

Collaborative Outreach to Support Student Choice

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Overview

- Local Context
- The NERUPI Framework and Student Choice
- The ‘Mock Open Day’: A Collaborative Intervention
- Evaluation

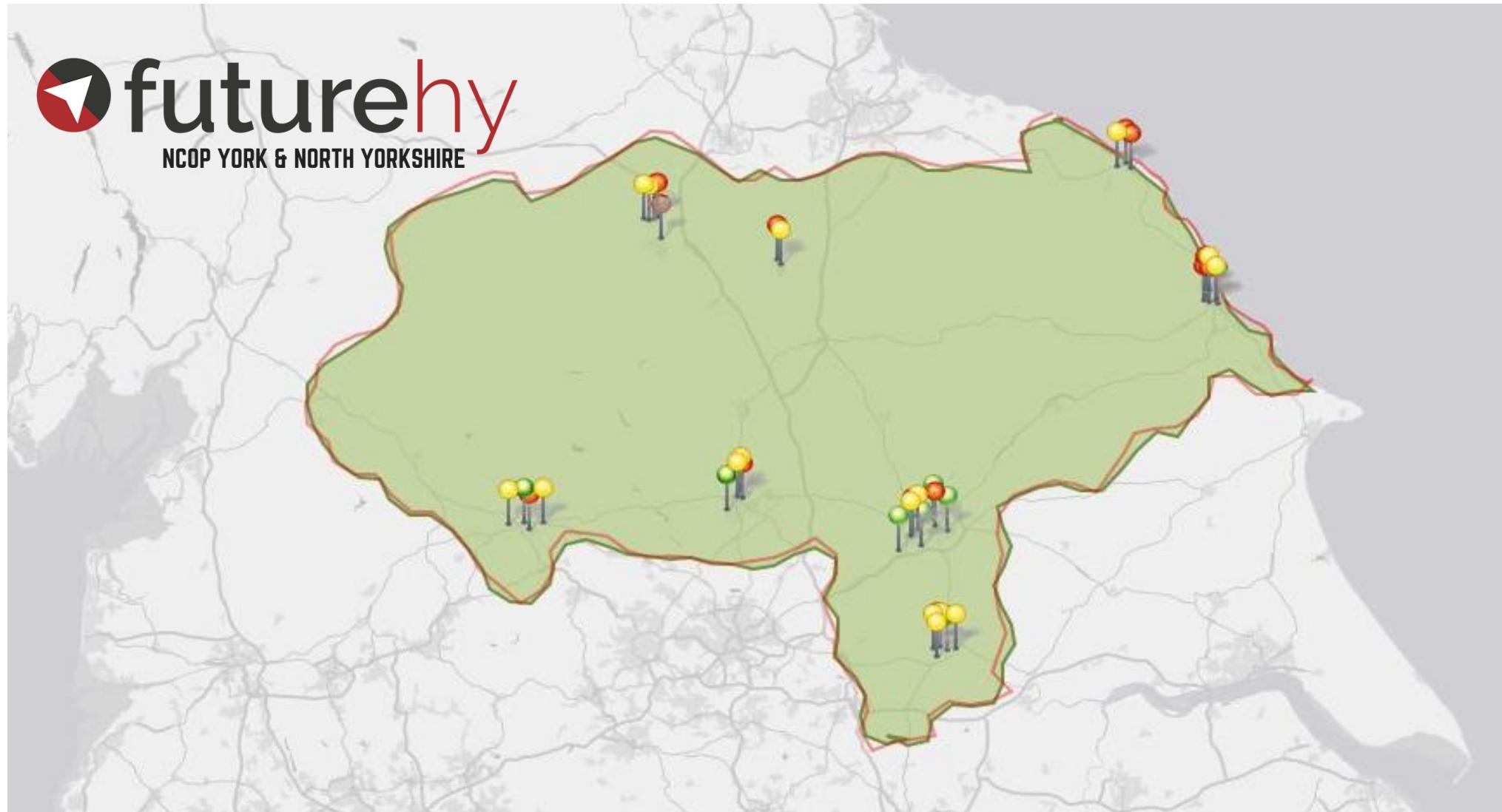
NCOP York & North Yorkshire (FutureHY)

- 10 Target Wards
- 3 Universities
- 6 FE Colleges with HE
- Over 3,000 square miles!

● Partner Institutions

● Schools

● Community Activity



NCOP York & North Yorkshire (FutureHY)

KNOW - CHOOSE - BECOME - PRACTISE - UNDERSTAND

CORE PROSPECTUS

OUR 2019/20 NCOP WARD OUTREACH OFFER FOR SCHOOLS AND COLLEGES



National Collaborative Outreach Programme



OUR PROGRESSION FRAMEWORK

The framework seeks to develop aims and strive for outcomes which are focused around five key strands. These five strands below have been developed with the local context in mind, as well as drawing upon the theoretical work of Pierre Bourdieu. This is a dynamic framework, and it is anticipated that this will evolve over the course of the programme as our knowledge builds and as local and national priorities adjust.

KNOW		Develop young people's knowledge and awareness of the benefits of higher education
CHOOSE		Develop young people's capacity to navigate the Higher Education sector and make informed choices
BECOME		Develop young people's confidence and resilience to negotiate the challenges of university life
PRACTISE		Develop young people's study skills and capacity for academic attainment
UNDERSTAND		Develop young people's understanding by contextualising subject knowledge

GATSBY BENCHMARKS

The Gatsby Benchmarks, which are eight principles of best practice, have been mapped against our activities. This is a nationally recognised framework for good careers guidance.

BENCHMARK	GATSBY STATEMENT
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers
2. Learning from Career & Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers & Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, provided that they are trained to an appropriate level.

OUR ACTIVITY OFFER

ACTIVITY	WHAT IS THIS?	WHO IS THIS FOR AND WHERE DOES IT TAKE PLACE?	GATSBY BENCHMARK	OUR FRAMEWORK
Family "University" Experience Visit	A day trip to a university and the city of York for students and their parents/carers. The day will include interactive HE activities for all, and a student finance workshop for parents/carers. This will be followed by a chance for everyone to explore the city.	Years 7 - 11 selected At a university campus	7	
Small Steps Big Difference Workshop	A series of workshops that encourage students to reflect on their current lifestyle and learn how to make small improvements that will make a big difference to future outcomes.	Years 9 - 11 - all In your school or community setting	3 and 7	
Creative Forces Day	A visit to either York St John University or University of York for any student from a Military Service background. Familiarisation with an HE environment and the opportunity to talk about their experience of being a Military Service child within their community.	Year 9 - 11 selected At a university campus	3 and 7	
Exam Prep Workshop	A workshop for students preparing for exams. This session aims for students to understand stress, anxiety and the related process, to discover ways to manage and prepare for exams and to learn coping strategies.	Year 11/13 and College students - all In your school, college or community setting	7	
Employability Workshop	This workshop is designed to assist students in identifying their transferable skills and how they can improve on what they already know and what they feel less confident about. This workshop will look at skills required in specific job roles and the difference between essential and desirable skills.	Year 11/12/13 and College students - all In your school, college or community setting	4 and 7	
Stand for Careers and HE events	A stand at your careers and HE events giving out impartial information, advice and guidance about post 16 progression routes, and HE, including degree apprenticeships, to students and their families.	All In your school or college	7	
Subject Taster Sessions	A visit to York St John University, University of York or CU Scarborough for students to familiarise themselves with a HE environment and take part in taster sessions for specific academic subjects.	Year 12/13 and College students Selected At a university campus	2, 3, 4, and 7	
"Making the Most of Open Days" talk	This talk will consist of a series of questions to help students think about what is important to them when choosing a university. The session will also explore some top tips about what students should be doing to prepare for an open day and things to do on the day to make sure they make the most of the experience.	Year 12 and College students - all In your school, college or community setting	4 and 7	

The NERUPI Framework and Student Choice

“The process of choosing and applying to an undergraduate degree requires a highly sophisticated understanding between school subjects, undergraduate degrees, type of HEI and potential careers”.

(Hayton, 2018, p.44).

CHOOSE: Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices

(NERUPI, 2019).

The NERUPI Framework and Student Choice

NERUPI 'Choose' at Level 3:

Enable students to...

Evaluate course, student finance and graduate opportunities and make informed choices that align with personal interests and career aspirations

- Evaluate different types of higher education institution in terms of personal interests and career aspirations
- Compare degree courses and study options across a range of universities
- Engage effectively with the UCAS process and generate and submit a strong university application
- Compare student finance, budgeting support and student employment opportunities across a range of universities

The Mock Open Day

MOCK OPEN DAY

28th March 2018

YOUR CHANCE TO LEARN HOW TO MAKE THE MOST OF A HIGHER EDUCATION OPEN EVENT:

- EXPLORE A UNIVERSITY CAMPUS
- VISIT SUBJECT STANDS
- TALKS ON STUDENT LIFE
- TALKS ON ACCOMMODATION
- TASTER ACADEMIC SESSIONS
- TOP TIPS FOR WHEN YOU DO IT FOR REAL!
- TRAVEL AND LUNCH INCLUDED

BOOK YOUR PLACE VIA...

KNOW | BECOME | CHOOSE | UNDERSTAND | PRACTICE

Book your place for a chance to win a £30 Amazon Voucher

For more info
contact: NCOP
@Higheryork.org



futurehy

The Mock Open Day



Talk Options (choose 3 of 4):

- What to Expect at Uni
- Student Life
- Student Finance and Budgeting
- Accommodation

The Mock Open Day – NERUPI & Gatsby

Mock Open Day

Hosted at University of York, 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.



4, 7

KNOW CHOOSE BECOME

Gatsby 4: Linking curriculum learning to careers

Gatsby 7: Encounters with further and higher education

The Mock Open Day & Our Progression Framework

The Mock Open Day & Our Progression Framework

The FutureHY Progression Framework Level 3:

Know

- Discover course and placement opportunities in Higher Education
- Find out about research areas, expertise and facilities in Higher Education and new areas of development
- Explore social and leisure, and extra-curricular opportunities in Higher Education
- Find out about academic and information services, facilities and resources

Choose

- Evaluate different types of Higher Education Institution in terms of personal interests and career aspirations
- Compare degree courses and study options across a range of universities
- Compare student finance, budgeting support and student employment opportunities across a range of universities

Become

- Gain a positive first-hand experience of student life and a university environment
- Become familiar with learning and teaching approaches in Higher Education
- Engage with academic and personal support mechanisms
- Interact with academic staff and other university employees
- Interact with other students on programme, Student Ambassadors and current students
- Access the information, advice & guidance they need to make a successful transition to HE

The Evaluation

Mock Open Day

28th March 2018



PLEASE COMPLETE IN BLOCK CAPITALS	
First Name: _____	Last Name: _____
Home Postcode: _____	Date of Birth: _____
School/college: _____	

Please select one answer for each question by putting a big cross through the circle like this:

How likely are you to apply to Higher Education? Definitely will apply Very likely Fairly likely Fairly unlikely Very unlikely Definitely won't apply Don't know/unsure

Has this Mock Open Day in any way affected your decision? Yes No

Please state the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/unsure
I feel more knowledgeable about Higher Education as a result of this event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident about attending future open days as a result of this event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident speaking to people about my future and my options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that Higher Education is for people like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please let us know how you felt about the following:

Did you find this useful? <input type="radio"/> Yes <input type="radio"/> No	Campus Tour What did you like/ what would you change about this tour? _____
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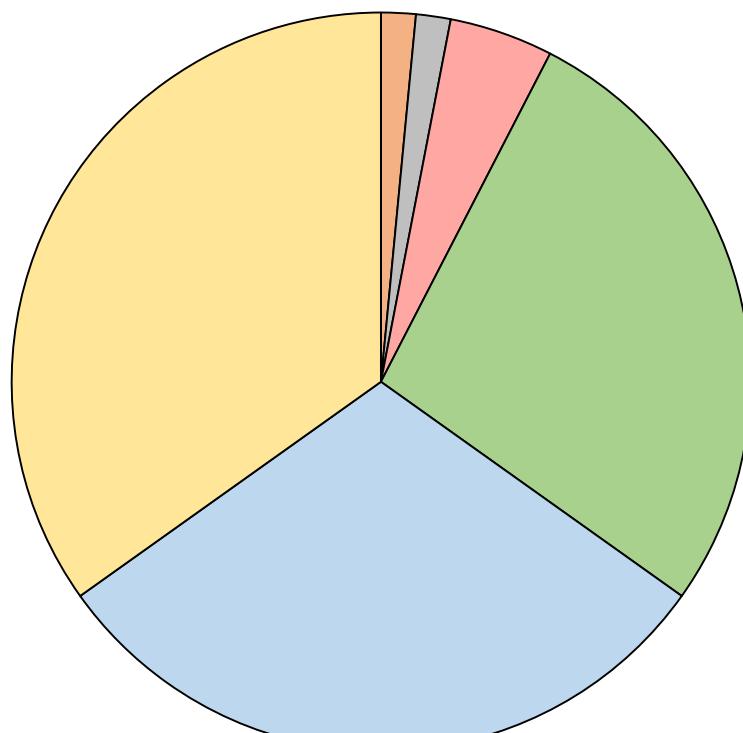
Did you find this useful? <input type="radio"/> Yes <input type="radio"/> No	Information Fair What did you like/ what would you change about the fair? _____
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Which talks did you attend? <input type="radio"/> <u>Accommodation</u> <input type="radio"/> <u>Student Finance and Budgeting</u> <input type="radio"/> <u>Student Life</u> <input type="radio"/> <u>What to Expect</u> <input type="radio"/> <u>How to make the most out of an Open Day</u> <input type="radio"/> <u>Academic Research</u> <input type="radio"/> <u>Personal Statements</u> <input type="radio"/> <u>How to Find and Choose Open Days</u>	<p>Please rate this talk out of 10 for its <u>usefulness</u></p> <p>1 10</p> <p>Comments? _____</p>
<p>What do you feel you have learned today?</p> <p>_____</p> <p>How would you improve the day?</p> <p>_____</p> <p>State one positive aspect you will remember from today.</p> <p>_____</p>	
<p>Would you recommend the event to a friend? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Thank you for completing this form</p> <p>futurehy</p>	

Post-intervention form for participants and their teachers.

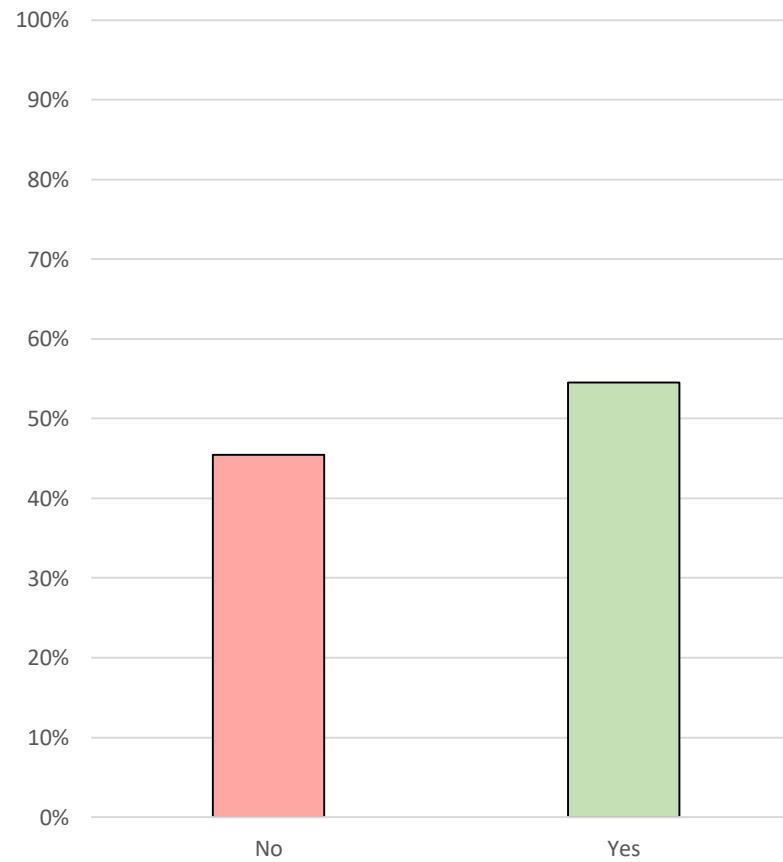
The Evaluation - Outcomes

How likely are you to apply to higher education?

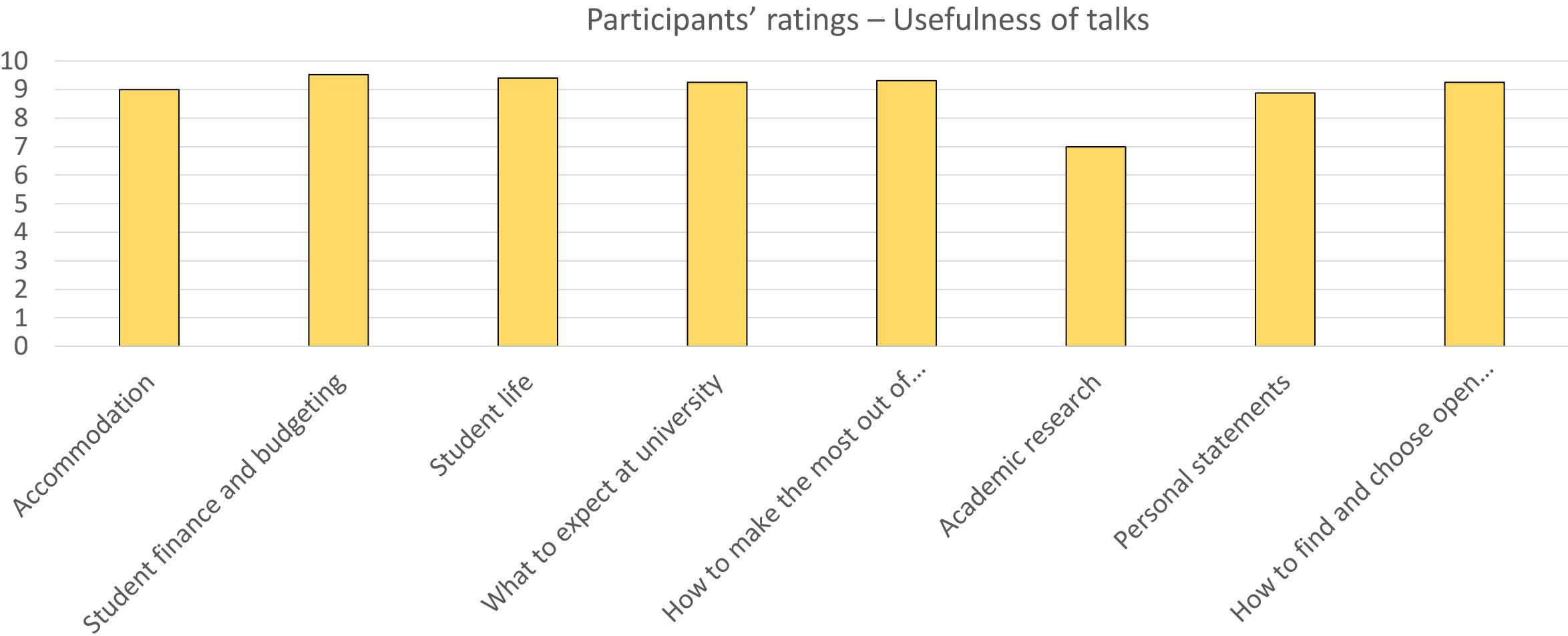


Definitely won't apply
Don't know/unsure
Very likely
Fairly unlikely
Fairly likely
Definitely will apply

Has this event in any way affected your decision?



The Evaluation - Outcomes



The Evaluation - Outcomes

How much do you agree with the following statements?

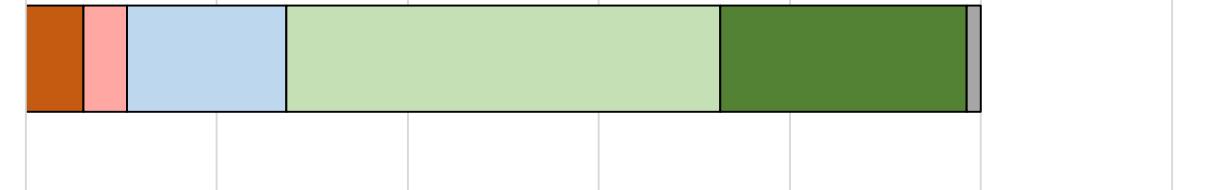
I feel more confident speaking to people about my future and my options



I feel more confident about attending future open days as a result of this event



I feel more knowledgeable about Higher Education as a result of this event



0% 20% 40% 60% 80% 100% 120%

Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree Don't know

Reflections on the Evaluation Process

- Scope to better align the evaluation questions with the outcomes on the progression framework
- Potential to add qualitative element to capture any unexpected outcomes and to add narrative to our reporting
- Is it feasible to add a pre-intervention measure?

Any Questions?

Activity

Discuss in groups:

What interventions do or would you like your organisation to offer that enable students to build their capacity to make informed choices?

What challenges do you face in developing and delivering these types of activities? How do you overcome these challenges?

References

FutureHY (2019) *Our Evaluation Model* [Online]. Available at:
<https://www.futurehy.co.uk/about/evaluation/> (Accessed 13 January 2020).

Hayton, A. (2018) NERUPI: A praxis-based framework. In Burke, P.J., Hayton, A. & Stevenson, J. (Eds.) *Evaluating Equity and Widening Participation in Higher Education* (pp.33-58). London: UCL Institute of Education Press.

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<http://www.nerupi.co.uk/members/resources/nerupi-framework-for-levels-five-and-six-student-success-progression> (Accessed 14 January 2020).