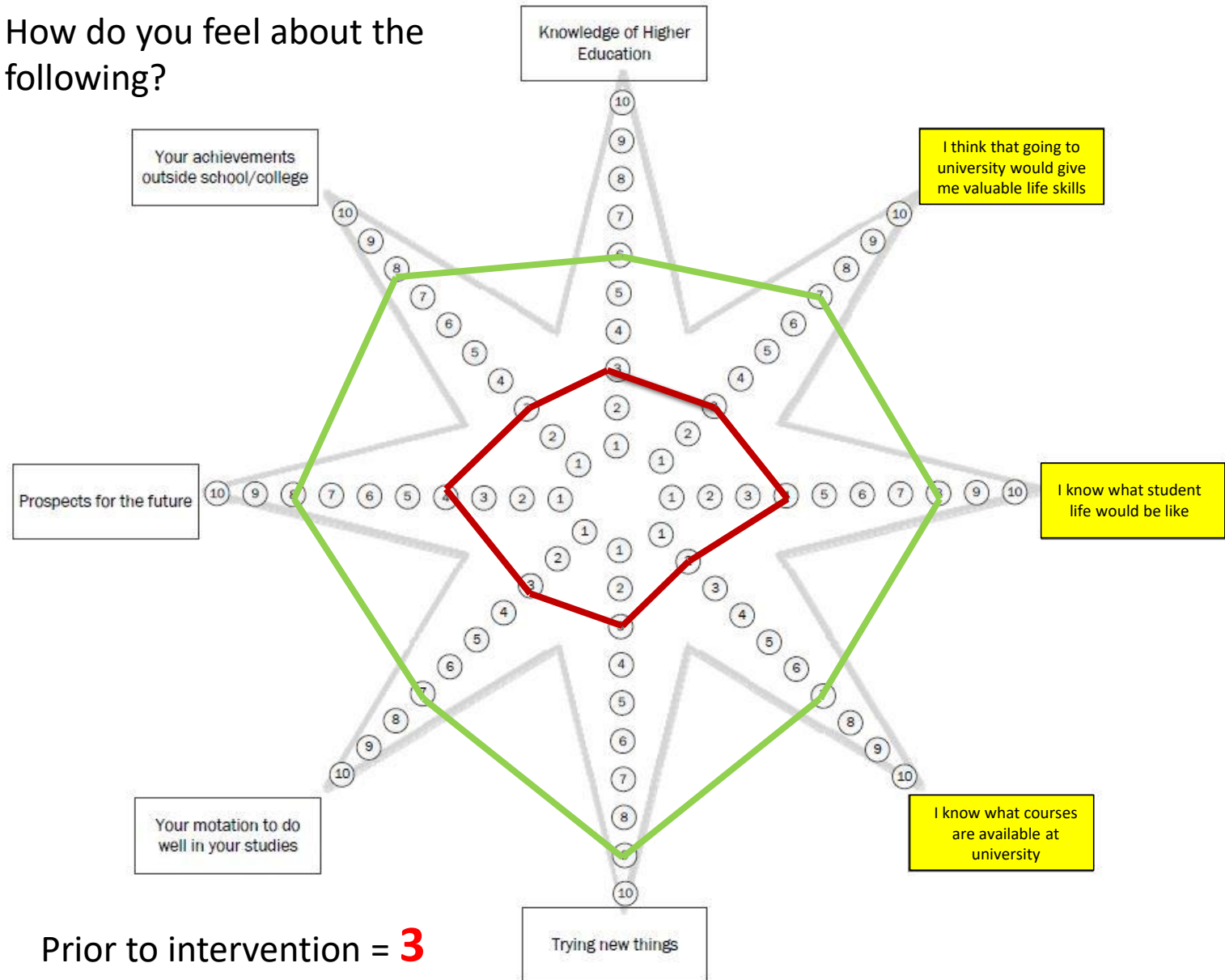
CFD Evaluation Methods

Once the aims of your outreach project strategy have been comprehensively defined, they need to be matched to indicators against which outcomes and impacts can be assessed

OfS 2019

Using standards of evidence to evaluate impact of outreach

How do you feel about the following?

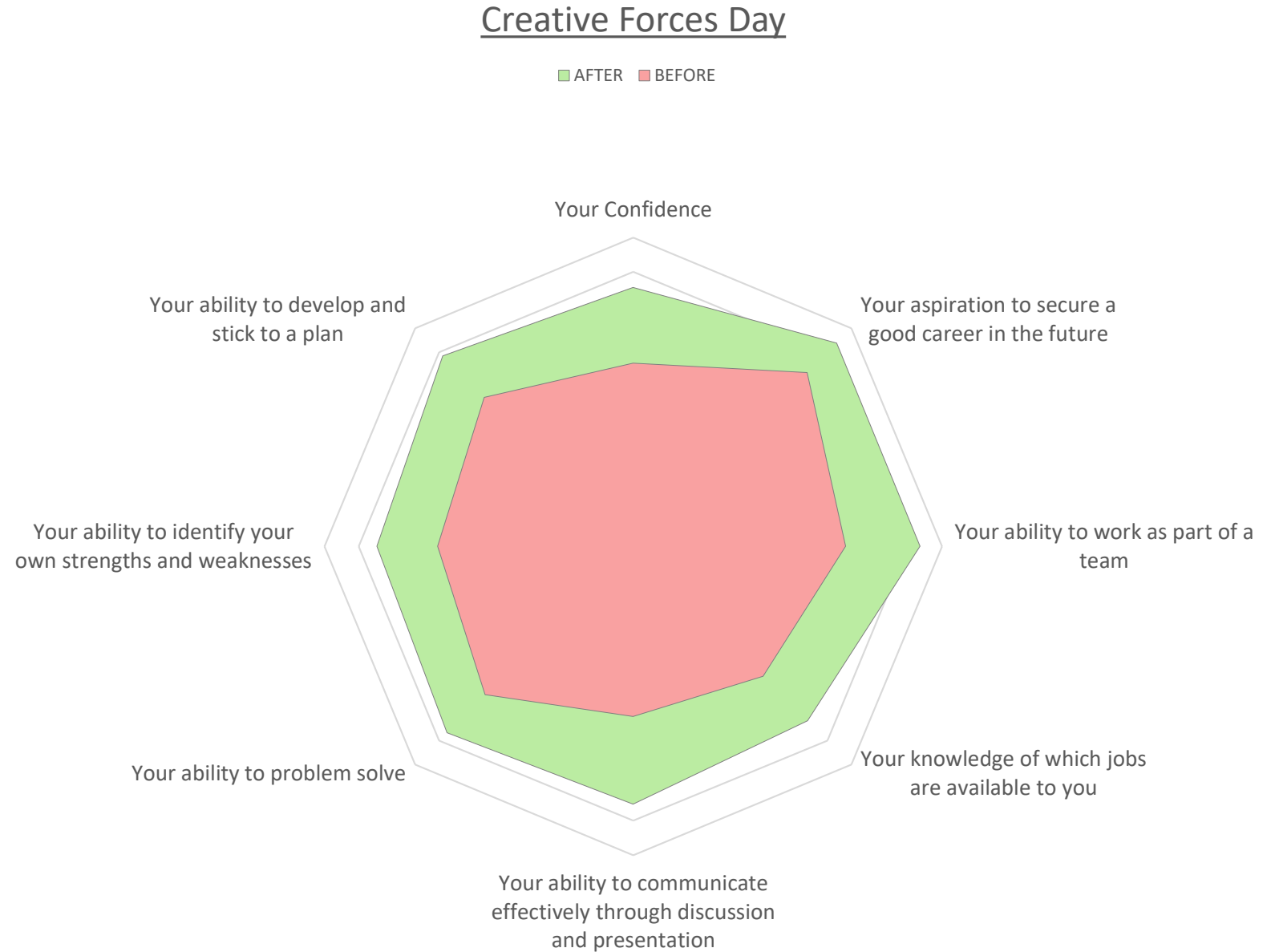


Prior to intervention = 3

Post intervention 7.5

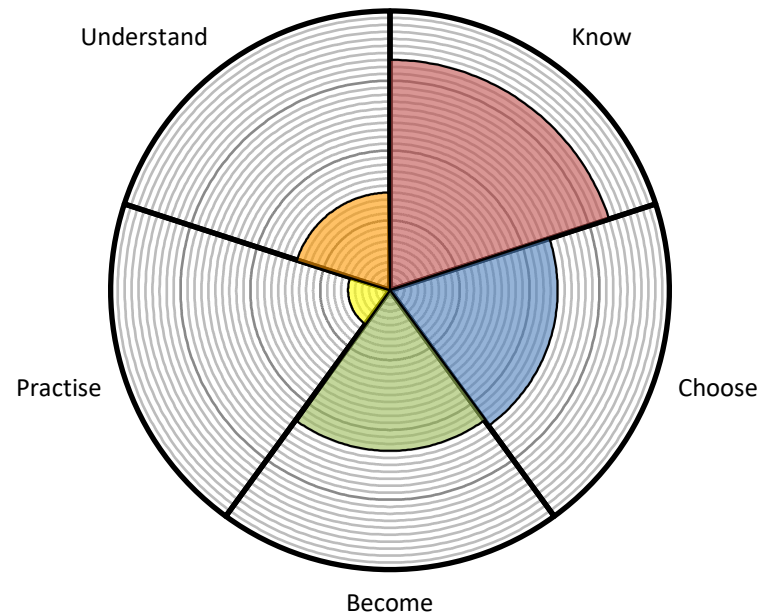
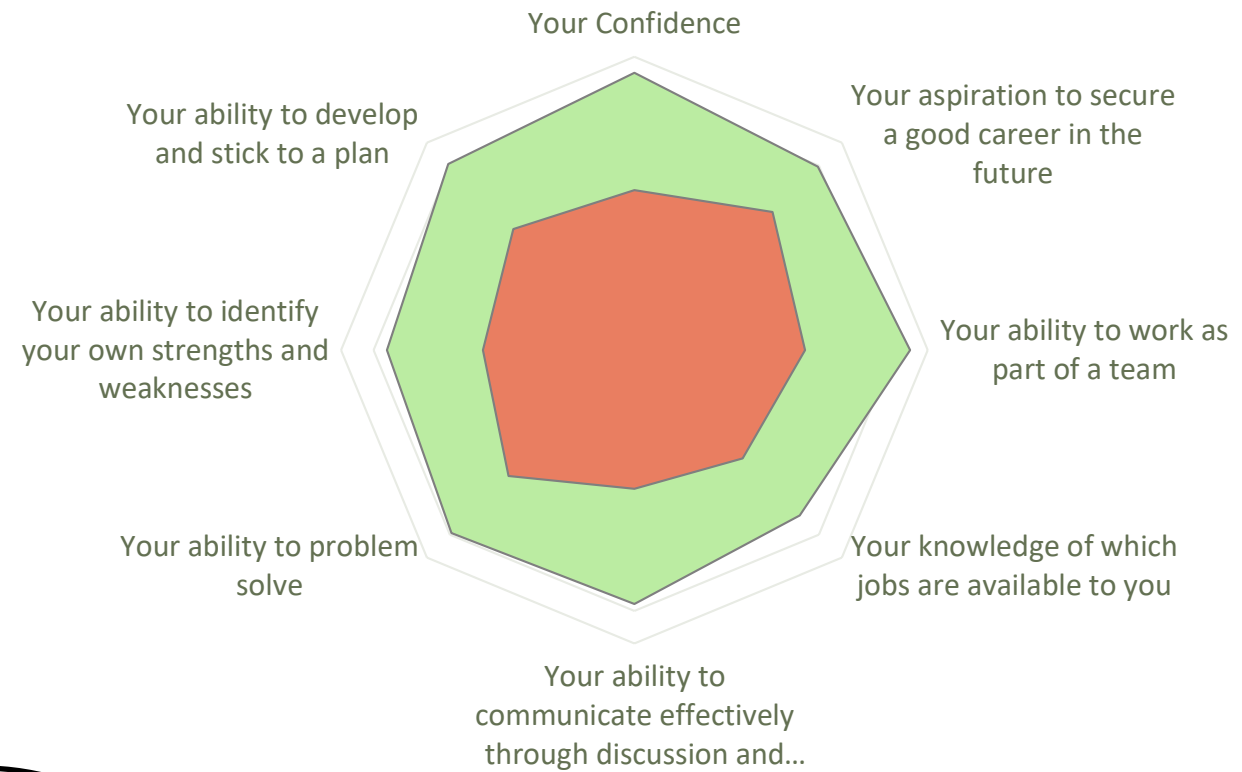
Impact Outputs

“To support the OfS in its monitoring of providers’ access and participation plans, each provider will be expected to publish and submit to the OfS an access and participation impact report each year”



Impact Outputs

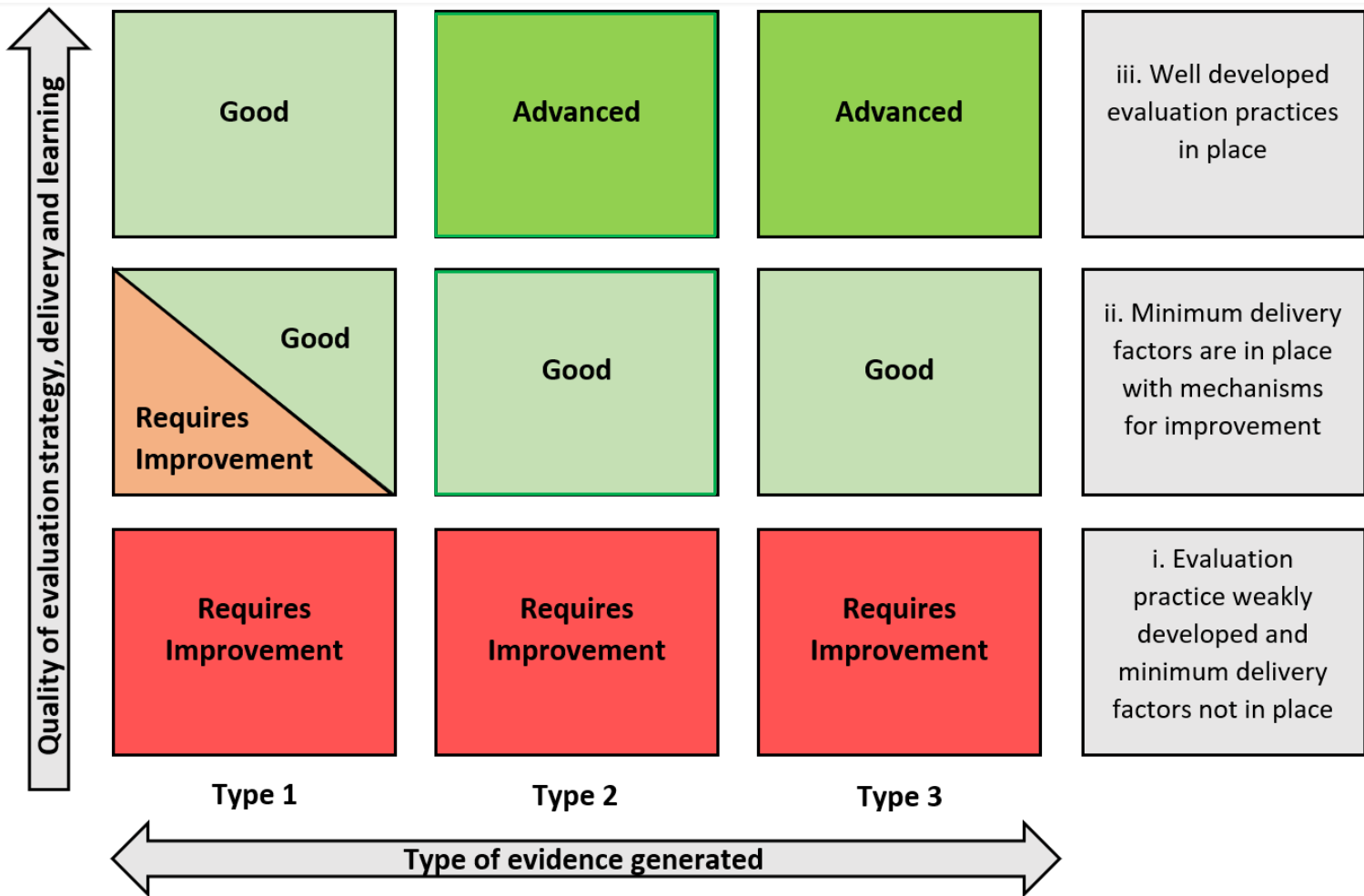
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<i>Evaluation types</i>		
Type 1: Narrative	Type 2: Empirical Enquiry	Type 3: Causality
The evaluation provides a narrative or a coherent theory of change to motivate its selection of outreach activities in the context of a coherent outreach strategy	The evaluation collects data on impact and reports evidence that those receiving an intervention have better outcomes, though this does not establish any direct causal effect	The evaluation methodology provides evidence of a causal effect of an intervention
<i>Evidence for the different evaluation types</i>		
Type 1: Narrative	Type 2: Empirical Enquiry	Type 3: Causality
The HEI can refer to evidence of impact elsewhere and/or in the research literature on outreach effectiveness	Quantitative and/or qualitative evidence of a pre/post intervention change or a treatment/non-treatment difference	Quantitative and/or qualitative evidence of a pre/post intervention change on a treated group relative to a control or comparison group using an appropriate research design

OfS Evaluation Types

“A range of factors will determine the which type of evaluation is most appropriate in different circumstances”



Standards of Evidence Matrix

“Different types of evaluation provide distinct types of evidence but the types are not hierarchical”

NCOP Higher York Progression Framework

Worked Example

Understand

Know

Level 1

Level 2

Level 3

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Practise

Choose

Become