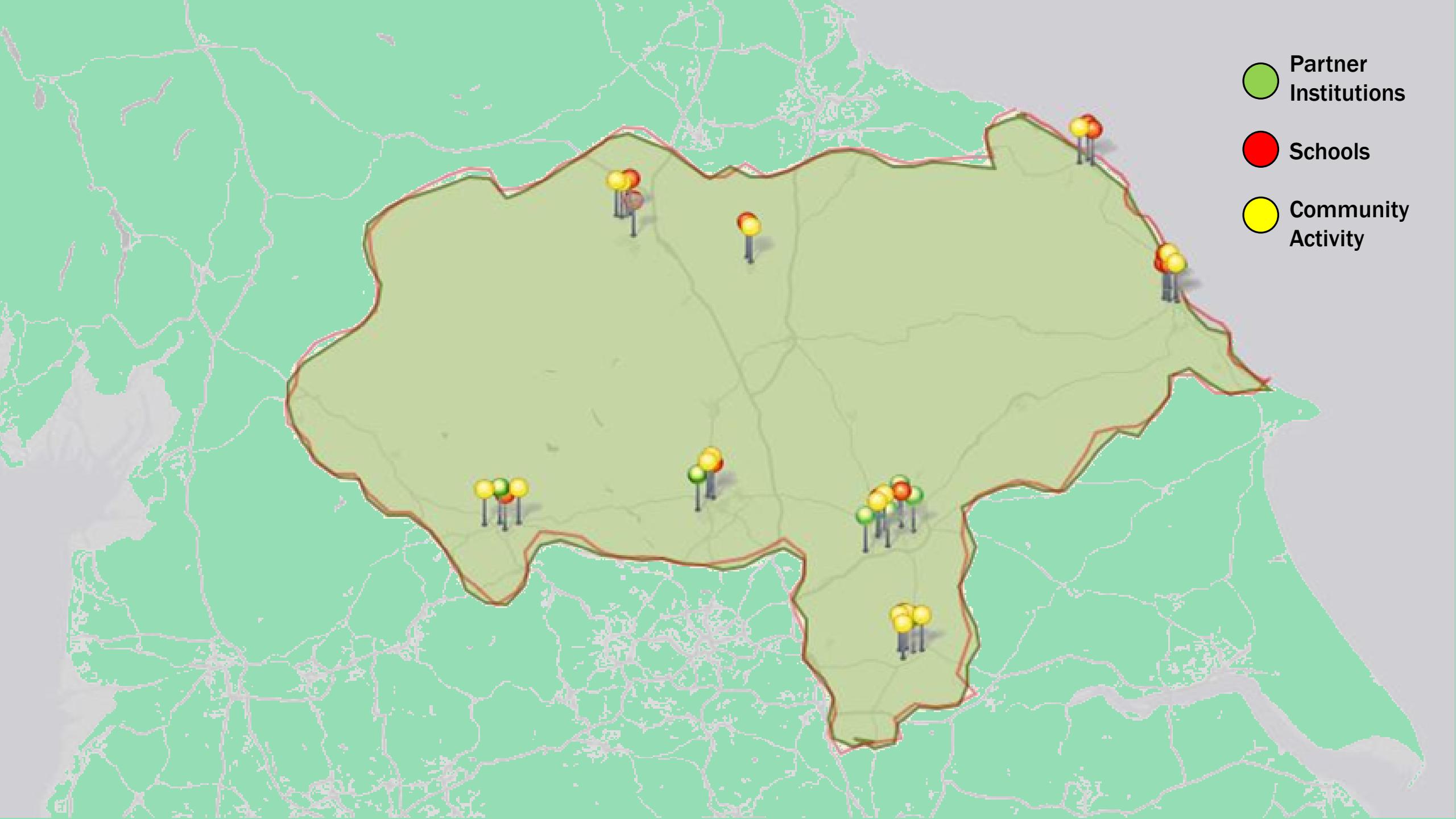


NCOP Higher  
York

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**Brightside  
Mentoring**

**Exam Stress  
Workshop**

**GCSE Pod**

**Aspirations Event**

**Creative Forces Day**

**The Brilliant Club**

**Transition to HE support**

**Flood a School**

**Marginal Gains**

**Project Dare**

**Girls in STEM**

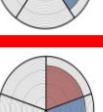
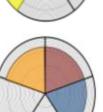
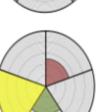
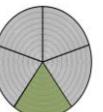
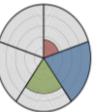
**Paired Reading**

**HE Campus Visit**



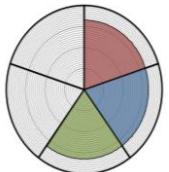
## Level 2a (Year 10)

Activity	Description	Social and Academic Capital				Habitus		Skills Capital						Intellectual Capital							
		Know		Choose		Become		Practice						Understand							
2.1. Campus Visit	A visit to a partner HE provider to familiarise students with the HE environment.	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				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 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
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 problem solving 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.																				



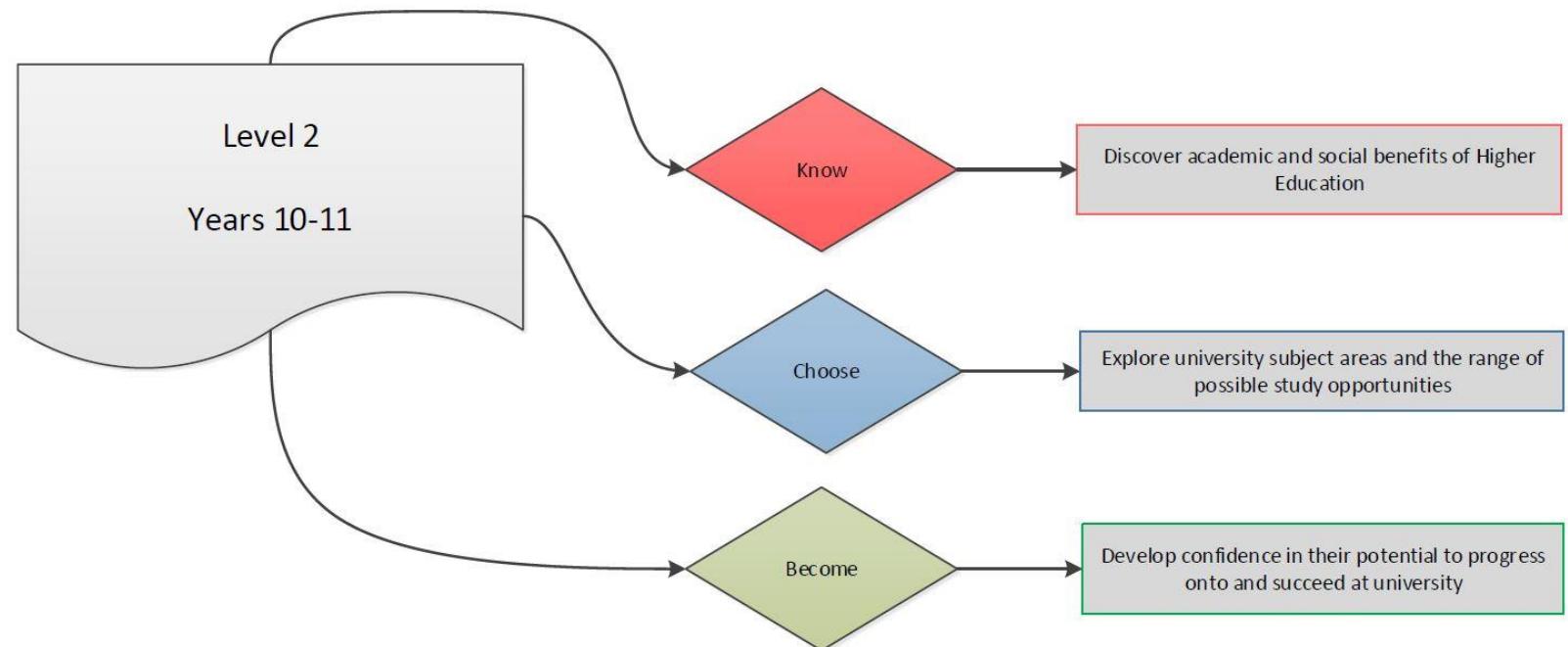
## Level 2a (Year 10)

<b>Social and Academic Capital</b>												
<b>Know</b>				<b>Choose</b>				<b>Habitus</b>				
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				
Activity	Description	<i>Explore academic, social, economic and personal benefits of progressing to Higher Education</i>				<i>Explore differences between Higher Education Institutions and study opportunities within subject areas</i>				<i>Embrace the challenge of Higher Education and make a successful transition to university</i>		
		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
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.											



# NERUPI Mapping

*Creative Forces Day Level Two*



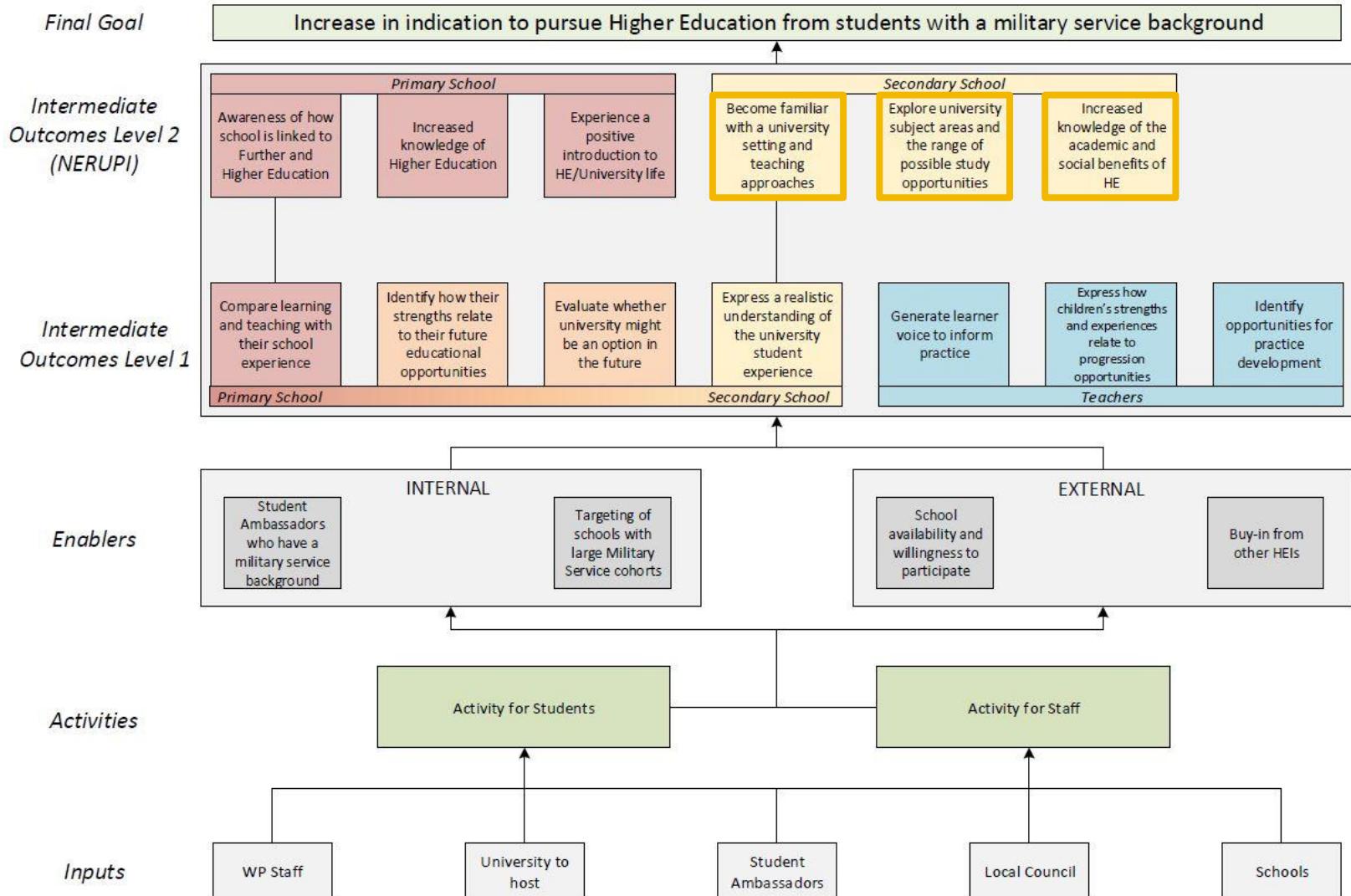
# Creative Forces Day Logic Chain

*“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*



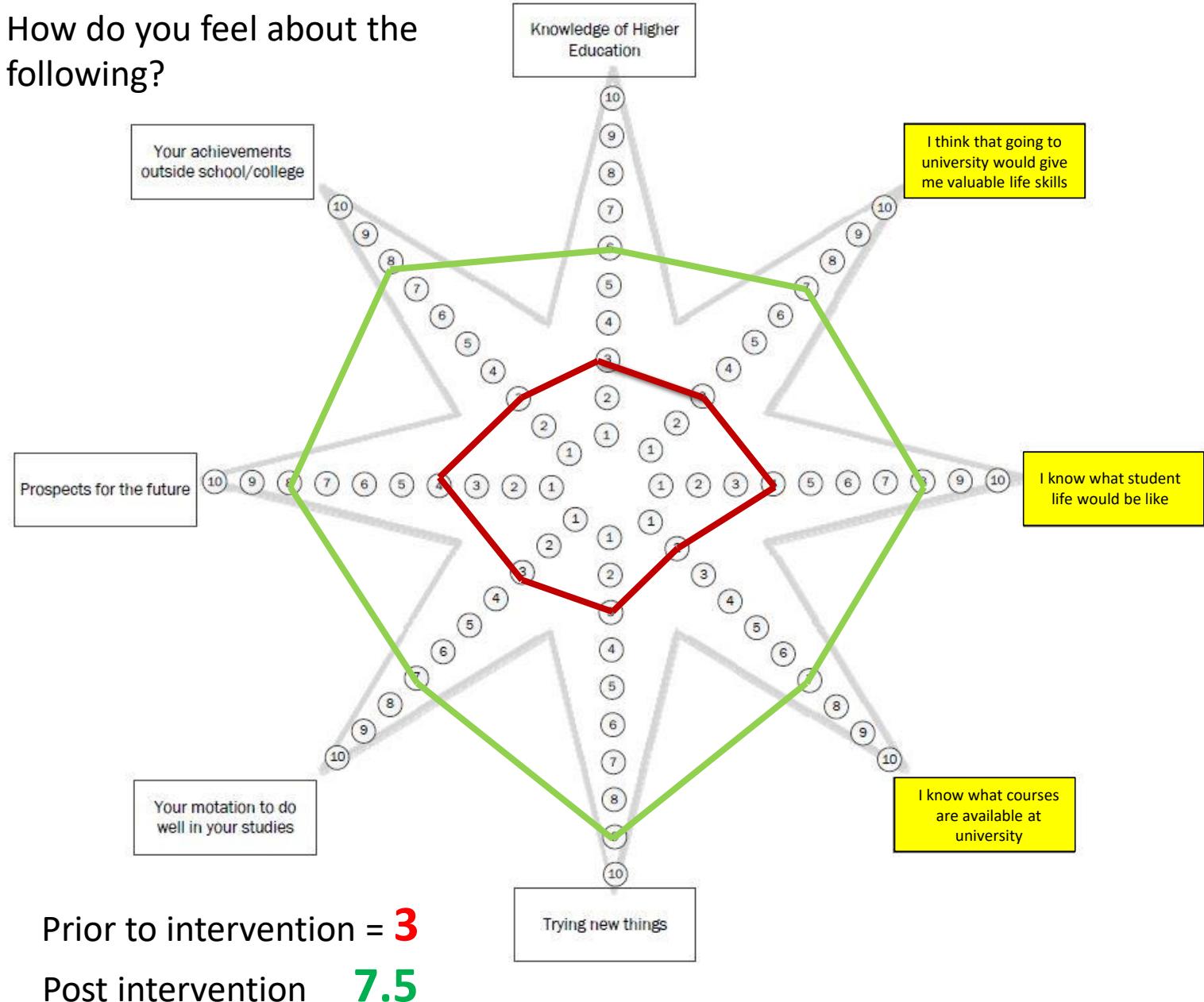
# CFD Evaluation Methods

*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?

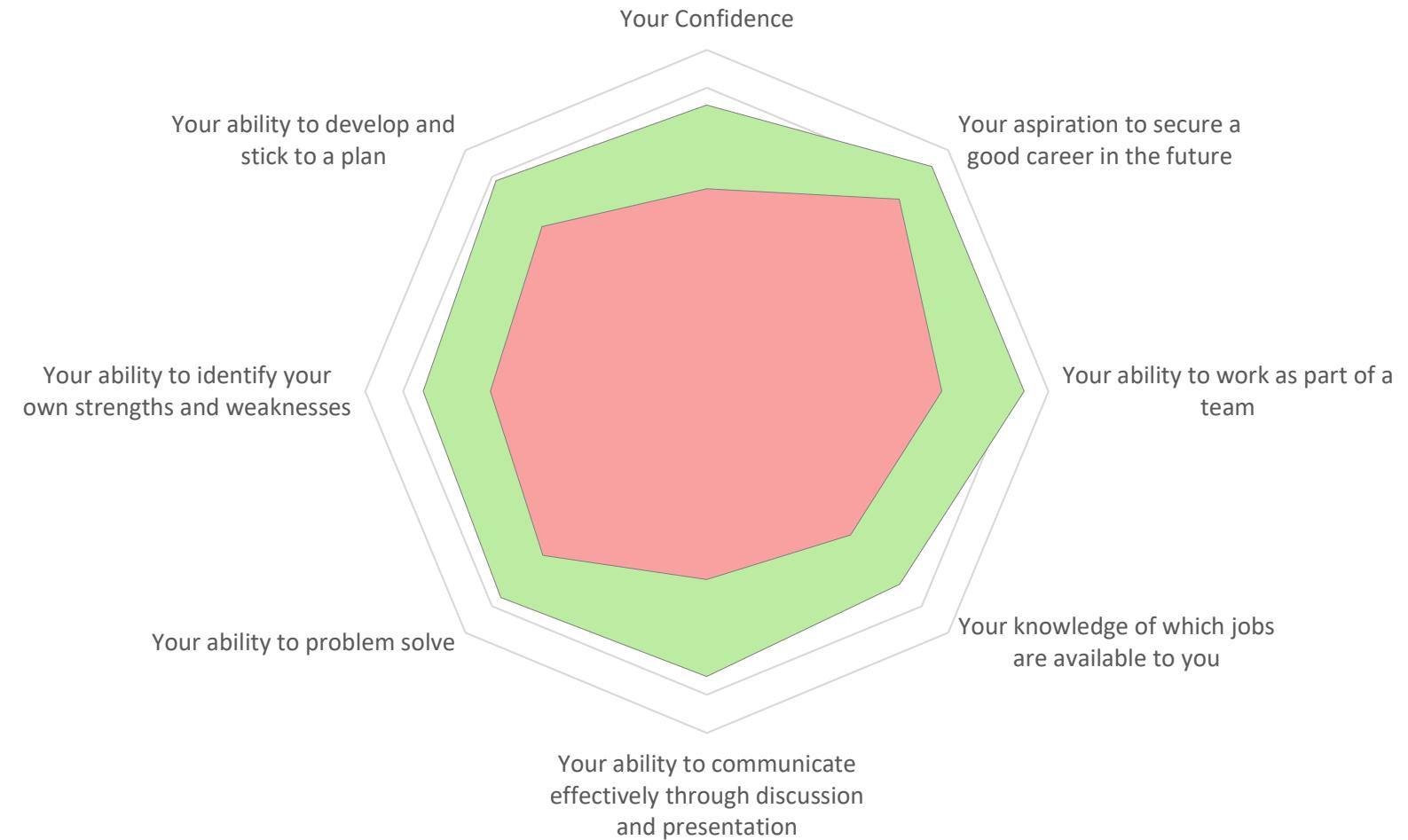


# Impact Outputs

*“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”*

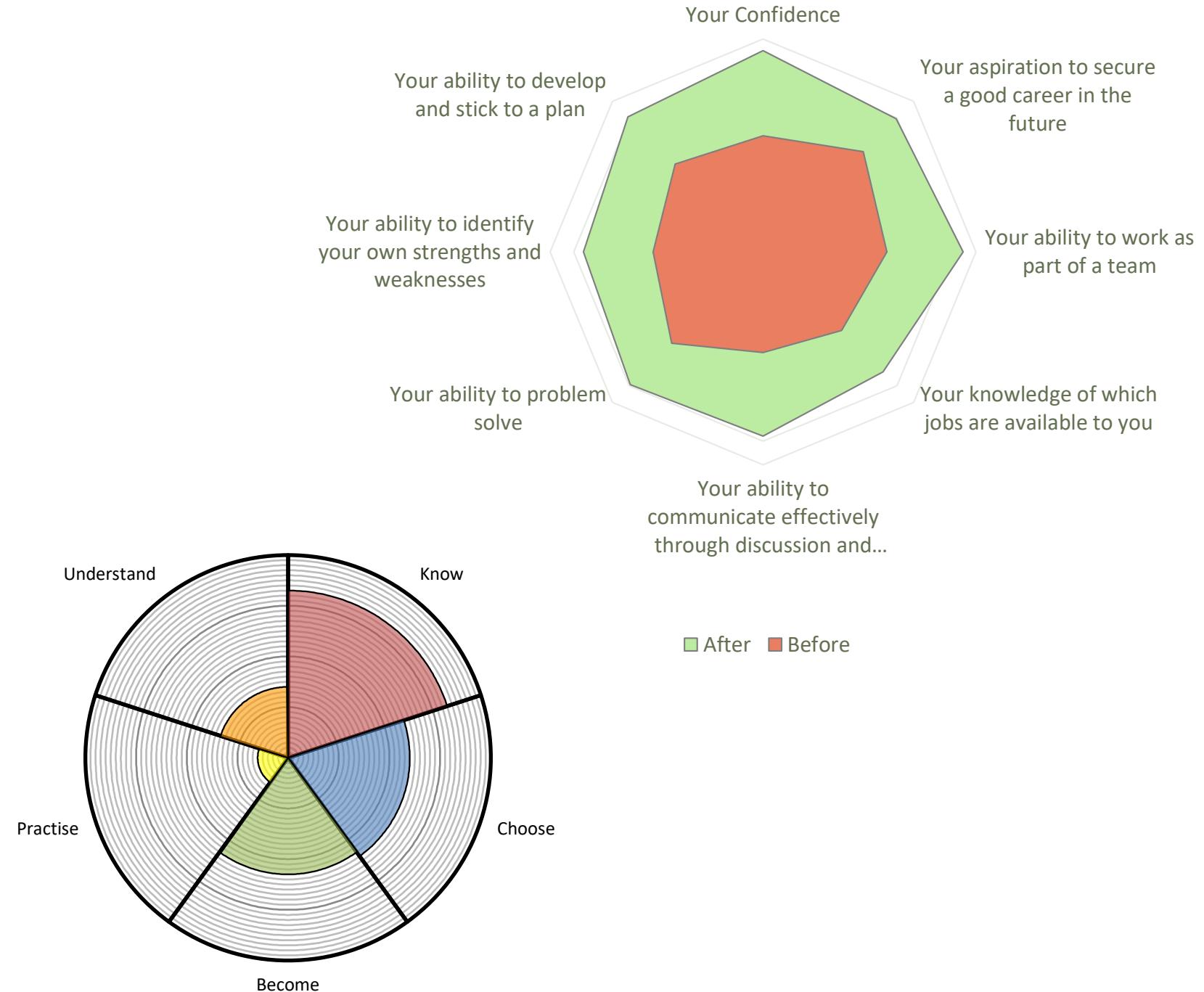
## Creative Forces Day

■ AFTER ■ BEFORE



# Impact Outputs

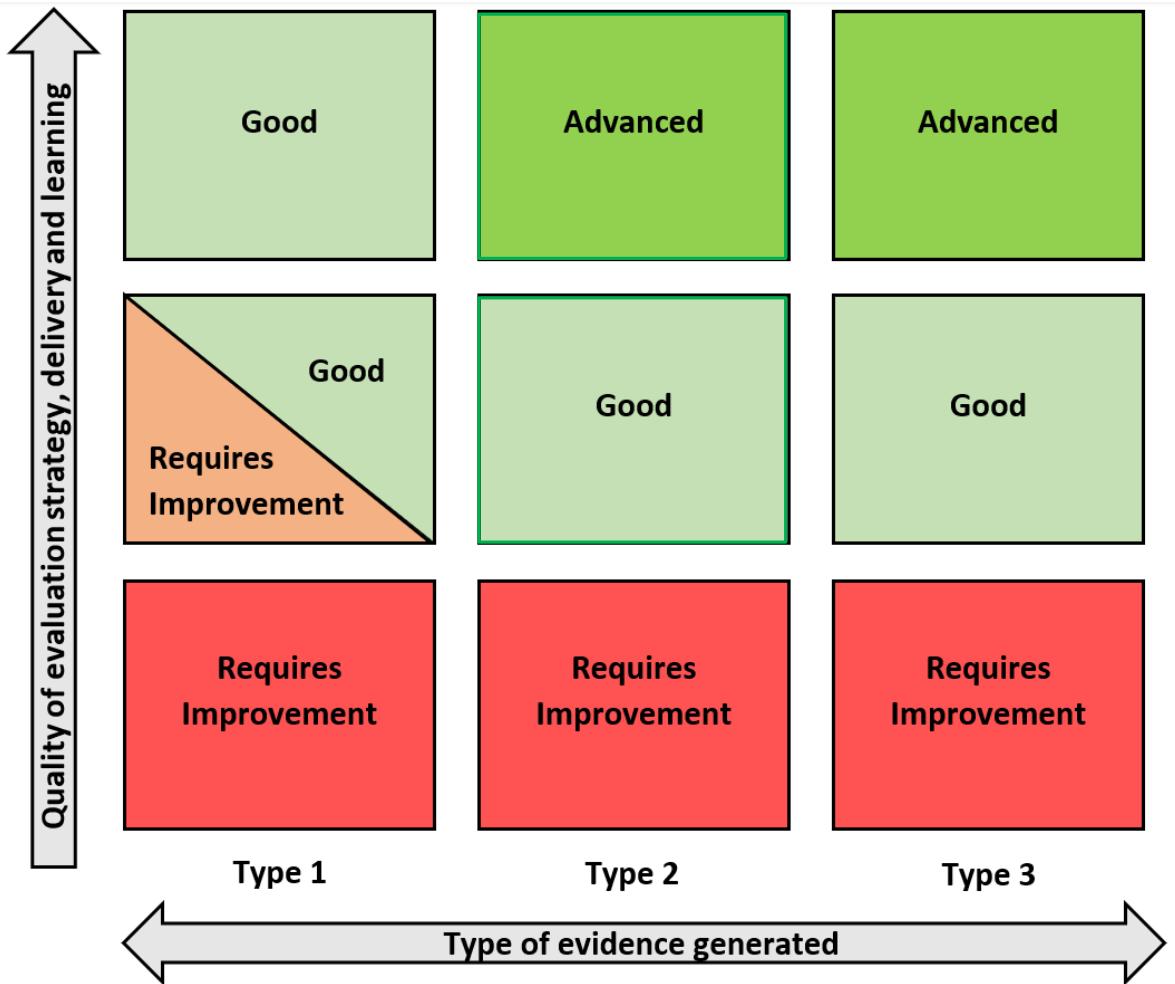
*“To support the OfS in its monitoring of providers’ access and participation plans, each provider will be expected to publish and submit to the OfS an access and participation impact report each year”*



<b><i>Evaluation types</i></b>		
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
<b><i>Evidence for the different evaluation types</i></b>		
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

## Practise

## Choose

## Become