

Developing a Progressive Curriculum of Outreach Activities

Alice McLaren

Head of Access and Participation, University of Surrey



10am-10.15am	Introduction
10.15am-11.15am	Partnerships and Progressive Practice <i>Explore different approaches to partnership work and how this might interact with progressive outreach design</i>
11.15am-11.30am	Morning Break
11.30am-12.45pm	The Logic Model Approach: Measuring Outcomes and Impact <i>Using the University of Surrey's Logic Model as an example, consider the measurement of outcomes and impact in relation to outreach activity and curriculum design</i>
12.45pm-1.30pm	Lunch
1.30pm-2.30pm	Building the Outreach Curriculum: How to Progress Activities from KS2 to KS5, Rob Thatcher <i>Using practical outreach examples to reflect on progressive practice and student outcomes</i>
2.30pm-2.45pm	Afternoon Break
2.45pm-3.45pm	Priority and Implementation Planning <i>Reflecting on how a progressive curriculum approach can be applied within the context of your institution.</i>
3.45pm-4pm	Conclusion



Objectives

- Discuss the benefits and challenges of a learner centred, progressive approach to widening participation
- Explore the different partnerships needed to ensure such an approach can succeed
- Increase their own understanding of the progression needs of learners
- Gain an understanding of the concept of ‘learner outcomes’ and how to apply these to a progressive curriculum
- Identify priorities and plan for their implementation within their organisation



Partnerships and Progressive Practice



Why create a progressive curriculum?

Improving access...

“needs sustained engagement, embedded within schools, to open opportunities and provide a clear route into higher education.”

Chris Millward, Director for Fair Access and Participation, Office for Students, October 2019.

<https://www.officeforstudents.org.uk/news-blog-and-events/our-news-and-blog/sustained-outreach-makes-the-difference/>



What do we mean by “progressive curriculum of outreach activities”?

- An integrated and coherent learning programme that offers students multiple opportunities of engagement, and contributes towards their personal, academic, and professional learning.
- Increases knowledge positive attitudes towards HE (contributes to raising attainment?).
- Develops/gives direction to aspiration.
- Advocacy and opportunity for social mobility through education.

- *Engagement in multiple interventions is more likely to deliver positive outcomes than one-off interventions. There is a positive correlation between the number of NCOP activities learners take part in and improvements in their self-reported knowledge, attitudes and intentions towards HE. Therefore, a sustained and progressive programme of engagement with learners is crucial.*
- *Workshops and IAG are often key parts of multi-activity programmes which are reported to have a positive effect on intentions to progress to HE.*
- *A higher level of engagement in NCOP activities is associated with greater knowledge about HE, graduate careers prospects and learner confidence in where to find information about courses, financial support and university accommodation.*



The National Collaborative Outreach Programme

End of Phase 1 report for the national formative and impact evaluations

October 2019

Report to the OfS by:



Sheffield
Hallam
University

Sheffield
Institute
of Education

THE
BEHAVIOURAL
INSIGHTS TEAM.

Attainment at GCSE is strong indicator of access to HE...

There is a clear link between educational attainment in schools and colleges and access to higher education.

By establishing stronger partnerships with schools and colleges, higher education providers play an important role in supporting the educational attainment of young people from underrepresented groups and reducing the gaps between these students and their more advantaged peers.

Why does this matter?

[Evidence](#) suggests that the gaps in educational outcomes between underrepresented students and their peers start very early in a child's life and increase over time.

When students from underrepresented groups achieve the same levels of attainment as their advantaged peers at age 16, they are almost equally likely to go on to higher education.

However, [research](#) shows that students who are underrepresented in higher education are far less likely to get the GCSE grades they need to enter higher education.

Long-term, strategic partnerships between schools and higher education providers can support those from underrepresented groups to develop the knowledge and skills required to succeed.

Regulatory notice 1

Access and participation plan guidance

Reference OFS 2019.05

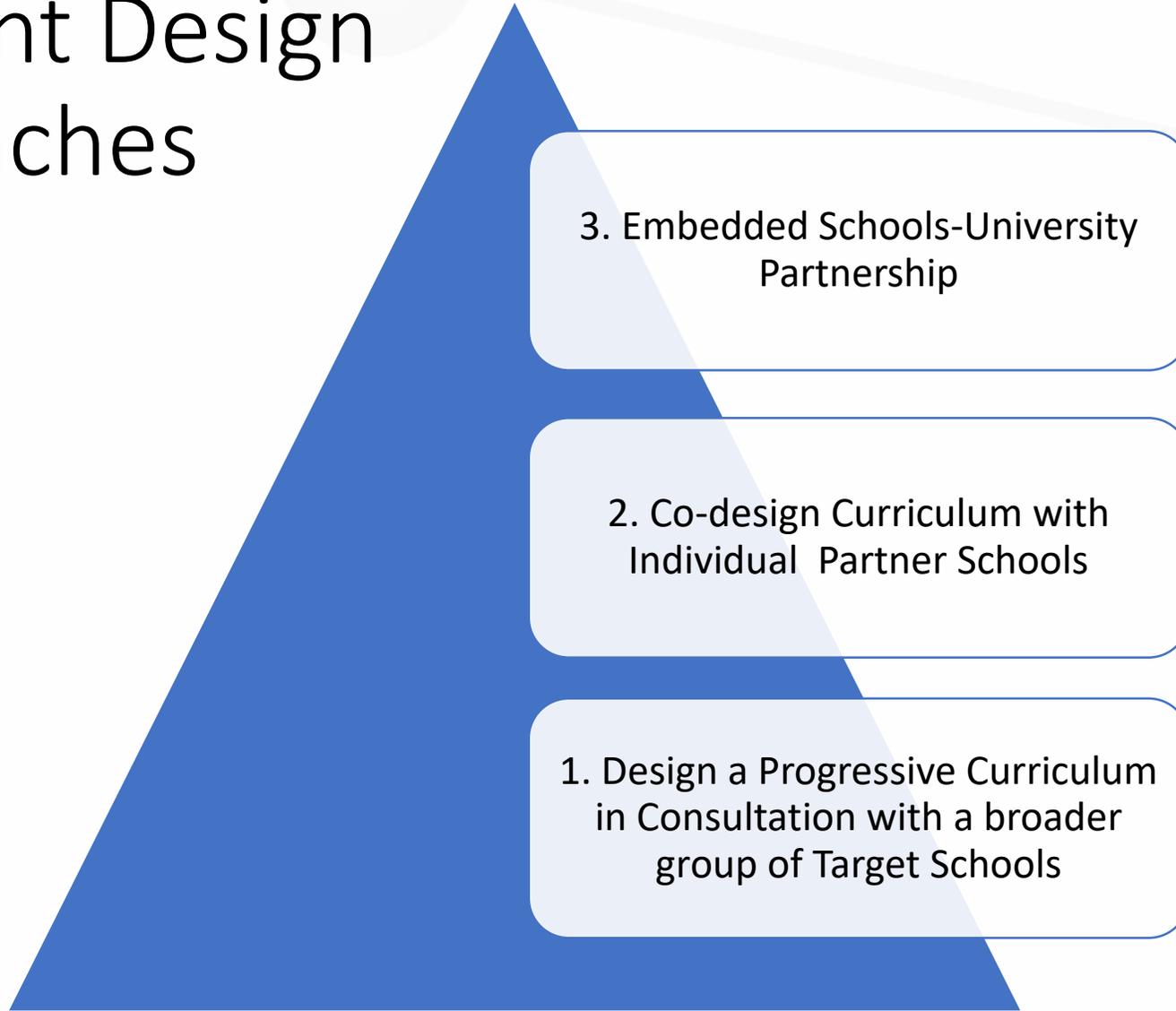
General enquiries to: app@officeforstudents.org.uk

Enquiries about a specific plan to: registration@officeforstudents.org.uk

Publication date 28 February 2019

...and the current year 8's will reach university entry age in 2025: the final year of the new five-year A&P Plans.

Different Design Approaches



3. Embedded Schools-University Partnership

2. Co-design Curriculum with Individual Partner Schools

1. Design a Progressive Curriculum in Consultation with a broader group of Target Schools



- High Resource Intensity
- More Opportunity for Co-design

- Low Resource Intensity
- Greater autonomy in design

1. The Multi-Schools Activity Programme

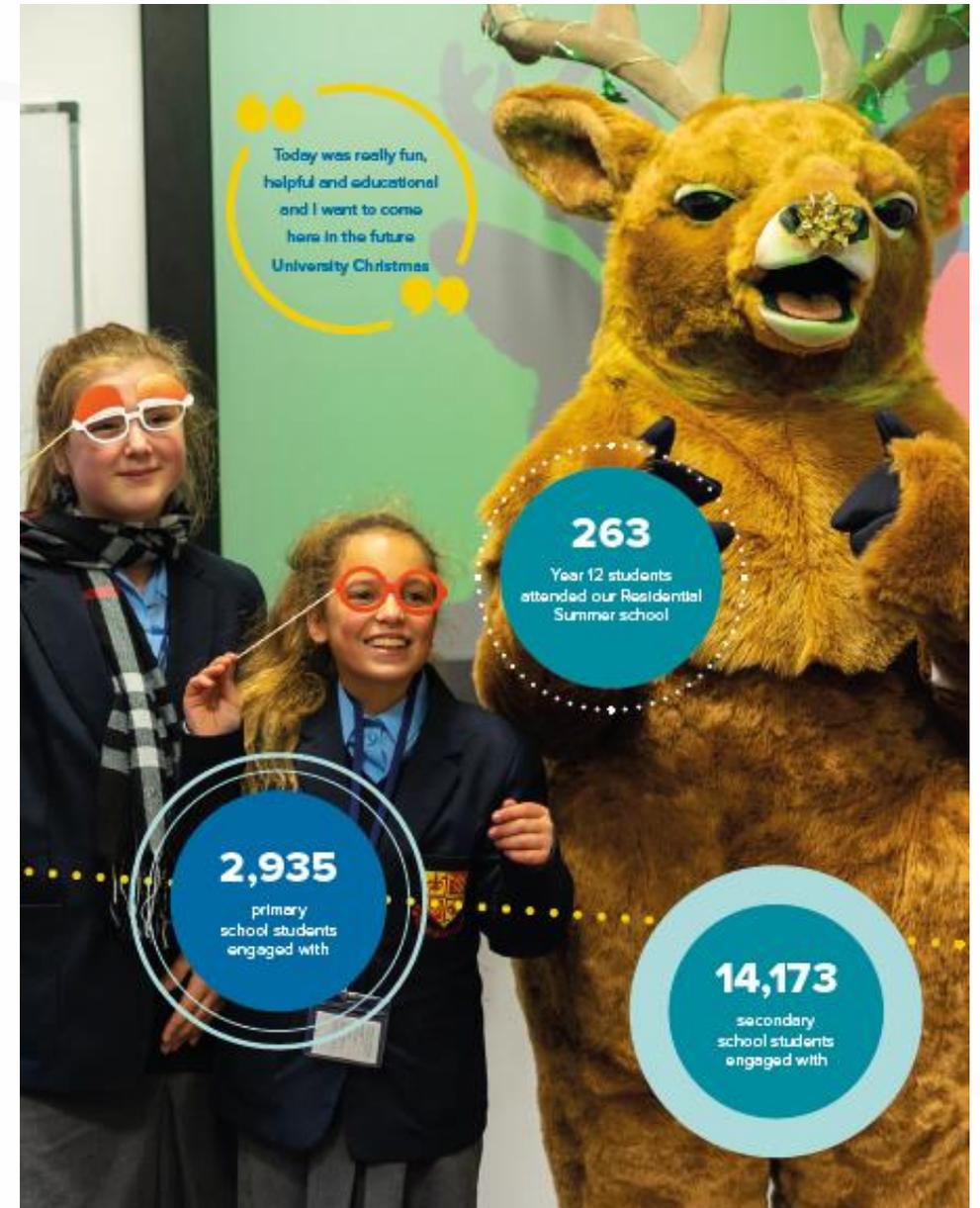
Year group	Faculty	Year 7	Year 8	Year 9	Year 10	Year 11
IAG		University Start	University Day	University Day	University Day	
			University Work	University Work	University Work	
			University Life	University Skills	University Futures	University Study
Faculty In School >2hrs	FASS	Persuasion and Law (the art of persuasion?)	Compete for your Seat	Crack the Case	Ready Steady Pitch	
	FEPS	How to win at Rock, Paper, Scissors	Design, Build, Reuse Challenge			
	FHMS	Visiting Vets/How Clean is Your Classroom	Nutritional Needs	DNA Discovery		
Faculty On Campus	FASS	Poetry speaking/Oracy?	GSA?	Speak Up Speak Out	Speak Up Speak Out	
	FEPS	Physics of Sci-Fi	Crime Scene Maths Investigation	Engineering Island		
	FHMS	Get Psyched	A Disappearance on Campus	Evolution and Adaptation		
All Team Event		University Christmas	University Week	STEAM Festival	Year 10 Programme	

Schools Advisory Group meets once a term to consult on new activity, evaluation, and programme design.



Example of Impact

- Year 8 Exploring HE Week: 90% of parents/carers said their child's confidence had grown after the week.
- Year 10 Sustained Engagement Programme: 79% of students thought that University was an achievable option for them.
- 72% of students who engaged in outreach activity achieved 5 A*-C GCSE grades compared with a school average of 61%.



2. Co-design/selection with school/s

NCOP Phase 1 Report:

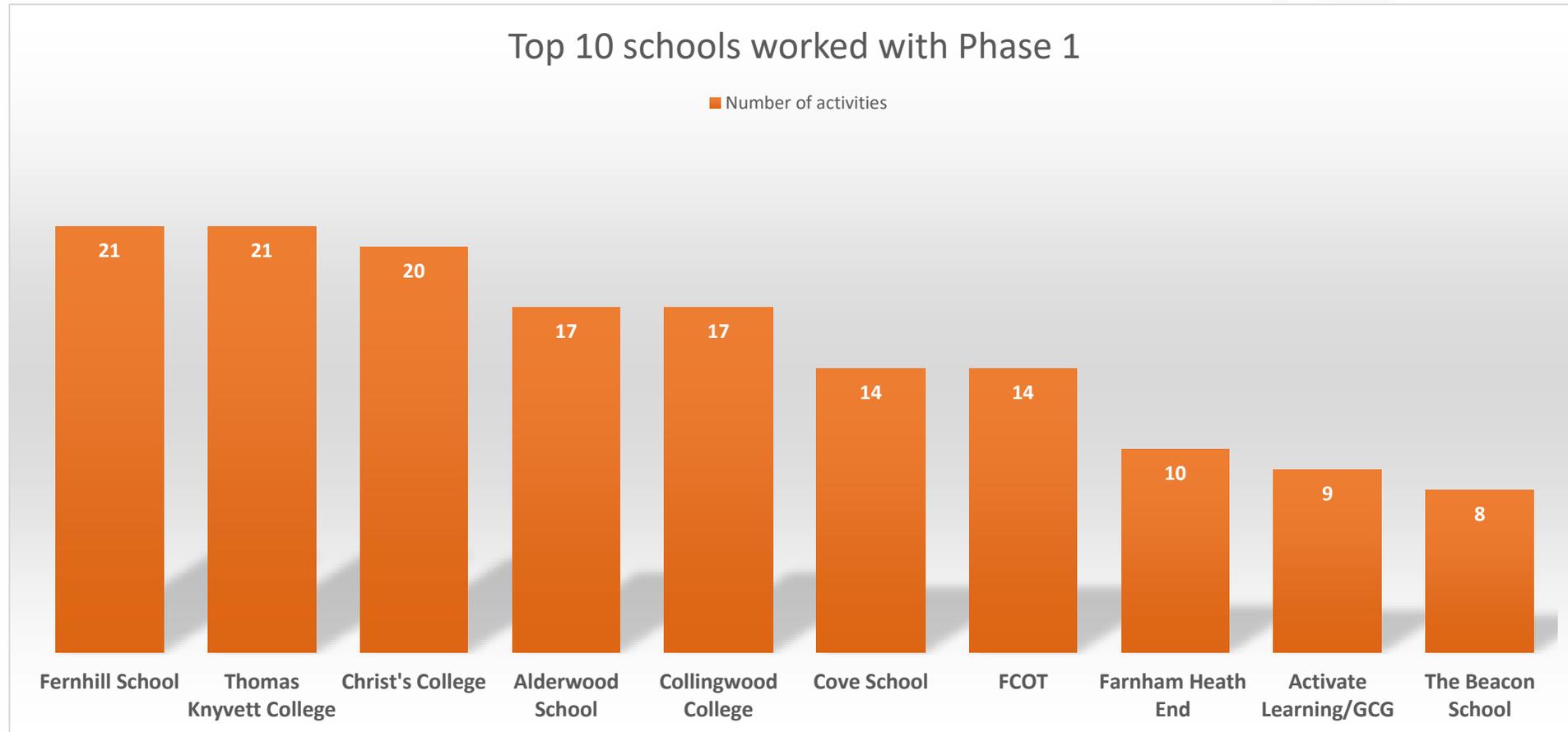
Partnerships are moving away from offering fixed menus of activities and increasingly providing programmes that are tailored to the age and circumstances of learners, school/college type and the local context

Example of outcomes from an initial activity planning meeting with HEON, Surrey's NCOP, and a partner schools

- ALPS led apprenticeship assembly
- A discussion on meeting the needs of more able students
- Year 11 activity planning
- Year 9 Revision Skills
- Pathways event for pupil premium students
- Development of sustained engagement programme in school for Year 11/12 HEON students



Example of Impact



3. Embedded partnerships with schools

Five factors for successful and sustainable partnerships

 [The School-University Partnerships report](#)  identified five key factors for creating successful and sustainable partnerships:

- 1** All partners, including the university or college and school, should have an equal voice.
- 2** Both organisations should identify a strategic leader to drive the project forward.
- 3** Both organisations should have a strategic, relevant plan.
- 4** A 'third space', away from the cultural values of either organisation, should be created.
- 5** Material resources and funding strategies should be developed.

<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/strategic-relationships-with-schools-and-raising-attainment/creating-successful-strategic-partnerships/>

Finding our Futures at Kings College, Guildford

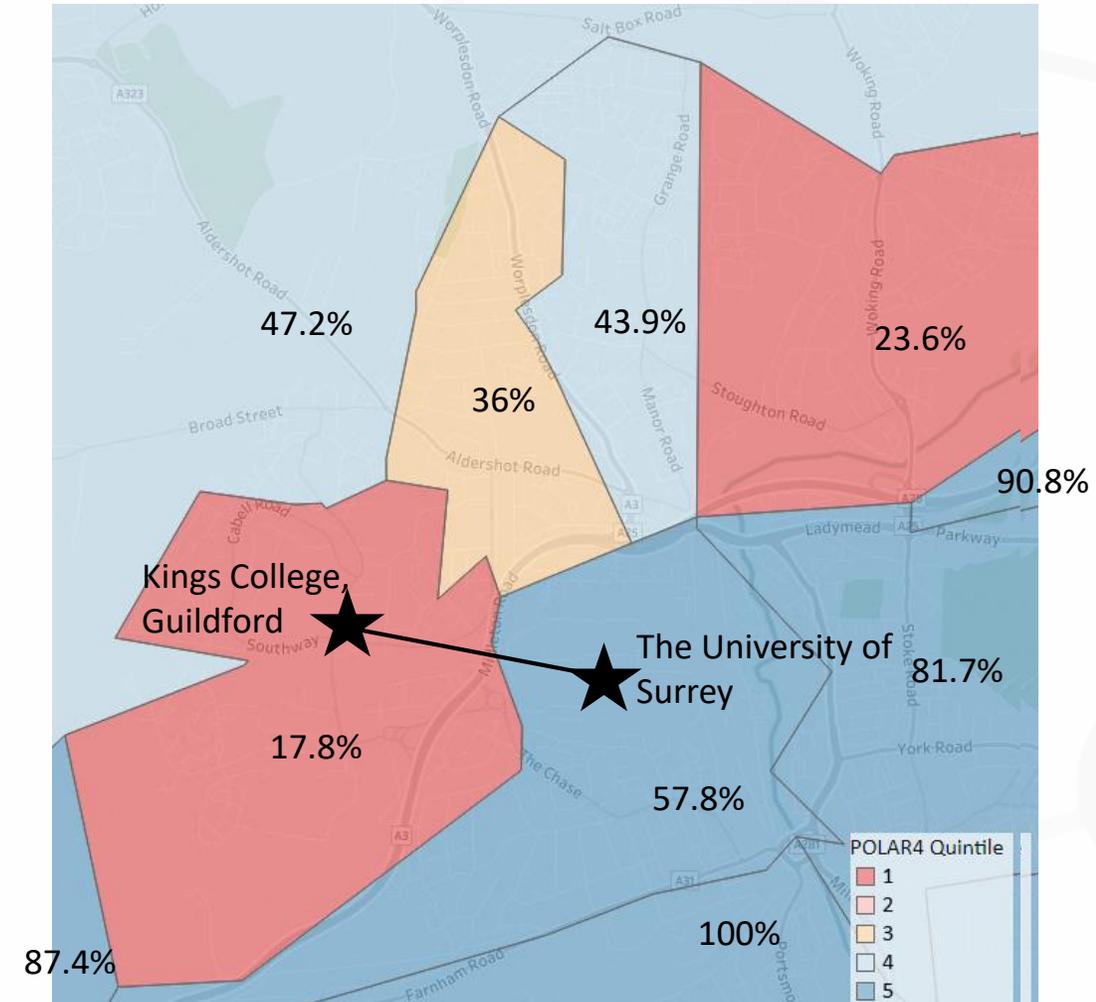


FINDING OUR FUTURES AT KINGS

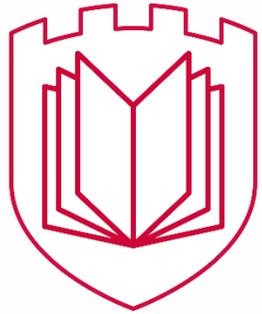
Our Vision is to provide a “whole school approach to providing a coherent and individualised programme of academic and pastoral support that aims to assist students in raising their aspirations and attainment.”



- **Demographic: 93% meet 1 or more Widening Participation Targeting Criteria**
- Partnership begins in Sept 2016 & Aspirations Lead is employed in Feb 2017.
- Employed by the University of Surrey & line managed by the Head of Access & Participation.
- Recognised as a school staff member.
- 4 days at school | 1 day at university.
- Duties and role tailored to providing attainment and aspirations support at Kings through delivering the sustained programme of activities.
- Assesses ways that the whole institution can support the school.
- Gets undergraduate/postgraduate students involved in school life.
- Embeds university within school.



The Embedded Aspirations Curriculum:



A WORLD OF BOOKS
YEAR 7



MENTOR ME
YEAR 9



THE APPRENTICESHIP
YEAR 10



DESTINATION UNKNOWN
YEAR 8



GET READY
YEAR 11

Innovation

- Developing Leaders- USSU Training for School Council/Your Future Ambassadors
- Work Experience Opportunities
- Community Engagement: joint University/School projects
- Parent Engagement: Parent Takeover/Achievement Postcards
- Student Union Involvement



STUDENT
LEADERSHIP



98% of students have had at least one aspiration activity in 2018/19.

81% of students have engaged with three or more activities.

“Close partnership work with the University of Surrey enables pupils to be well informed about future career paths. This motivates them to strive for the educational standards they will need to achieve in order to access appropriate further or higher education.”

*HMI Kathryn Moles, Ofsted, July 2018
Final Ofsted Inspection*

“The transformation in how the children view their futures and view their ability to succeed has been incredible.”

Anna Wallis, Vice Principal

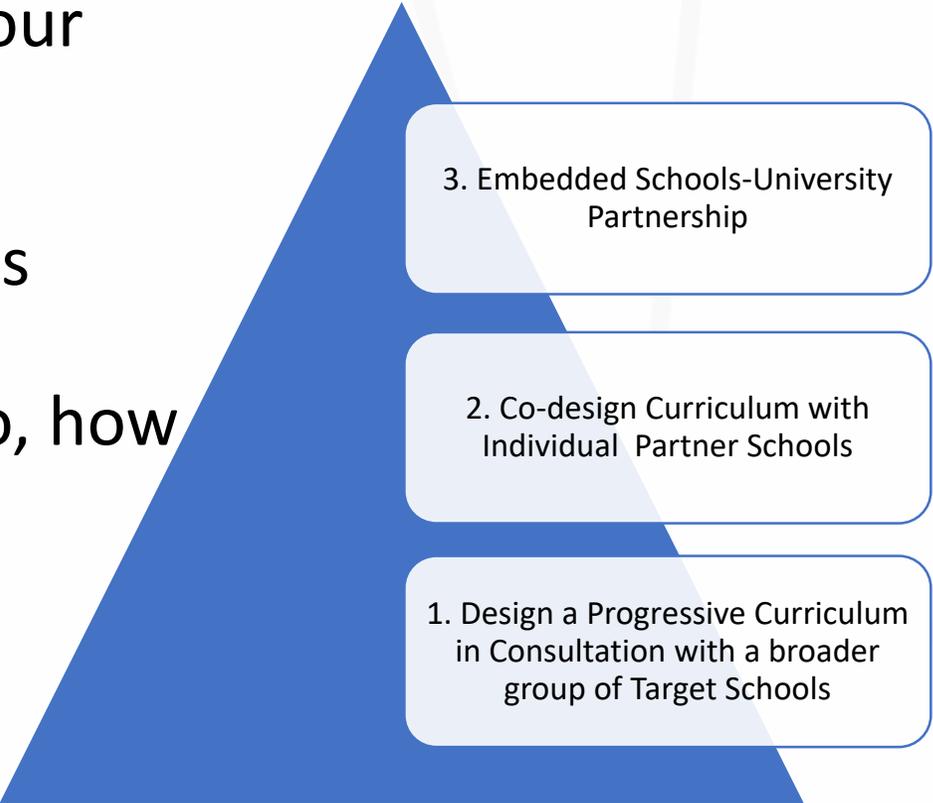


WINNER— 2019 NEON Widening Access Partnership Award & School/College Widening Access Award

“This experience was wonderful, I really need to say thank you to everyone for having me and treating me well. This placement has made me change my views of working and adult life a lot. There are many good aspects that I had not realised before the placement!” – Year 10 Student

Discuss

- Of the different design approaches, which one do you utilise the most and why?
- What are the benefits and challenges of your approach?
- What are your ambitions related to schools partnership and corresponding curriculum design? Do you perceive any barriers? If so, how can they be overcome?



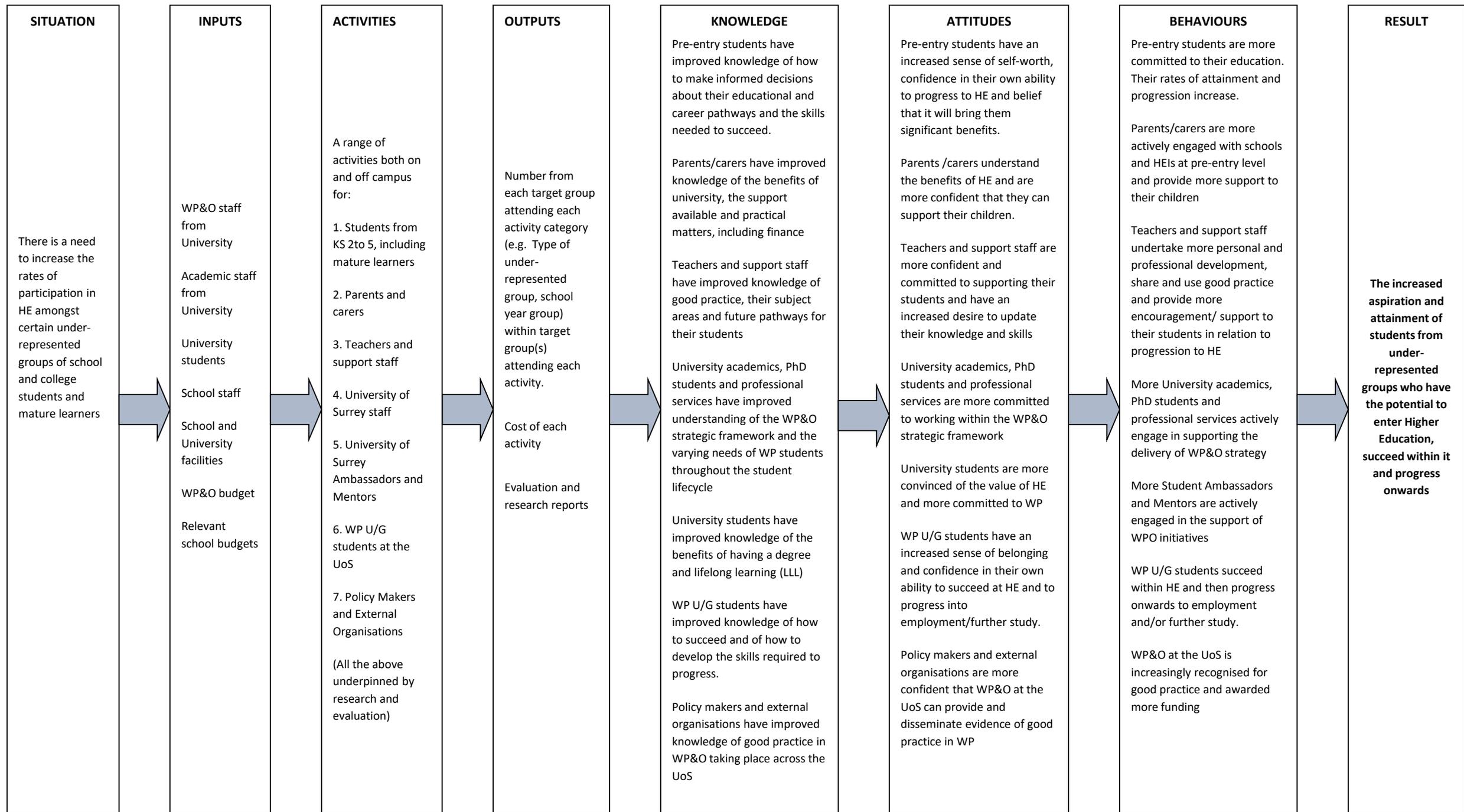
3. Embedded Schools-University Partnership

2. Co-design Curriculum with Individual Partner Schools

1. Design a Progressive Curriculum in Consultation with a broader group of Target Schools

The Logic Model Approach: Measuring Outcomes and Impact

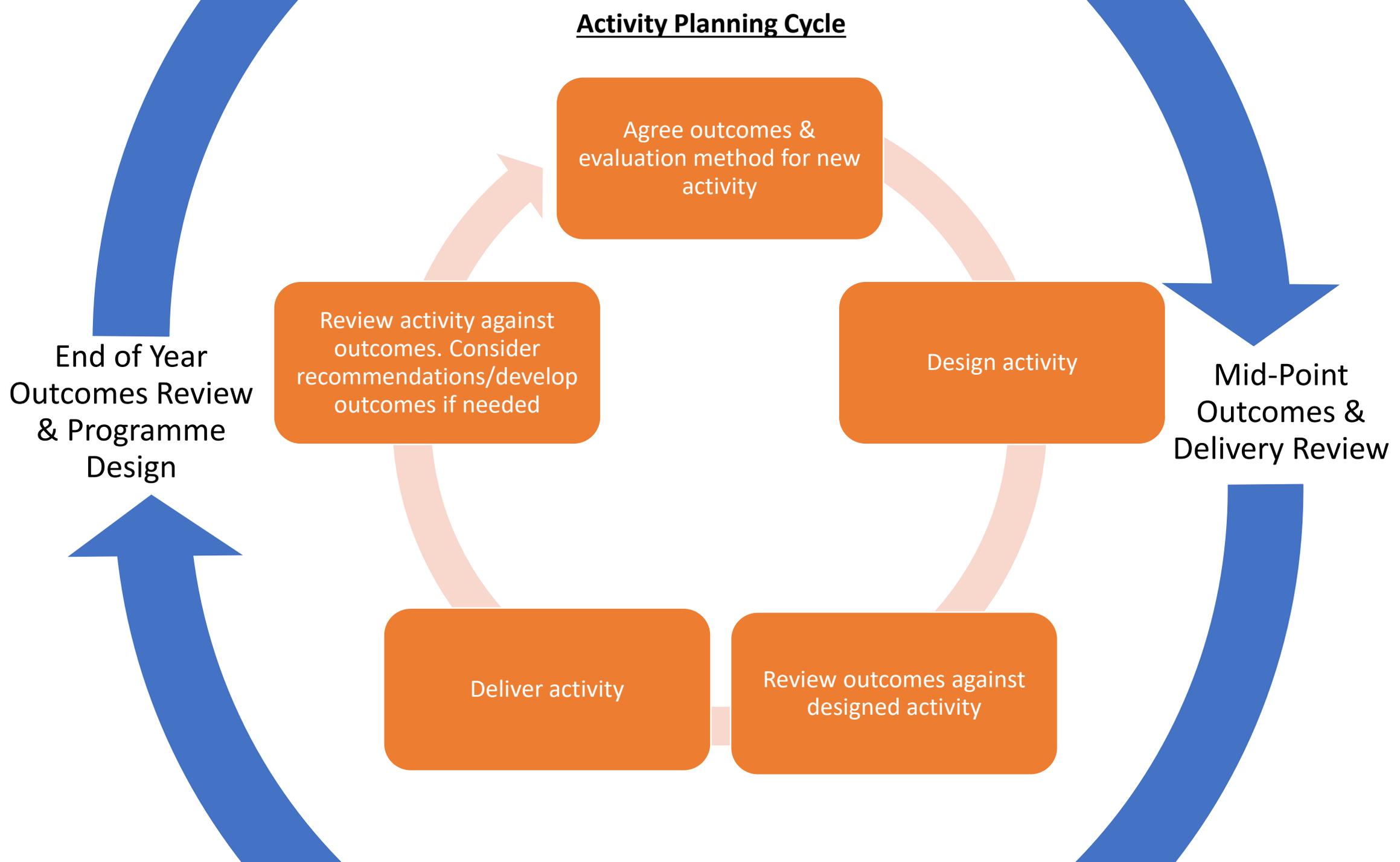




Outcomes for pre-entry students (KS2 to 5)

Behaviours	Attitudes	Knowledge
<p>BO1: Increase rates of progression to Higher Education</p> <p>BO2: Increased rates of progression to the University of Surrey</p> <p>BO3: Increased rates of application to Higher Education</p> <p>BO4: Increased rates of application to the University of Surrey</p> <p>BO5: Increase rates attainment of L3 qualifications</p> <p>BO6: More positive engagement with education</p> <p>BO7: Increased use of the skills required for HE study</p> <p>BO8: Increased rates of application to the Residential Summer School Programme by students that WP&O have worked with previously</p>	<p>AO1: Increased sense of self belief and awareness</p> <p>AO2: Increased confidence that HE is an achievable option for them</p> <p>AO3: Increased confidence that progression to HE will bring significant benefits (eg financial, career and/or social benefits)</p> <p>AO4: Increased confidence in their ability to make informed and independent decisions</p> <p>AO5: Increased commitment to learning</p> <p>AO6: Increased confidence in their ability to undertake the transition into HE</p> <p>AO7: Increased subject specific confidence</p> <p>AO8: Increased confidence in applying the skills required for study in HE</p> <p>AO9: Increased confidence to source information on Higher Education</p>	<p>KO1: Knowledge of the benefits of HE</p> <p>KO2: Understanding the UK application process for HE</p> <p>KO3: Understanding of the financial implications of going to HE, including the financial support available</p> <p>KO4: Knowledge of academic and pastoral support available within universities</p> <p>KO5: Understanding the variety of career opportunities a degree can lead to</p> <p>KO6: Increased breadth and depth of subject knowledge</p> <p>KO7: Increased knowledge of skills required for study at HE</p> <p>KO8: Knowledge of where to get information about HE</p> <p>KO9: Knowledge of the different HE options/routes</p>

Activity Planning Cycle



Outcomes Mapping

Event	Year Group							Pre Entry Students & Mature Learners																		
								KO1	KO2	KO3	KO4	KO5	KO6	KO7	KO8	KO9	AO1	AO2	AO3	AO4	AO5	AO6	AO7	AO8	AO9	
Physics of Sci-Fi (16/01/19)	1			x			X					X	X	X	X	X		X		X	X		X	X	X	
CSPi (22/01/19)	1				x		X					X	X		X	X		X		X	X		X	X	X	
University Start - Year 7 (23/01/19)	1			x			X			X				X	X		X	X				X		X		
University Week (28/01/19 - 01/02/19)	1				x		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y7 Microorganisms (04/04/19)	1			x			X					X	X	X	X	X		X		X	X		X	X	X	
Know Your Mind (01/05/19)					x		X					X		X				X			X		X	X	X	
University Day (22/05/19)						x	X		X	X				X	X			X	X							

Review of Outcomes

WP&O Activity Outcomes 2017/18 (July review 2018)

Event	Pre Entry Students & Mature Learners																						
						KO	AO																
Physics of Sci-Fi (16/01/19)	x					g				g	g	x	x	x		g		x	y		y	x	x
University Start - Year 7 (23/01/19)	x					g			g			g	r		y	g				g		g	
Y7 Microorganisms (04/04/19)	x					g				g	g	g	x	x		g		g	y		y	g	g
Know Your Mind (01/05/19)	x					g				g		y/g				g			y		g	g	g
CSPi (22/01/19)		x				g				g			x	g			x	y	x				x
University Week (28/01/19 - 01/02/19)		x	x	x		g				ng	g	x				g		y	y		g	g	
Univeristy Day (20/03/2019)		x	x			x				x	r	r	x	x		g		x	r		x	r	x
University Day (07/05/19)		x	x			x				x	g	g	x	x		g		x	r		x	r	x
University Day (25/06/19)		x	x							g		g	g	g		g	g	g	g				g
Met:						6	0	0	1	6	4	5	1	2	0	8	1	2	1	1	2	4	3
Partially met:						0	0	0	0	0	0	1	0	0	1	0	0	2	4	0	2	0	0
Not met:						0	0	0	0	0	1	1	1	0	0	0	0	0	2	0	0	2	0
TOTALS:		4	5	4	1	6	0	0	1	6	5	7	2	2	1	8	1	4	7	1	4	6	3

>75%

- Based on the evaluation the outcomes has been met as three quarters of participants responded postively to questions

65-74%

- What could be done to ensure that the activity provides the information required to meet the outcome?
- Does the outcome question link well to the outcome we were trying to achieve?
- Is the outcome the correct one for the activity being delivered?

<65%

- Is the outcome the correct one for the activity being delivered?
- What could be done to ensure that the activity provides the information required to meet the outcome?
- Does the outcome question link well to the outcome we were trying to achieve?

Evaluation Level

	Monitor No.s	Register Required	Demographic forms Required	Active Evaluation (in-session)	Post Event Evaluation	Pre Event Evaluation	Focus Group/ interview	6 month follow up
Assembly								
Careers Fair								
Primary??								
Activity <1 hr								
In school < 2 hr								
On Campus								
Collaborative								
Hard to Reach								
Sustained Eng.								
Summer Schools								

Remember: students are one stakeholder group. The more in depth a programme/activity is, the more stakeholders should be involved.

Activity

- Think of a couple of activities/programmes that you deliver for different age groups (e.g. one for year 7's and one for year 9's).
- Map them against the knowledge and attitudinal outcomes for pre-entry students (KS2-KS5).
- Do the intended outcomes of the activities compliment one another?
- What more can be done to ensure that they can run alongside one another as components of a progressive outreach curriculum?

Building the Outreach Curriculum: How to Progress Activities from KS2 to KS5

Priority and Implementation Planning



Take Note of the National Picture/Priorities

Area-based measure postcode look-up

Searching a postcode will show its position and associated area-based measures. Additional information will be displayed below the map.

Please do not include spaces in your postcode search.

Search postcode (NOT including spaces)

B46TB

Geographic boundary outlined

- CAS ward (used to calculate POLAR3, Adult HE and Gaps)
 MSOA (used to calculate POLAR4 and TUNDRA)

Showing data for: B46TB

Multiple postcodes returned when searching a single postcode? Enter your postcode in quotation marks, for example "BS348SR"



Postcode details:

Postcode	CASWARD	MSOA	NCOP target ward
B46TB	00CNFW	E02001876	Non-NCOP Area

Postcode	Reason removed POLAR	Reason removed TUNDRA	Reason removed Gaps
B46TB	Not Applicable	Not Applicable	Not Applicable

Search for schools and colleges to compare

Create a My schools list to compare schools and colleges in your area. If you search by location, you can filter your list to view by school type, gender, Ofsted ratings and other options.

[What information can I find here?](#)

- School or college name or reference number (URN)
 Location (postcode, town, street)



Select a provider:

* All English higher education providers

Explore the data:

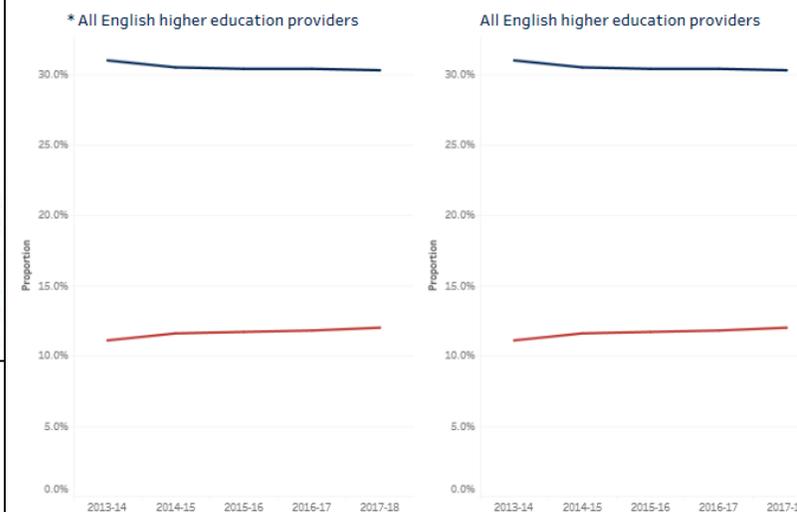
Select a mode of study:

Full-time or apprenticeship

Select a level of study:

All undergraduates

Quintile 1
 Quintile 5



Know your local area!

- 1.6.2 *Young carers often experience disruption to their education and barriers to accessing University because of the practical and emotional demands of their caring responsibilities. According to the 2011 census, there are over 6000 young people providing unpaid care in Surrey. These figures include only those who have disclosed that they provide care; in reality the figure is likely much higher than this and indeed a local charity (Surrey Young Carers) estimates that there are over 13000. We believe it is important to develop support for this group of students to access higher education, and we are working with local charities and community groups to do so effectively.*
- 1.6.3 *Young people from GRT communities face challenges in accessing higher education. Their school attainment is often lower, there is limited understanding of the needs of GRT communities, and they often lack information about further and higher education. According to the 2011 census, 13000 (or 0.2%) of Surrey's population were from white gypsy or traveller communities; this is double the average for England (0.1%). Although the population is nevertheless small, we will continue to engage with these young people through targeted outreach projects with schools in our local community to help them access higher education.*

University of Surrey's 2021/22-24/25 Access & Participation Plan



Know your strategy...



...this will help you target your schools

Category	Criteria	What this means in practice
Priority	<p>Meets one of the following criteria</p> <ul style="list-style-type: none"> Free School Meal (FSM) rate greater than the national average of 13.2% Disadvantaged pupils achieving grades A*-C (including Maths and English) below National average of 36.5%* Low Participation Neighbourhood (POLAR3) quintiles 1&2 above UK average of 25.6% Advisory group schools 	<ul style="list-style-type: none"> Proactively build/continue strong working relationships with these schools. Arrange meetings with relevant school staff to ensure that WP students within their school access our programme of support. Potential to deliver activities for whole year groups Continue to promote programme of WP opportunities to the schools
Targeted Offer	<p>Meets the following criteria</p> <ul style="list-style-type: none"> Has a gap greater than 25% in attainment between disadvantaged and non-disadvantaged students School had high level of engagement in WP outreach activities during 2016/17* 	<ul style="list-style-type: none"> Targeted work with students who meet WP criteria, likely to be in smaller numbers than Priority Schools Still promote our programme of WP opportunities to the schools but do not support year group wide activity (HE Fairs excluded) Be present at school HE Fairs if Student Recruitment cannot support this activity Potential for specific attainment raising work with WP students although no plans for this currently
Low Priority	<p>Meets none of the above criteria</p>	<ul style="list-style-type: none"> Be present at school HE Fairs if Student Recruitment cannot support this activity No longer advertise our programme of WP opportunities to these schools Advertise some opportunities for individuals such as In2Surrey & the Residential Summer Schools for those with 6th forms.

Mapping exercise

National priorities	Local priorities	Institutional/Partnership priorities

- Does your current programme of activities support the above priorities?
- How can you strengthen the progressive nature of your programmes to further embed them in a national/local/institutional context?
- Are there approaches that are better suited to your institution/partnership?

To conclude...

