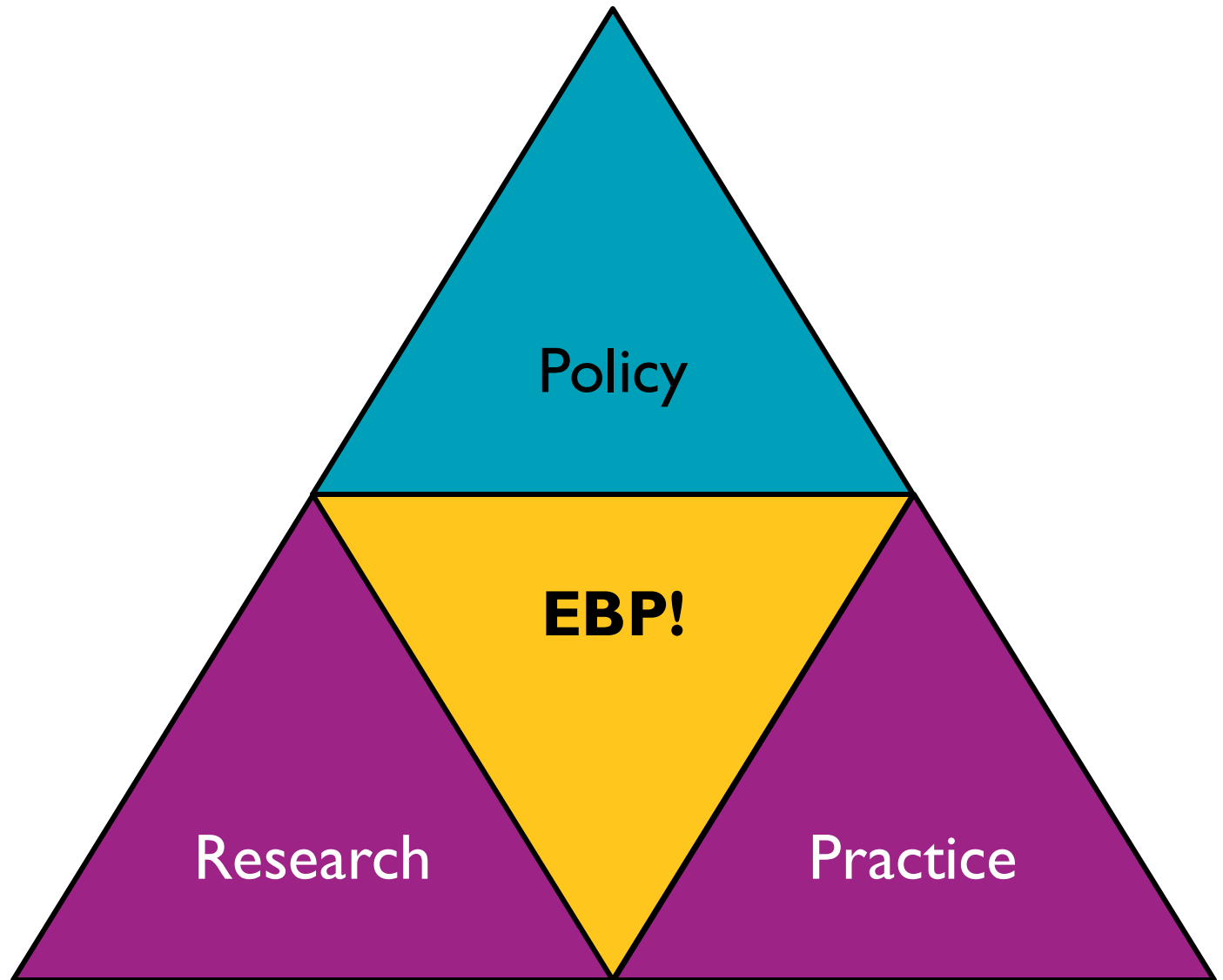




**Designing a multi-
million pound
collaborative WP
programme: evidence
based practice in
action**

Evidence based practice





Influence of what's gone before

aimhigher...
greater manchester

Pre-2011



GREATER
MANCHESTER
HIGHER

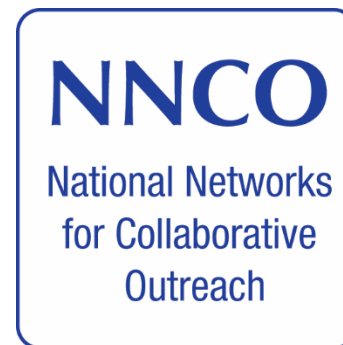
2015 and
beyond...



**National Collaborative
Outreach Programme**



2012-2014



2015-2016

2017-2018
(2020?)

Data: Schools audit and data tool

Master GM Higher Schools Audit return Aug 2016.xlsx - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Calibri 11

General Conditional Formatting Insert Delete Format

Clipboard Font Alignment Number Styles Cells Editing

BW64

Notes Schools list - pre 16 GMH targeting 16-17

READY

Your selection:
Click and select institution Name here >

Harrow Fold School

Local authority: Solihull

	Institution Latest data	Average for last 3 years	Local authority Latest data	Average for last 3 years
Results:				
Manchester Prioritisation Model (MPM) score 2016	1A			
Age range of school	11-16			
Percentage of boys on roll	51%	52%	49%	
Percentage of pupils who are disadvantaged	63%	60%	39%	
Percentage of key stage 4 pupils with English as an additional language (EAL)	8%		10%	
% Non-White British	13%	10%	19%	
% eligible for FSM	38%	38%	10%	
Average grade per pupil capped at the best 8 GCSEs	D-			
Value added measure based on the best 8 GCSEs and equivalent results	909			
Total average (capped) point score per pupil	256	282	294.8	
% achieving 5+ A*-C in GCSE or equivalent	43%	2%	60%	
Percentage of pupils achieving 5+ A*-C or equivalents including A*-C in both English and mathematics GCSEs	35%	4%	48%	50%
Gap disadvantaged pupils and other pupils achieving Level 2 threshold including A*-C in English and Maths	-1	-15	-28	-27
Total in a sustained education destination	76%	75%	87%	86%

Sort Alphabetically Sort by Borough

Institution identifiers

StartSheet Guide KS4 selection tool **KS4 lookup tool** KS4 notes KSS selection tool KSS lookup tool

Use this sheet to select Key Stage 5 (post 16) institutions

Make selections:

Hold down Ctrl click to select more than one in each. Different categories of selection work in combination with each other.

Click on the X to clear a selected item. Or alternatively use the 'Clear all selections' button to remove all of your selections.

Information on schools and colleges which are known to meet your selections will display below.

For further information use the look-up tool or raw data set.

Clear all

Local authority	Bury	Manchester	Oldham	Stockport	Tameside	Trafford	Wigan
Coolest Size (No. of KS5 leavers)	Large (100-249 KS5 leavers)	Medium (50-99 KS5 leavers)	Small (less than 50 KS5 leavers)	Very large (250+ KS5 leavers)			
% of KS5 leavers who were FSM eligible	21-40%	0-20%	Up to 5%	41-60%	61% and over		
Share of BME students in the KS5 leaver cohort	21-40%	41-60%	0-20%	Up to 5%	61% and over		
Share of KS5 leavers who went into a sustained destination with a UK NE	High (50-75%)	Low (25-50%)	Very low (less than 25%)	High (75+%)	(blank)		
% of those who went to a UK NE going to a Top 100 HE	20% and under	21-40%	41-60%	None	61% and over		
% of those who went to a UK NE going to a Russell Group Institution	High (51-60%)	Low (10% or below)	Medium (11-30%)	None	Very high (61+%)		
Manchester Prioritisation Model (MPM) score 2016							

Local authority	Bury	Manchester	Oldham	Stockport	Tameside	Trafford	Wigan
Barton College	2028	1908001	190499				
Barton South Form College	1297	1908002	121867	290	299	345	722.2
Bury College	4346	1918000	190498	311	311	942	659.1
Holy Cross College	2064	1918000	190499	954	950	12	730.6
Levens College	3191	1918001	190703	1091	1091	186	846.0
The Manchester College	1611	1928003	190524	114	114	715	521.7
Peaseholme College	2146	1918002	190504	790	791	111	145.7
Oldham South Form College	2248	1918000	190506	680	682	286	715.8
The Oldham College	2346	1918001	190505	1	1	492	422.4
Hopwood Hall College	2653	1918003	190507	0	0	393	549.5
Reddish South Form College	1361	1918004	190519	187	189	0	741.3
Redford City College	5006	1918000	190509	509	509	1187	728.4
Aspinall College	2061	1908003	190514	801	807	149	700.8
Chadda and Marple South Form College	1498	1918004	190515	219	241	189	574.5
Stockport College	1654	1908000	190512	15	15	344	539.9
Ashton-under-Lyne South Form College	2001	1918001	190518	505	506	279	723.4
Tameside College	2245	1918002	190516	75	76	295	462.4
Trafford College	2547	1908000	190519	117	117	547	612.7
Wigan High School South Form College	1429	1908001	190523	415	418	482	718.7
Wigan and Leigh College	2937	1908003	190521	30	30	118	653.7
Winstanley College	2010	1908000	190522	882	894	10	950.3

StartSheet Guide KS4 selection tool KS4 lookup tool KS4 notes KSS selection tool KSS lookup tool KSS notes Boroughs KS4 Boroughs KSS

READY

Data: Evaluation of NNCO

348 events including **27** campus visits, **204** in-school activities and **117** events for targeted learners and key influencers

260 engagements with **110** schools through campus visits and in-school activities

Schools with no activity reduced from **40 to 14**, highest priority schools reduced from **21 to 5** (2014-15 to 2015-16)

“It added greatly to the event as for KS3 pupils this was the first time that they had exposure to the HE Apprenticeship pathways”

“I think it was really important to have a representative from Universities as one of the H.E options. It was also great to have an ambassador to represent all of the greater Manchester universities rather than having to invite just one university.”

12,510 learners including **438** care-experienced learners, **368** disabled learners and **21** young carers and **664** key influencers

90.5% of pupils attending campus visits now have a better idea of what they would need to do to get to HE

86% of pupils attending campus visits are more likely to consider going to HE

Research: DFE report



Department
for Education

School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation

Research report

January 2014

**Alex Thornton, Emily Pickering, Mark Peters
– TNS BMRB**

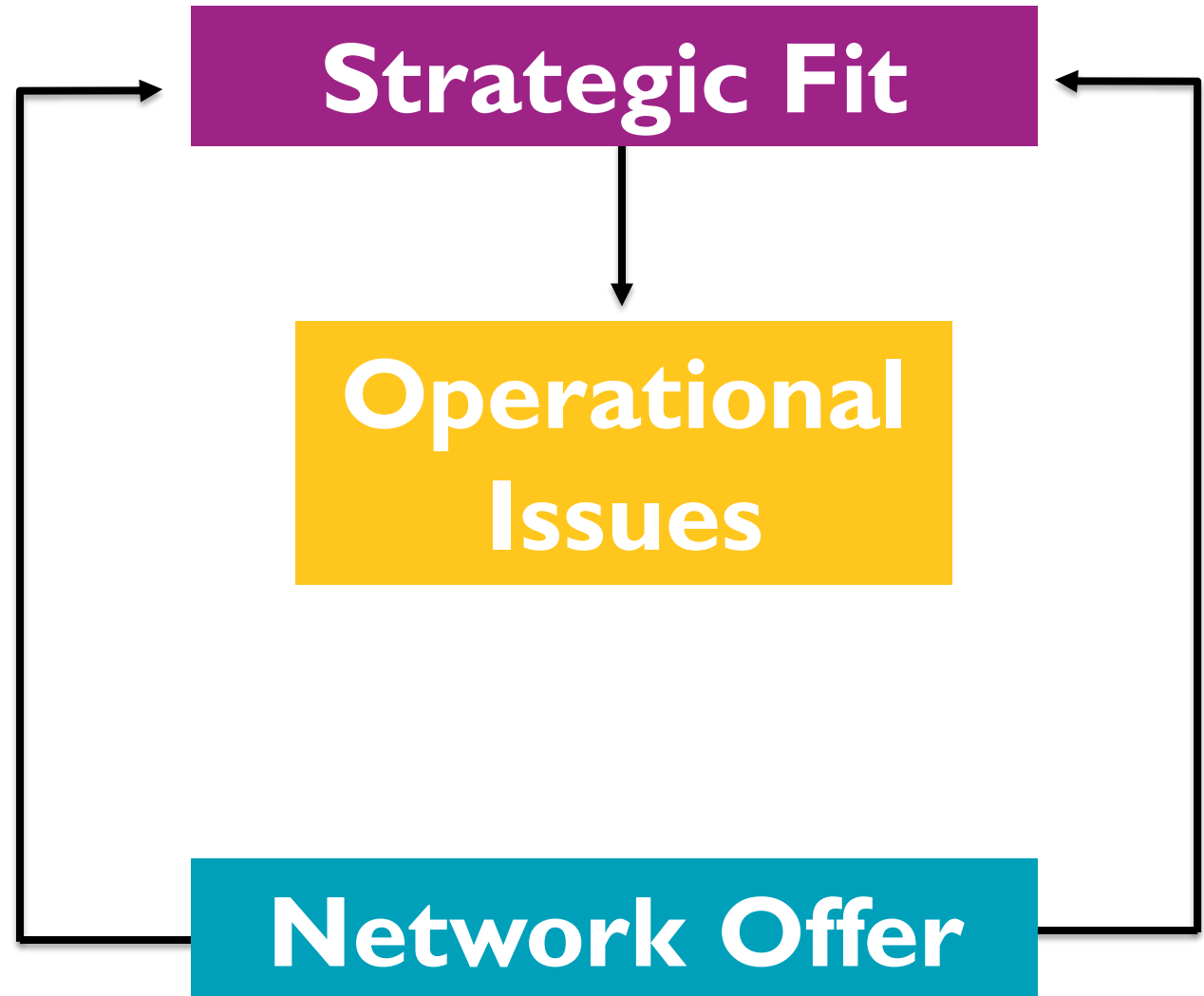
**Carole Leathwood, Sumi Hollingworth,
Ayodele Mansaray – Institute for Policy
Studies in Education (IPSE)**

<https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education>

Research: DFE report

- “Aspiration raising activities as consisting of three complementary aspects:
 - providing students with **information, advice and guidance** about HE;
 - **supporting students in their aspirations** to HE; and,
 - providing students with **experiences of HE**.(...) providing a combination of these different types of experience is important in encouraging students to consider higher education.” p.66
- “Overall, schools that sent a high proportion of high-achieving disadvantaged students to HE (...) were marginally more likely to use visits and/or **residential trips** to HE institutions. They were also more likely to have some form of **mentoring** or student ambassador system in place.” p.49
- “**Subject focused visits or programmes of activity** were deemed by both staff and students to be particularly successful in that they tapped into students’ passions about their subject and provided them with opportunities to experience learning at a higher level.” p.88
- “Immersive experiences of university, including **trips to universities, residential and summer schools** - these were very highly rated by students and staff and used most often.” p.148
- “Working with students’ **parents** was also deemed to be very important, particularly given some of the social and cultural challenges that are evident.” p.35

Research: School Engagement



Research: School Engagement

	Barriers	Enablers
Strategic Fit	<ul style="list-style-type: none"> • Lack of support • Lack of evidence • Lack of 'fit' • Other priorities 	<ul style="list-style-type: none"> • Increased focus on CEIAG • Increased awareness of network • Developing relationships
Operational Issues	<ul style="list-style-type: none"> • Staffing • Time • Budget 	<ul style="list-style-type: none"> • Strategic support • Strong network offer • Staffing • Funding • Time
Network Offer	<ul style="list-style-type: none"> • Communication • Institution • Content of activity • Quality of activity • Other activity 	<ul style="list-style-type: none"> • Developing meaningful relationships • Revisions to activity • Work with all year groups • Links to curriculum and employment

Research: NEON Case Studies

School A

- “The school also **works intensively with parents** to raise their expectations for their children”
- “Opportunities to **visit universities and in-school sessions** run by universities and careers providers are integral to the school’s annual timetable.”

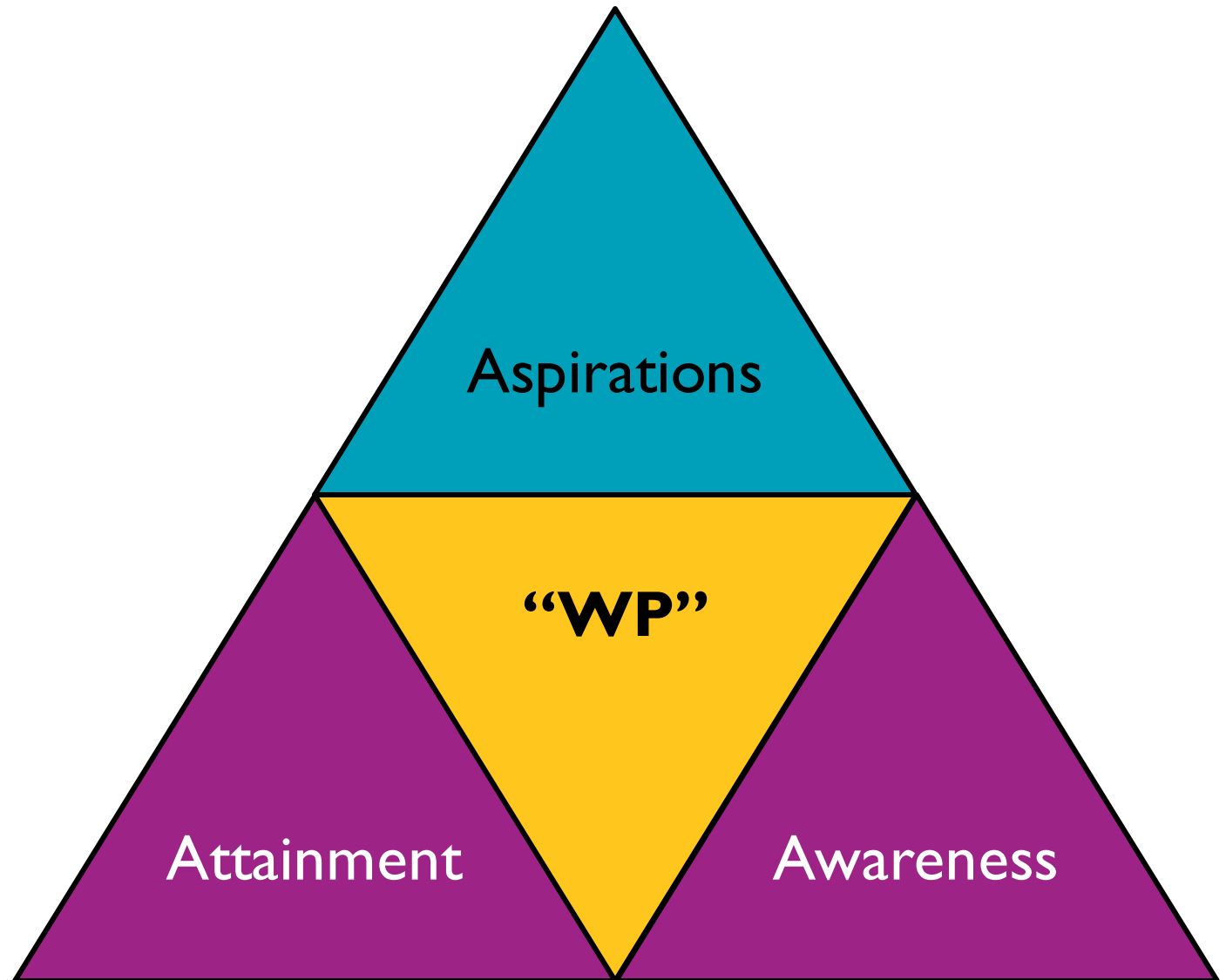
School B

- “Wide range of trips and **employer/university speakers, both in school and off-site;**”

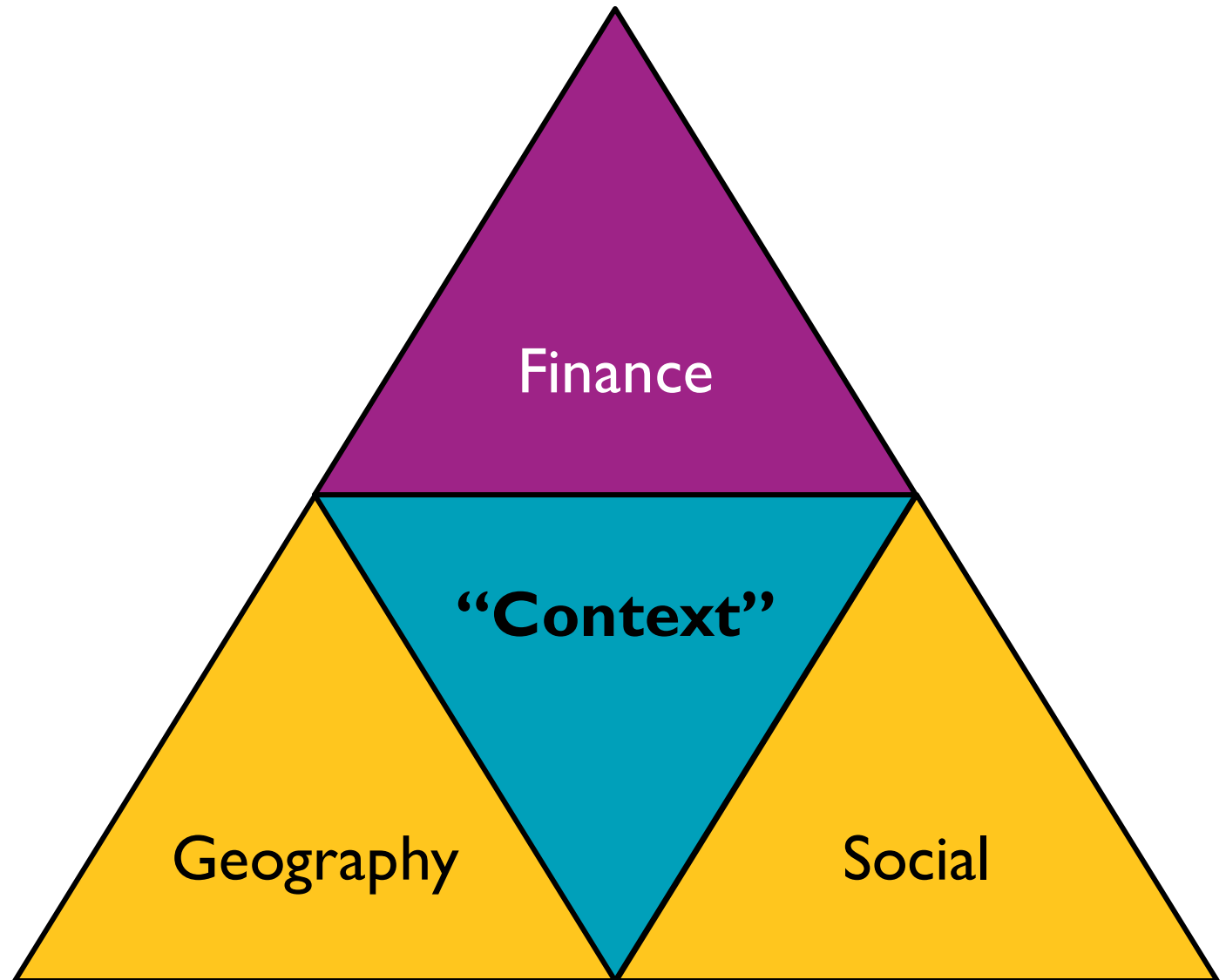
School C

- “**Project-based learning** (...) The project is considered like a ‘mini PhD’”
- “Extensive interaction with **University outreach programmes**, with both general HE awareness sessions and subject specific/academic work. The school also works with industry, and feels that these links allow students to see their work in the wide context of higher level education, community and learning;”
- “The school employs **16-18 students** from local Sixth Form Colleges for 4 hours every Saturday to tutor any interested students in Years 9-11.”

Stakeholder Scoping: Barriers



Stakeholder Scoping: Barriers



Stakeholder Scoping: Activity

Delivery:

- On-campus vs. in-school vs. community
- large group vs. small group v.s 1-1
- one off vs. sustained

Types of activity:

- IAG
- Skills
- Subject Specific
- Summer Schools
- Mentoring
- CPD
- Projects

Considerations:

- **CONTENT**
- Duplication of existing activity
- Post-16- new area for collaboration

Scoping: Structure Model I



```
graph TD; A[Central coordination, programme and evaluation] --- B[Local Delivery]
```

Central coordination,
programme and evaluation

Local
Delivery

Scoping: Structure Model 2



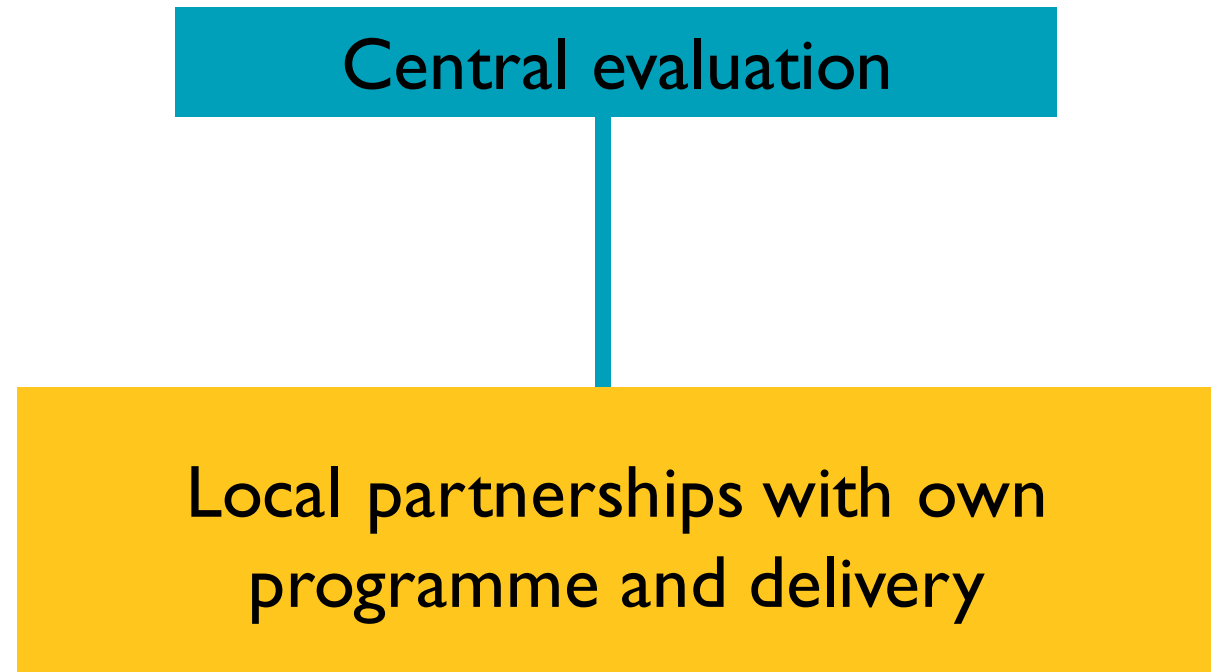
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graph TD; A[Central coordination and evaluation] --> B[Core programme]; B --> C[Local programme and delivery];
```

Central coordination and
evaluation

Core programme

Local programme and delivery

Scoping: Structure Model 3



Implementation of findings

Central Team

- Accountability
- Implementation of strategy
- Ensure consistency and impartiality
- Oversight of operational delivery
- Centralised evaluation

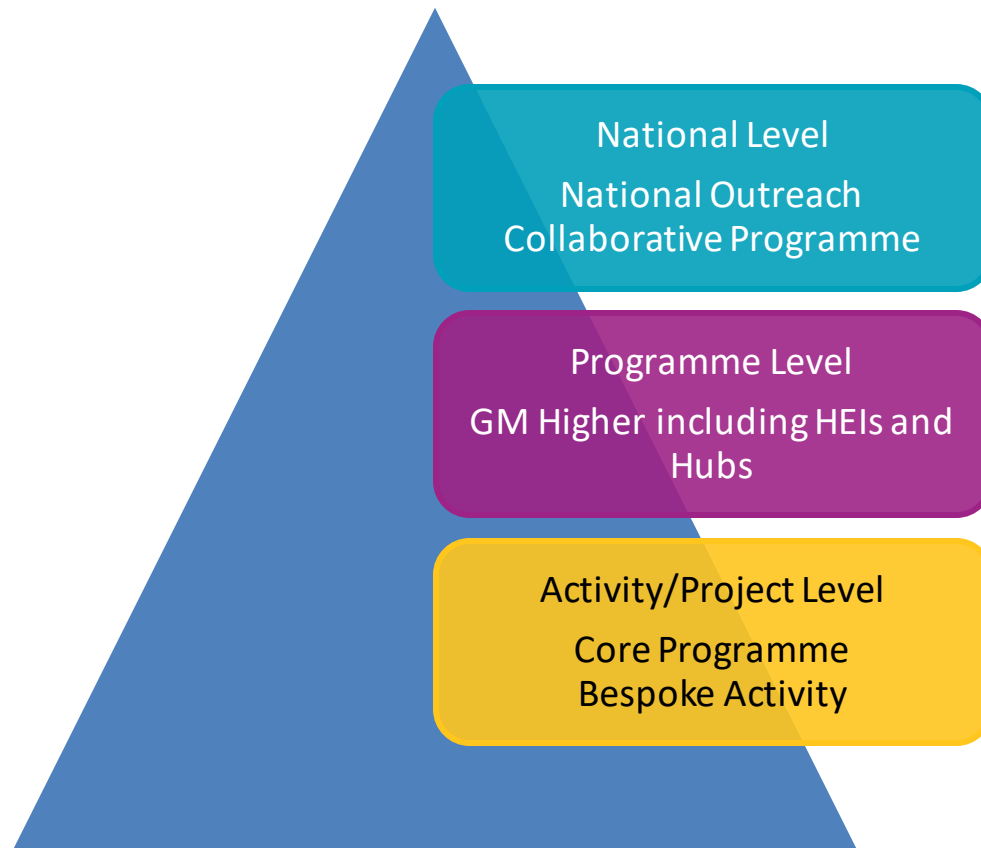
Core Programme

- All target schools and learners
- Promoted by hub staff
- Delivered by outreach staff with support of GAs
- Collaborative, impartial, EBP, comparable, supplier-led

Regional Hubs

- Hub schools, learners and community
- Commissioned and brokered by hub staff
- Varied delivery- hubs, outreach, external
- Localised, bespoke, innovative, school ownership, demand-led

The Evaluation Framework for the NCOP GM Higher Programme



Destination Tracking

Activity/Project
level

Core Programme
Bespoke Activity



Evaluating our work

We would like to record your attendance at our event today. This allows us to evaluate the effectiveness of our activities and programmers of work. You can read more about why would like to collect your data how your information will be used below.

Data Sharing statement

Your data will be stored on a database in accordance with the Data Protection Act and used to administer participation in the project. For research and monitoring purposes only, this data may also be shared with the Higher Education Funding Council for England (HEFCE), Higher Education Statistics Agency, the Department for Education and the University and Colleges Admissions Service (UCAS) other Greater Manchester Higher partners including colleges, Higher Education Access Tracker service subscribers, Connexions and the national Data Service to help evaluate the effectiveness of this activity as part of the government policy to widen participation in higher education and to develop future policy. The project and its partners will not use your record in a way that would affect you individually. We will not release data to anyone who is unauthorised.

Under the Data Protection Act 1998 you have the right to a copy of the data held about you by us, for a small fee. If you have any concerns about the use of data for these purposes or would like a copy of the data you have supplied directly to us, requests should be made in writing to:

**INPUT
THE DATA
INTO
HEAT**

**WORK TO
BRING FORM
IN LINE WITH
WITH THE
NEW
EU GENERAL
DATA
PROTECTION
REGULATION
25TH MAY 2018**



If you are happy with this Data Sharing agreement and would like to provide your details to allow us to monitor and evaluate the work of the University, please complete the table and sign at the bottom of the form.

Name of event attended	
Date of event	
Your first name	
Your surname name	
Please provide us with your full, official name. Please do NOT use shortened versions, abbreviations or nick names.	
Your date of birth	
Your home post code	
The school you currently attend	

Signature of Student _____

Print Name _____ Date _____

Type

Formative



Process



Outcome



Impact



What needs to
be rectified

What needs
to be done

What you
want to get
out of it

Programme:

Contextual conditions

What we want to do

Key policy conditions

What we will do

Intended Impacts

How participants are
affected down the road

Impact



Programme Objectives

How we will do it

Rationale
Why are
we doing it

Inputs
What you
put in

Activities
What
you'll be
doing

Outputs
Who do
you want
to reach

Formative



Process



Intended Outcomes

Progress made by the
participants

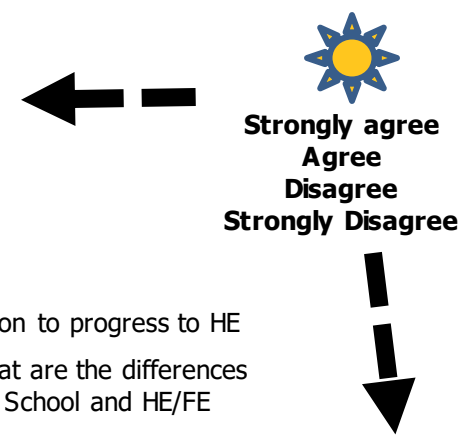
Outcome



Activity Level

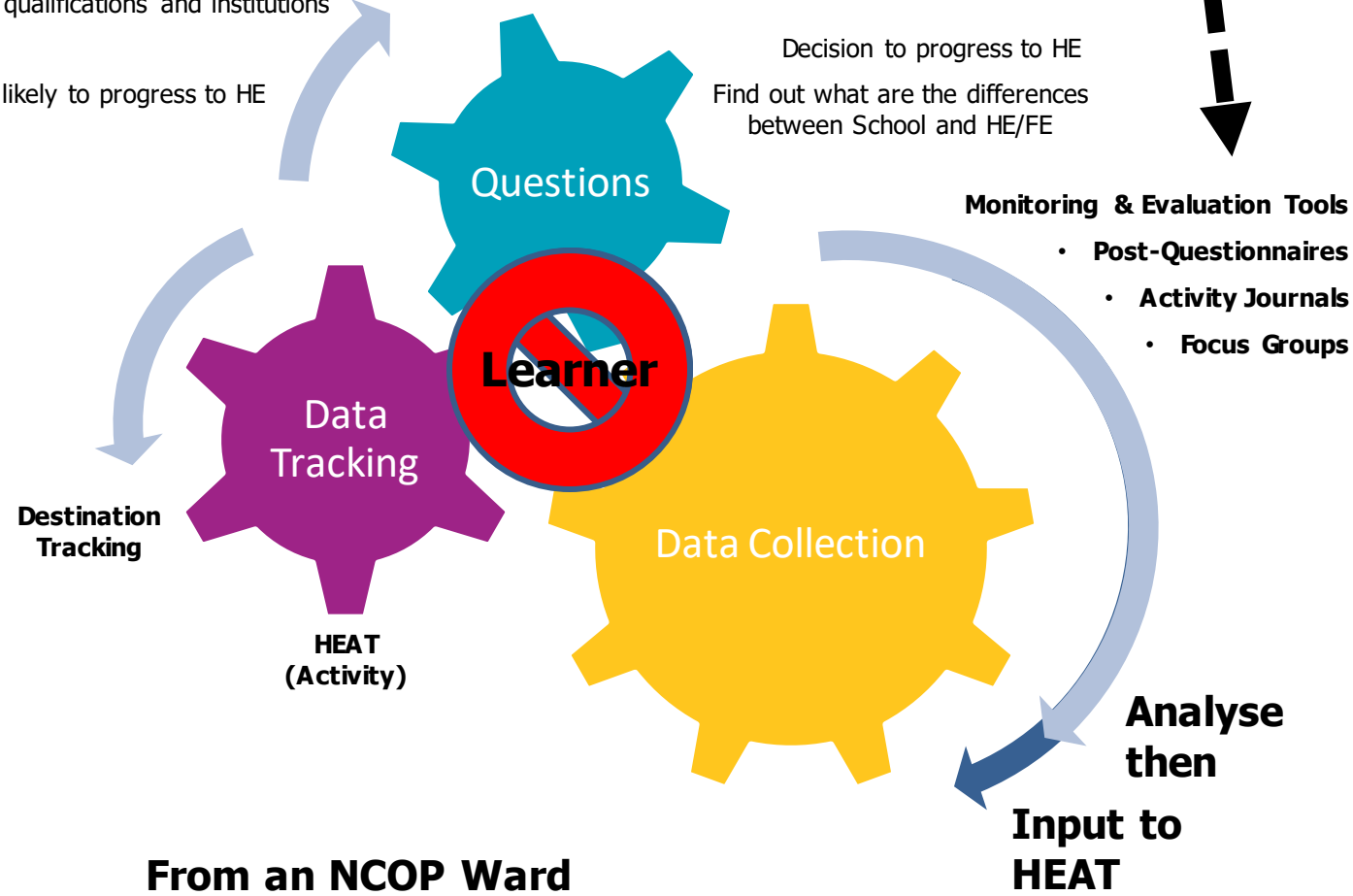
Coping with revision in HE

Learn about how to undertake effective revision



Receive information about different types of HE qualifications and institutions

More likely to progress to HE



From an NCOP Ward where students have the ability to attain but don't progress to HE

76% said they would be progressing to HE

In conclusion...

As well as being
**IMPARTIAL,
COLLABORATIVE,
TARGETED**

We are:

**RESEARCH INFORMED,
EVIDENCE LED**

Contact

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