

FIRST CAMPUS REACHING WIDER

PRIMARY TRANSITIONS PROGRAMME EMERGING FROM THE COVID 19 PANDEMIC

ORGANISATIONAL OVERVIEW

- Aligned with Welsh Government Expectations, First Campus Reaching Wider Exists to Widen Access to Higher Education by Tackling Barriers to Entry, Progression and Success in Higher Education.
- Funded by Higher Education Funding Council for Wales (HEFCW), First Campus Reaching Wider Aims to Raise Aspirations and Higher Education Awareness of Under Represented Learners.
- First Campus Reaching Wider is a Partnership of three Universities, Further Education Institutions, School and Community Partners in South East Wales.



INTRODUCTION

- Emerging from COVID 19 Pandemic, a Sustained, Targeted and Evaluated Programme was Designed, Developed and Delivered, built on the NERUPI Evaluation Framework.
- Informed by Theory, Research and Practice, the NERUPI Aims Know, Choose and Become were the focus of the Evaluated Programme.
- Designed with demographics and COVID context in mind, delivered in Wales Index of Multiple Deprivation WIMD 20 Areas, Delivery took place in Schools, University Campuses and Community Settings with a Range of Partners.
- Mostly year six pupils, in eight 'New To' First Campus Reaching Wider Targeted Primary Schools with pupils from the most disadvantaged communities in Rhondda Cynon Taf (RCT) from October 2021 - July 2022.



METHODS

- Theory of Change used to design the programme with Intended Outcomes, Success Indicators, and Indicators of Change.
- Appropriate Mixed Methods Evaluation, both Qualitative and Quantitative, across the multiple activities within the Programme.

RESULTS - SOME HEADLINES

- Quantitative Self-Reporting Pre-Post School based Activities - Almost 90% of Participants Strongly Agreed / Agreed they know more about the benefits of going to University. [KNOW]
- Quantitative Self-Reporting Pre-post School and end of programme Campus Visit - Over 90% of Participants said they Strongly Agreed / Agreed they knew more about what it was like to be a University Student. [BECOME]
- Quantitative Self-Reporting Pre-Post School / Community / Industry Activities - Over 60% more Knowledgeable about Subject Knowledge / Choices and Different Pathway Options. [CHOOSE]
- Qualitative - Headteacher / Teacher / School Staff Feedback Pre, During and Post Programme - Very positive impact on individuals and class groups Awareness of Higher Education.

DISCUSSION

- Positive impact of programme, intermediate outcomes. Some areas for development noted - mixed year, group class groupings and consent forms. Change implemented at time and Feedback used to inform forthcoming Transitions Programme e.g. more focus on baseline, 'BECOME', reflective, activities needed.
- Schools-Diverse School Contexts and Engagement with Senior Leadership Team who have Multiple Competing Priorities. Some of the Activities Showed Attainment Raising Outcomes but are without Longitudinal Study / Tracking of Impact.
- Feedback suggested participants found on Campus Activities very beneficial but would have liked more time on campus and activities of their choice.
- COVID 19 Pandemic context caused a number of issues - COVID 19 Prevention Measures, Attendance, Transport, Room Capacity and sometimes limited Primary data collection.



CONCLUSION

- Evaluation supports ongoing and sustained Transitions Programmes, Continue with Reflective Planning Cycle, in forthcoming Transitions.
- Evaluation suggest positive intermediate outcomes further data, analysis and longitudinal evaluation required to evidence long term impact.

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