



An Evaluation of the Derbyshire and Nottinghamshire Collaborative Outreach Programme

Interim Report June 2018

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Contents

List of Figures.....	4
List of Tables.....	4
1. Executive Summary	6
The Context.....	6
Aim/Methods	6
Key Findings.....	6
Recommendations	7
The Final Report	7
2. Introduction.....	8
3. Evaluation aims and objectives	11
4. Interim Report Aims and Objectives	12
5. Literature Review	14
Introduction to outreach and widening participation.....	14
The History of Widening Participation and Collaborative Networks	14
Who is the focus of widening participation?.....	16
What underpins decision making regarding attending HE?.....	17
What works in outreach?	19
Networks	25
Effective Collaboration	27
6. Methodology	31
Evaluation Framework.....	31
Design	39
Participants.....	39
Methods	43
7. Findings and Analysis.....	44
1. The development of the network and the collaborative partnerships	44
Who is involved?	44
How is DANCOP structured and what are the roles?	45
Successes	51
Challenges.....	52
2. The engagement of schools into the network/collaborative partnerships.....	55

3. Pupil feedback on activities	58
1. Summated feedback for all activities	58
2. Feedback on providers	60
3. Feedback on specific activities	63
<i>Activity 2 IntoUniversity – Education Pathways: Focus on Choice (Workshop 1)</i>	65
<i>Activity 3 IntoUniversity – University Life: FOCUS on Future (Workshop 1)</i>	67
Summary of student feedback	75
4. Innovations.....	76
Network/collaboration	76
Activities	77
5. The plan for the final report.....	81
8. Conclusions.....	81
9. Recommendations.....	82
10. References.....	82
10. Appendices	87
Focus Group Schedule (Think for the future mentoring)	87
Interview Questions for the central project team/committees.....	88
The Steering Group.....	88
The Governance Board.....	89
Innovations and Partner Group.....	90
Central Project Team.....	91
Hub Teams.....	93
Interview/Questionnaire Questions for Teachers (and HE Progression Officers –not yet implemented)	95
Interview schedule for activity providers.....	96
HEFCE – NCOP Impact Evaluation: participant baseline survey – Older Students (Years 12-13) – DaNCOP	98
HEFCE – NCOP Impact Evaluation: participant baseline survey – Younger Students (years 9 and 10) – DaNCOP	107

List of Figures

Figure 1 Geographical remit of DANCOP (Target wards highlighted in red)	9
Figure 2 The NEURPI framework's aims	24
Figure 3 Example of NERUPI framework using Level three aims and objectives	25
Figure 4 Typical network structure.....	27
Figure 5 Expanded Kirkpatrick model of evaluation	31
Figure 6 Proposed DANCOP structure.....	45
Figure 7 Actual DANCOP Structure.....	48
Figure 8 Participating schools and the number of learners who have undertaken activities.	55
Figure 9 Number of learners taking part in activities from each year group.....	57
Figure 10 Mean ratings before and after FOCUS on Success Workshops.....	64
Figure 11 Mean ratings for IntoUniversity –Education Pathways: Focus on Choice (Workshop 1).....	66
Figure 12 Before/after FOCUS on the future workshop.....	68
Figure 13 Mean ratings before and after FOCUS on the Future Workshop 2	69
Figure 14 Mean ratings before and after Central/Widening Access team Parents Evening...	70
Figure 15 How Pet-XI works	78
Figure 16 Are you thinking about applying to HE?	79

List of Tables

Table 1 DANCOP Goals and Targets	11
Table 2 DEMO strategies and associated characteristics.....	21
Table 3 Approaches to collaborating.....	28
Table 4 Logic Model for DANCOP	Error! Bookmark not defined.
Table 5 Data Requirements	34
Table 6 Participant types and numbers to April 2018.....	39
Table 7 DANCOP schools and percentage of DANCOP learners in each	40
Table 8 Number of participants to date by assessment tool	43
Table 9 Institutes and their representatives on management groups.....	45
Table 10 Providers of WP activities to March 2018 with learner numbers	56
Table 11 Providers, activities and number of.....	56
Table 12 Activity ratings	58
Table 13 Mean responses to before/after questions from all learners and all activities	59
Table 14 Mean responses and paired sample t-test results for before/after questions for IntoUniversity	60
Table 15 Mean responses and paired sample t-tests on before/after questions for Central/Widening access activities.....	61
Table 16 Mean responses to before/after questions for WNC Outreach activities.....	62
Table 17 Mean responses to before/after questions for Derby hub activities	62
Table 18 Mean responses to before/after questions for Mansfield/ Hub activities.....	63

Table 19 Paired sample t-test results for IntoUniversity – Introduction to HE choices: Focus on Success (Workshop 1) N = 148	65
Table 20 Paired sample t-test results for effect of IntoUniversity Education Pathways FOUCS on Choices (workshop 1) on measures (N = 114).....	67
Table 21 paired sample t-test results for before and after measures of FOCUS on the future workshop 1 (N= 90)	68
<i>Table 22 paired sample t-test results for before and after measures of FOCUS on the future workshop 2(N=65)</i>	69
Table 23 paired sample t-test results for before and after measures of parents evening by Central/widening access team (N=15)	70
Table 24 Mean before and after ratings for visit to Vision University Centre	71
Table 25 Mean before and after ratings for Discover University.....	72
Table 26 Mean before/after responses for each of the three revision techniques workshops	72
Table 27 Mean before/after responses for Time Management and Resilience activity.....	73
Table 28 Mean before/after responses for Revision Skills (organization)	73
Table 29 Mean before/after responses for Study Skills Day.....	74
Table 30 Mean before/after responses for What do graduates do?	75
Table 31 Mean before/after responses for Sri Guru Singh Sahba Derby.....	75

1. Executive Summary

The Context

The National Collaborative Outreach Programme (NCOP) was developed to support the Government in meeting three goals:

1. Double the proportion of young people from disadvantaged backgrounds in higher education (HE) by 2020
2. Increase by 20 per cent the number of pupils in HE from ethnic minority groups
3. Address the under-representation of young men from disadvantaged backgrounds in HE.

In the East Midlands the NCOP consortia is the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP) which is a progression of NEMCON (North East Midlands Collaborative Outreach Network) and is comprised from several universities and colleges of further education. DANCOP's initial two goals were:

1. Raise learners' motivation to work hard and their understanding of the importance of education in their future:
2. Equip learners to plan for progression and make appropriate choices for post-16 study and HE.

Aim/Methods

This interim report includes an extensive review of literature on widening participation, collaboration and networks and details a formative evaluation undertaken by The International Centre for Guidance Studies (iCeGS) using data collected from February 2017 to March 2018. It reports on the progress made by DANCOP up until March 2018 with respect to:

1. The development of an effective collaborative network
2. The extent to which schools have been engaged
3. The nature of student feedback received so far and distance travelled with respect to knowledge/attitudes/intentions pertaining to future options and in particular higher education
4. Innovations in collaborative working and widening participation

The formative evaluation has so far captured data from surveys, interviews and focus groups from DANCOP team members, management group members, students and third party providers.

Key Findings

1. The network is well established amongst the HEIs, external stakeholders and some FE colleges
2. FE colleges are facing an unprecedented upheaval with significant changes to the sector, pressures on staff to meet targets, mergers and redundancies. In this difficult

and uncertain climate some of the college partners have been unable to engage effectively in the partnership.

3. It has taken a long time to establish the central and hub teams, primarily because of the policies and processes inherent in HEIs and FECs. Additionally it takes a long time to build awareness in schools and develop good working relationships so that WP activities can be delivered. The project life span needs to be extended for its full potential to be realised and for impacts to be properly evaluated.
4. DANCOP could work more quickly if legal issues and executive sign off could be facilitated. Dealing with the implications of GDPR has taken a lot of capacity.
5. Collaborative work has been supported by:
 - a. Representation of key partners across different management groups
 - b. The structural and physical location of teams and individuals
 - c. An agile Steering Group
 - d. 'Blended Professionals' who have significant experience, knowledge and skills and are able to cross boundaries to get work done
6. DANCOP has been able to engage with a large number of learners although these have tended to be located in a small number of schools. At March 2018 the majority of interactions had been delivered through the third party provider IntoUniversity. Year 11 students were the year group who have had the most engagement with activities.
7. Innovative approaches to WP can be seen already but some may not be eligible for the funding or able to demonstrate specific impacts which may be at a cost to pupils.
8. Initial feedback, both quantitative and qualitative, from pupils indicates that activities are perceived positively. The activities, in the short term at least, have a favourable impact on levels of knowledge, confidence, intentions to attend and motivation to work hard

Recommendations

1. That the lifespan of the initiative is increased significantly in order to meet targets and evaluate long term impact.
2. That NCOP provides legal advice and support regarding elements such as data sharing agreements.
3. That there is more efficacious system for executive sign off on contracts for projects.
4. That colleges and hubs consider how to integrate their team members both within the institution (i.e. located structurally and physically within appropriate departments) and with each other to facilitate support, communication and collaboration.
5. That DANCOP produces a shared calendar of events for hubs and central team members. There might also be an internal online forum for all partners and members of teams to access in order to share best practice, challenges and develop resolutions.

The Final Report

Will include data from more students, teaching and SLT staff, Governance Board members, all third party providers and follow ups with the DANCOP team. Additionally it will include analyses of the CFE survey data from October 2017 and September 2018 to examine shift in

knowledge, attitudes and intentions over time. Finally it will include case studies on innovative widening participation activities.

2. Introduction

The National Collaborative Outreach Programme (NCOP) was developed to support the Government in meeting three goals:

4. Double the proportion of young people from disadvantaged backgrounds in higher education (HE) by 2020
5. Increase by 20 per cent the number of pupils in HE from ethnic minority groups
6. Address the under-representation of young men from disadvantaged backgrounds in HE.

NCOP will run from 2016/17 to 2019/20 and is comprised from 29 consortia who work collaboratively to deliver outreach activity in geographical areas where fewer than expected young people participate in HE. The consortia are made up from HE providers, colleges of further education, schools and other stakeholder organisations which include third sector organisations and Local Enterprise Partnerships (LEPs). Consortia are funded by HEFCE (now the Office For Students) who provided £30 million to support initialisation of programmes, £60 million per year in 2017/2018 and further funding is available (up to December 2020) should consortia demonstrate they have made progress in attaining the Government's goals (<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/>). These have in most cases built upon outreach networks developed through the National Networks of Collaborative Outreach (NNCO) which ran from 2014 until 2016. Their aim was broadly similar to NCOP and it worked by developing a single point of contact for schools in a region who coordinated outreach and provided advice and guidance to schools.

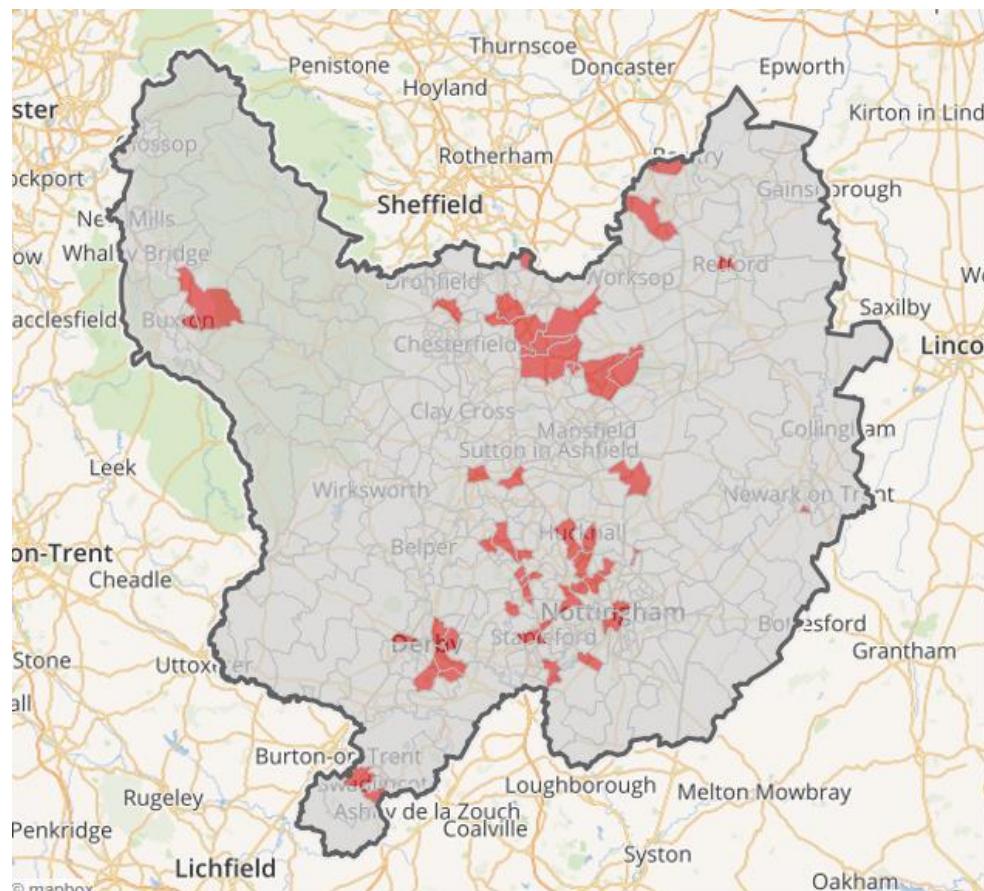
In the east midlands the NCOP consortia is the Derbyshire and Nottinghamshire Collaborative Outreach Programme (DANCOP) which is a progression of NEMCON (North East Midlands Collaborative Outreach Network) and is comprised from several universities and colleges of further education situated in the region:

- University of Derby
- University of Nottingham
- Nottingham Trent University
- Bishop Grosseteste
- Derby College
- Nottingham College
- Buxton and Leek College
- Chesterfield College
- Stephenson College
- Vision West Nottinghamshire College

DANCOP's provision aims to "inform learners and parents about all aspects of higher education, including college-based provision and higher and degree apprenticeships"

(www.teamdancop.co.uk/about/) across a wide geographical area (see Figure 1 – HE participation gap wards are highlighted in red).

Figure 1 Geographical remit of DANCOP (Target wards highlighted in red)



This area has been described as the worst performing region in the country on a range of key indicators (Ofsted, 2016): Derby and Nottingham were among the ten lowest ranking local authority areas nationally for GSCE examinations – only 47.6% and 42.4% of pupils respectively achieved the benchmark five or more A* to C grades including English and maths in 2015. The Chief Inspector of Ofsted at that time (Sir Michael Wilshaw, 2016) pointed out that there are very few high-performing multi-academy trusts in the region, while the support and challenge to schools from local authorities has not led to rapid enough improvement.

Whilst the NNCO NEMCON had made some positive progress, DANCOP argued that there were still several issues that influenced poor participation in HE in the region. These included:

- competing pressures in teachers' workloads, leaving little time to organise participation in HE progression programmes
- competing priorities for schools, under pressure to improve GCSE attainment

- perceived lack of relevance of our current programmes in areas of low attainment and low aspirations
- lack of understanding of HE provision in FECs
- practicalities of travel: many schools and colleges are located rurally and therefore some distance from the nearest large university site, with limited public transport.

Thus DANCOP's initial proposal had four main priorities:

- a) Establishing a central team to develop, coordinate and support the delivery of outreach on behalf of all partners
- b) Building schools' capacity to engage with outreach and other progression-related activity by funding HE Progression Coordinator posts within schools
- c) Delivery of specialist targeted activity by third parties (including third sector organisations) to raise aspirations and attainment and to re-engage learners
- d) Promoting diversity and innovation in outreach, including the extension of outreach to remote gap areas, and supporting the capacity of FE partners to deliver outreach, through a fund into which FE partners can bid.

DANCOP's initial two goals were:

1. Raise learners' motivation to work hard and their understanding of the importance of education in their future:
2. Equip learners to plan for progression and make appropriate choices for post-16 study and HE.

These goals were developed into targets, see Table 1 below.

Table 1 DANCOP Goals and Targets

Objectives	Milestones	Measurables
Have a presence and impact in all 63 target wards.	Evidence engagement in all wards by the end of the academic year 2017/18.	Hubs to keep a register of learners engaged with each event and report back to Central team.
Engage with 3000 learners from target cohorts in the first academic year of the programme and 6000 in the second.	3000 in year one and 6000 by end of year two	Collection of registers for all activities with name, date of birth and postcode of each participant and use of EMWPREP to track learners' engagements with the programme
Use targeting information to effectively prioritise time and resource	Engage with 80% of the highest priority schools by the end of the academic year 2017/18. Engage with 50% of the medium priority schools by the end of the academic year 2017/18. Engage with 25% of the medium priority schools by the end of the academic year 2017/18.	Hubs to keep a register of learners engaged with each event and report back to Central team. Hubs to update monitoring returns on a monthly basis on the number of interactions with learners, teachers and parents. Targeting of appropriate cohorts by Hubs

3. Evaluation aims and objectives

The evaluation of DANCOP has five aims, each with a number of objectives:

1. To produce a comprehensive mapping of the DANCOP structure and network in relation to its features, characteristics and the extent to which it has built upon NEMCON. Assess DANCOP's progress against their stated targets.
2. To evaluate the collaborative nature of the partnership (formative assessment)
 - a. *How was the central project management team established and to what extent has it worked effectively?*
 - b. *How have the HE progression officers and support officers been implemented and what progress have they made? What has the development/content/implementation of the progression plans included?*

- c. *What roles have the steering group, governance board and IPG played in supporting the central team and how effective have they been achieving their aims?*
 - d. *What has the communication and division of roles between partners, hubs and the central development team been? Has it been effective?*
 - e. *How many schools engaged with DANCOP and what activities were delivered? How do these map against the NERUPI framework?*
 - f. *Did the outreach programme reach remote areas and increase in diversity?*
 - g. *Has the network developed and piloted any innovative approaches to collaboration and outreach? To what extent have the IPG facilitated this? Has there been any wider learning and best practice that can be shared?*
 - h. *Has the network enabled any economies of scale, efficiencies in operation and service and reduction of duplication?*
3. To assess the impact of the delivery of outreach in target wards (summative assessment)
- a. *Have learners developed positive attitudes, aspirations, motivations and increased knowledge of career options and progressing to HE?*
 - b. *Has there been an increase in the number of pupils with 5+ A-C GCSEs to level 3 study with HE progression potential?*
 - c. *Has the number of learners progressing to HE increased?*
 - d. *Assess perceived value and benefit*
 - i. *What do 'users' (schools and colleges) consider the value of this scheme to be? How were the activities perceived in terms of:*
 1. *Relevance*
 2. *Interest*
 3. *Delivery*
 4. *Effectiveness in achieving their aims*
 - ii. *What did partners and stakeholders of the network perceive the value of it to be?*
4. Identify good practice and areas for improvement (formative assessment)
- a. *What has worked and why?*
 - b. *What were the key challenges?*
 - c. *How could the programme be further improved?*

4. Interim Report Aims and Objectives

The interim report aims to provide a formative evaluation of progress made to date on the following:

1. The development of the network and the collaborative partnerships

- a. Who is involved and how
- b. Successes
- c. Challenges
- d. Recommendations

2. The engagement of schools into the network/collaborative partnerships

- a. How many have engaged
- b. How many activities have been delivered
- c. How many learners have taken part in activities
- d. Successes and challenges
- e. Recommendations

3. Pupil feedback on activities

- a. Summative responses
- b. Responses by provider
- c. Responses by activity
- d. Case study information to date

4. Innovations

5. The plan for the final report.

5. Literature Review

Introduction to outreach and widening participation

Widening participation and outreach refers to projects and activities that attempt to widen access to university for those pupils who are under-represented in higher education. This encompasses learners from low participation neighbourhoods and disadvantaged and low income backgrounds. It also includes targeted groups such as looked after children/care leavers, disabled pupils, young adult carers, adult learners, asylum seeking and refugee pupils and pupils from ethnic minority backgrounds. Widening participation activities and projects are delivered in primary schools but are more commonly found in secondary schools where they are tailored to target the different needs of different age groups. Such activities encompass a range of different activities from one off class based workshops (where the focus might be on developing knowledge and understanding of HE), to serial, one to one mentoring interventions (designed to raise aspirations and change behavior). Widening participation activities are delivered by individual FE or HE institutions but are more commonly delivered by third party providers (often charities or social enterprises).

The History of Widening Participation and Collaborative Networks

The widening of participation in HE became prominent in the UK policy agenda in 1997 with the election of 'New Labour' who aimed to develop a highly skilled work force and promote social mobility (Whitty et al. 2015). At this time UK participation rates for young people in HE were low compared with international levels (OECD, 2005) and participation rates were particularly low for those from lower socioeconomic backgrounds (Wilkins & Burke, 2015). To combat this the government offered first the Excellence in Cities programme which aimed to (and succeeded to some extent) change motivation and behavior in school aged children as well as improve learning and attainment (Kendall et al., 2005). This was closely followed by AimHigher: Excellence Challenge, launched in 2001 (becoming simply AimHigher in 2004 and running until 2011), a joint HEFCE and Department for Business, Innovation and Skills initiative. AimHigher provided funding to HE Institutes (HEI's) which was used primarily for outreach work that aimed to 1. Recruit more individuals from disadvantaged backgrounds and 2. Provide them with financial support (Wilkins & Burke, 2015). West et al. (2005) demonstrated that participation in AimHigher: Excellence Challenge was related to increased attainment and increased year 11's intentions to progress to HE. Passy & Morris (2010) conducted a national evaluation of AimHigher and were able to show that participation in AimHigher for some targeted groups of pupils was associated with raised aspirations and improved attainment and progression (but could not demonstrate this was a causal relationship). However, schools and colleges who had taken part reported higher than predicted GCSE attainment and qualitative data suggested that the pupils enjoyed participation and were more interested in entering HE. One element that appeared to be effective was the provision of learning mentors which research suggested did impact positively on mentees progression and attainment.

AimHigher was wound up by the coalition government in 2012 but the widening participation imperative was maintained despite tuition fee caps being lifted in 2010. The coalition government instituted additional funding for pupils from low income families and launched the National Scholarship Programme whereby universities offered extra financial help to pupils from disadvantaged backgrounds. Further to this any university that wished to charge tuition fees in the bracket of £6000-£9000 was required to have an access agreement approved by the independent Director of Fair Access (www.gov.uk). In 2014 the coalition government published their national strategy for access and pupil success which was developed by Higher Education Funding Council for England (HEFCE) and the Office for Fair Access (OFFA) – the primary action within the strategy was the proposal for the National Network of Collaborative Partnerships (NNCOs).

The NNCO was a £22 million government funded scheme that ran from 2014 until 2016. The scheme, managed by HEFCE, aimed to widen participation into HE by forming local networks of universities and further education colleges to coordinate outreach work and by developing the Higher Education Access Tracker (HEAT) system for these networks to use to establish the longer term progression of pupils. These collaborative networks were designed to bring universities and colleges together around the common issue of lack of participation in HE by some groups and support institutes in the shared design and delivery of outreach activities.

Within the networks the partnerships were tasked with coordinating programmes of outreach that aimed to reach all state funded schools and colleges. The NNCO scheme produced 38 networks comprised from 200 universities and colleges of further education who, between them, reached 98% of schools and colleges (Stevenson et al., 2017). Networks were encouraged to work with, and often did, local authorities and the relatively newly established Local Enterprise Partnerships (LEPs). Networks were required to establish a single point of contact who was tasked with establishing relationships with schools and colleges and who would coordinate the provision of accurate and quality information, advice and guidance to pupils, teachers and other professionals working with young people (Stevenson et al., 2017). The national level evaluation team from The Sheffield Institute of Education at Sheffield Hallam University (Stevenson, et al. 2017) evaluated the NCCOs on a number of criteria:

- Their features/characteristics and the extent to which they were built on pre-existing partnerships
- Their engagement with LEPs and leverage of European Social Funds
- The extent to which networks ensured all state funded schools and colleges understood how to access HE outreach activity
- Whether networks were able to harness economies of scale, efficiencies in operation and service and reduce duplication
- Whether networks developed and piloted new or innovative approaches to outreach work
- Whether users, partners and stakeholders considered the scheme to be valuable
- Which elements were sustainable beyond the funding life cycle

Stevenson et al's evaluation found that of the 38 networks established 16 were new and there was only limited engagement with LEPs (these were very newly established) and no use of the

European Social Fund although multiple partners were engaged with. The networks had established contact with all the schools and colleges within their remit however the extent to which schools engaged with the networks was variable. Whilst IAG was readily accessible, outreach activity was delivered in only targeted schools and groups. This was done however to afford economies and efficiencies with work being delivered with those groups who were most in need. Efficiencies were also made through the use of social media and technology and innovations were made in terms of new knowledge, resources, best practice and access to these. Schools reported that the networks had impacted on learning and valued the opportunities. Networks reported that schools responded with organizational changes that would support the strategic use of outreach. Partners and stakeholders also perceived the networks to be of value. Overall the NNCO's facilitated a more strategic approach with stronger relationships and collaboration and this had value for schools and pupils. The main challenges appeared to be related to organizational structures/systems and communication.

The Government has since enacted the Higher Education and Research Act 2017, establishing a new regulator, the Office for Students (OfS). Their remit is to encourage greater choice and establish further equality in access to, and participation in, higher education. To inform their decision making the DfE has published Securing Success (Dec, 2017) and has also published their strategy - *Unlocking Talent, Fulfilling Potential* - for developing social mobility. This strategy includes the National Collaborative Outreach Programme (NCOP) which has been awarded £120 million funding by HEFCE for outreach and widening participation in 2018/19.

Who is the focus of widening participation?

In their comprehensive review, Moore, Sanders & Higham (2013) show that the individuals who are less likely to apply to and attend HE are typically:

- From low income households (as assessed through whether they qualify for free school meals (FSM), although this is in part due to differences in attainment)
- Live in POLAR3 (Participation of Local Areas) wards in the lowest quintile
- From families where parents have not attended HE
- State funded school or college attendees as opposed to independent school attendees
- White males from disadvantaged areas
- Adult learners (mature pupils)
- Part-time learners
- From an ethnic minority group
- Vocational and work-based learners
- Disabled
- Care leavers

The Sutton Trust (2010) reported that pupils who attended independent schools were 6 times more likely to attend a top university than those who attended a state school and 22 times more likely to attend a top university than pupils who both attended a state school and were

entitled to free school meals. They were **55** times more likely to achieve a place at Oxford or Cambridge University. One reason for these continuing differences is suggested by the Social Market Foundation who projected in 2016 that the government would fail to double the proportion of young people from disadvantaged backgrounds in higher education by 2020. They state that the strongest predictor of progression into HE is GCSE attainment but suggest that the target pupils of widening participation and outreach work continue to lag behind their counterparts on GCSE performance (Education Policy Institute, 2018). Consequently the OECD (2016) has pointed out that widening participation has to target deficits in underlying skills such as numeracy, reading, and writing (OECD, 2016).

Reed, King & Whiteford (2015) note that there is a growing body of evidence in widening participation research that suggests that cultural and social factors are significant barriers to accessing HE. Many European governments and policy initiatives look to widen participation through financial incentives/support or through increasing block funding to universities but these approaches do not tackle the cultural and social barriers (Reed et al. 2015). Furthermore funding is often done in short cycles but Reed et al 2015 argue that what is actually needed is a “longer term, holistic approach” (pp. 393) to actually achieve significant impact.

What underpins decision making regarding attending HE?

Socio-cultural influences

Chowdry et al (2012) conducted a large scale longitudinal study using national data sets and the data revealed the strongest predictor of whether a pupil would progress to HE or not was the grades they achieved in secondary school. However, those who typically attained lower grades were also typically from lower socioeconomic backgrounds. Furthermore these differences in attainment emerged early on; that is to say the effects of differences in socio economic backgrounds influenced future possibilities from an early age. This implies that social factors play an important role.

A predominant theoretical approach to understanding HE applicant behaviour is based on Bourdieu's social theory, particularly the concepts of habitus and capital. Habitus refers to a disposition to think, act and behave in a given way but that the individual is not consciously aware of. It is the product of the social context in which the individual lives and for children this will typically refer primarily to the familial and school context. There is individual level habitus and class levels habitus and Reay et al. (2005) argue that educational institutes can also demonstrate habitus. There is evidence that familial and institutional habitus effects decision making regarding HE (Reay, 1998; Diamond et al. 2014). Capital refers to formal and informal attributes that people may possess directly because of their familial, social and cultural background, for example language skills, cultural knowledge, educational qualifications or levels of confidence (Diamond et al. 2014, Perna & Titus, 2005). Social capital represents the benefits that individuals acquire from being part of established and enduring social relationships or networks (Bourdieu, 1985). Cultural capital refers to a person's education (their knowledge and intellectual capital) which can facilitate social mobility (Bourdieu, 1985). Social and cultural capital may be particularly important in terms of facilitating knowledge of HE as well as for the application process e.g. when writing a personal statement. Baars et al (2016) found that white working class boys found this to be a significant

barrier during admissions. Perna & Titus (2005) found that levels of parental involvement (which they operationalised as a measure of social capital) were related to the likelihood of applying to university. Kettley & Whitehead (2012) argue that working class young people may be less likely to apply to university and particularly a top university not because working class parents are not supportive, but because the parents are unfamiliar with HE and the processes surrounding applications and fees (lack cultural capital). Cunningham & Lewis (2012) point out that some teachers actually discourage working class pupils from applying to the very top universities as they have a reputation for being selective both in terms of grades and in terms of social standing. Baars et al (2016) found that white working class families are less familiar with HE both in terms of what it involves and in the benefits it can bring. They are less likely to consider this as a viable option for their children even if they hold it as an aspiration for them. Thus white working class boys have real difficulty in accessing information and role models who might convey this.

A recent study by Gao & Ng (2017) provides initial evidence that social and cultural forms of capital have a multiplicative effect. The authors demonstrated that social capital moderated the effect of cultural capital on the educational aspirations of pupils:

“the building of social capital (e.g. the direct and indirect communication between parents and the pupil regarding college/university) could positively facilitate the development of cultural capital (e.g. parents’ and pupils’ predisposition) and ultimately affected the odds of university enrolment” (pp. 16).

Thus whilst there has been progress in widening participation in HE, social class continues to be a strong determinant of educational attainment and progression (Whitty et al. 2015) and current findings still show that in the UK, family background has a significant effect on whether an individual will apply to and attend HE (Vignoles & Murray, 2016). This is particularly true of HE institutes at the top of the league tables where the number of entrants from widening participation groups remains largely static (Whitty et al. 2015).

Cost-benefit analyses

An alternative approach to considering decision making regarding HE is to apply a rational choice cost benefit analysis framework. University degrees do not have equal economic value – both the subject studied and the type of university attended effect labour market outcomes and therefore wage benefits (Conlon & Chevalier, 2003; Iftikhar et al., 2009) with modern post 1992 institutes attracting a lower return on investment. Research suggests that pupils from lower socio economic backgrounds are not only less likely to feel that HE is ‘for people like them’ (Archer, Hollingworth & Halsall, 2007) but are also less likely to apply to a top university (Harrison & Hatt, 2011). When they do apply it is more likely to be a modern ‘post-1992’ university (Connor, 2001).

White working class boys are particularly underrepresented in HE. They perform poorly compared to others in compulsory education and this partly explains why they are less likely to attend university (Baars et al, 2016) but other factors also contribute and this includes financial barriers (Baars et al. 2016); white working class boys have concerns that a university

degree is not a worthwhile investment and this is an even stronger influence than the actual initial costs of studying (Baars et al. 2016).

The introduction of course fees has inevitably led to fees and finance becoming a focus for researchers (e.g. Atherton, Jones & Hall, 2015; Dunnet, Moorhouse, Walsh & Barry, 2012; Davies, Mangan & Hughes, 2009; Connor, 2001). Connor (2001) found that for those qualified to enter HE, deciding whether to attend or not was a complex process with pupils being concerned about whether the costs of attending HE would realise sufficient benefits. Those choosing not to attend HE did so primarily because of a desire to go into employment and earn money more quickly. Dunnet et al (2012) found that although the introduction of fees had retained its relatively low importance as an influencer, it had led to 'non-traditional' pupils (those whose parents had not attended university) having a greater loss of utility associated with attending university. Davies, Mangan & Hughes (2009) also report that pupils who were 'unsure' that they would apply to HE were more pessimistic about a good degree enabling them to get a good job and were also more pessimistic about being able to gain a good degree in the first place.

What works in outreach?

Reviews of widening participation and outreach

There have been a number of reviews of widening participation/outreach work; Moore, Saunders & Higham (2013), Harvill et al. (2012), See, Gorard & Torgerson (2012), Torgerson et al (2008) and very recently a systematic review by Younger et al (2018). This latest review examined the findings of four previous systematic reviews and twelve experimental studies. The systematic review studies discussed by Younger et al looked at college access programmes in the USA (Harvill et al. 2012 and What Works Clearinghouse, 2006) and at post-16 participation and retention of ethnic minority pupils in the UK (See, Gorard & Torgerson, 2012 and Torgerson et al., 2008). Both of the American reviews (specifically meta-analyses) found evidence for the effectiveness of so called 'black box' interventions - these are multi-activity interventions whereby the specific effects of particular activities cannot be isolated so any positive impacts cannot be attributed to a particular activity, just the combination of events. The What works clearinghouse review found that taking part in the Talent Search intervention increased the likelihood of graduating high school by 17 percentage points as assessed via a quasi-experimental design evaluation (Younger et al. 2018). Harvill et al (2012) also found that college access programmes increased high school graduation as well as increased HE enrolment rates, and found evidence to support financial incentive programmes. However, they found that the size of these effects was dependent upon study design. Those studies employing less rigorous designs (e.g. quasi-experimental design as opposed to a randomised control trial) demonstrated larger effects.

The UK based review by See et al (2012) which was an updated version of Torgerson et al (2008) examined a group of fourteen studies comprised from a number of RCT's and less rigorous methodologies in both school and FE contexts. Their conclusions included consistent evidence that financial incentive programmes encouraged academic attainment in school contexts and that in both school and FE contexts, staff - pupil mentoring improved academic

attainment and retention (but peer mentoring did not) (Younger et al. 2018). The single studies Younger et al (2018) reviewed, which were predominantly American, examined a range of black box interventions in relation to a range of outcomes including academic attainment at school, likelihood of enrolling in HE, actual enrolments in HE, retention in/drop out from HE and quality of HE institute. The programmes examined included:

- the EXCEL tailored support programme (it provides enrichment activities such as mentoring, university campus visits, writing support and application support throughout high school and guarantees a scholarship to the sponsoring university)
- Talent Search (this offers academic, career, and financial guidance to support high school completion and enrolment into HE).
- Upward Bound (offers academic instruction, mentoring, cultural enrichment, work-study programmes and education/counselling services)
- Washington State Achievers programme (a whole school programme that provides mentoring and offers scholarships to eligible pupils)

The impacts of these different programmes were mixed - some neutral, some positive. The most common outcome found was an increased likelihood of attending HE after completing maths and science elements of the Upward Bound course, but this was using a quasi-experimental design which is less robust than an RCT. The EXCEL programme did result in a significant increase in enrolment at sponsoring institutes (see Younger et al. 2018) but the sample size was only 83. Evaluations of the WSA programme, whilst suffering from high attrition rates and lack of rigorous methodological design, suggest participants reported higher college aspirations and attendance and were significantly more likely to attend a high quality HE institution (Younger et al. 2018).

Studies examining the influence of single activity interventions reported a number of positive impacts. An RCT and several rigorous quasi-experimental design studies indicated that participants of financial aid interventions showed small but statistically significant increments in attainment, increased enrolment rates and increased retention (Younger et al. 2018).

An RCT designed evaluation of counselling in 'big picture' schools in America (these are schools whose curriculum focuses more on personal development and practical skill learning) was found to have significant impacts on college enrolment and type of course enrolled for, with counselling addressing personal issues such as aspirations and emotional issues as well as financial aid application.

Finally one study (Niu & Tienda, 2010; cited in Younger et al. 2018), examined the impact of a change of state law to provision of guaranteed university places to the top 10% academic performers in high schools. This did not increase participation in HE from minority populations such as Hispanic or disadvantaged pupils but did increase participation within the whole population.

The majority of the evidence discussed above is American however the USA demonstrates significant differences in education systems, minority groups and policies to the UK. However it is likely that many of the reasons underpinning decisions to not attend HE are similar to

those in the UK and include aspirations, confidence, attainment and financial concerns. Thus the findings that black box interventions, financial incentives and counselling are effective to some extent in the USA is also relevant here. Of particular interest are the impacts of multi-faceted programmes, despite being unable to ascertain which features of the programmes might be responsible for impacts. Many institutes offer multi-faceted programmes and events that combine several different activities and indeed it is an aim of collaborative networks, e.g., DANCOP, to work with schools to produce programmes of activities delivered over time.

Design and evaluation matrices

As has already been noted, researching and evaluating widening participation interventions is difficult and has led to few methodologically rigorous studies (e.g. Gorard et al, 2006; Hayton & Bengry-Howell, 2016). Given the increasing need for interventions to demonstrate impact and return on investment there is a corresponding need for evaluations to be designed in such a way that they provide this information.

Anderson & Vervoorn (1983)

Anderson & Vervoorn (1983) four conditions of entry to university – Availability, Accessibility, Achievement and Aspiration. Used as framework for Gale et al's study because it moves beyond the deficit model of widening participation and takes into account the construction of barriers by institutions, governments and systems.

DEMO

An Australian project examining outreach (Gale, Sellar, Parker, Hattam, Comber, Tranter & Bills, 2010) developed a design and evaluation matrix for university outreach programmes (DEMO). They concluded that effective programmes are long term, beginning in the final years of primary school or early on in secondary (Gale et al. 2010). Effective pre-year 11 (or year 10 in the U.K.) outreach work had 10 characteristics which sit under four strategies (see Table 2) and are aligned with three perspectives.

- **Strategies:**

1. Assembling resources – providing resources (human, money and time) to support and implement outreach
2. Engaging learners – learning and teaching of various orders
3. Working together – cooperation and partnership at various levels
4. Building confidence – in pupils regarding themselves and what HE entails

Table 2 DEMO strategies and associated characteristics

Strategy	Characteristics
Assembling resources	People-rich – enabling young people to develop ongoing relationships with those who can offer them guidance, support, mentoring and advice that is pertinent to their situation and capacities
	Financial support and/or incentives - addressing the economic challenges or difficulties of specific groups
	Early, long-term, sustained programmes – starting early, potentially in primary school, and continuing through secondary

Engaging learners	Recognition of difference – disadvantaged pupils bring their own set of knowledge and learning capacities to education that should be recognised and considered as an asset.
	Enhanced academic curriculum – developing and supporting ongoing high quality lessons throughout school and preparing pupils for FE or HE
	Research-driven interventions – these make use of the research capacity and ability within the university to underpin WP programmes, their implementation, their evaluation and the dissemination of this
Working together	Collaboration – amongst universities, colleges, WP providers and other stakeholders to support programme design and delivery
	Cohort-based – engagement with whole classes, or even larger cohorts of young people in a school or region to change culture within that cohort
Building confidence	Communication and information – providing information about university, university life, how to apply and finance
	Familiarisation/site experiences – university visits that include activities there which might inspire and familiarise the young people with HE, what learning at university is like and what facilities and support there is.

The three perspectives that Gale et al (2010) argue should underpin outreach work are:

1. Unsettling deficit views

This refers to the premise that WP should be about working *with* others and not *on* them and it should be about working with those pupils who are furthest away from HE and not those who have potential. Crucially however this perspective means having the same high academic achievement expectancies of all pupils. WP pupils who should come to perceive themselves as capable and HE as attainable but not at the cost of ‘watering down’ curricula. These pupils therefore need programmes which have an ‘in-depth, intensive and long-term focus on rigorous and rewarding learning to build academic disposition’ (pp. 11). The programmes need to be intellectually challenging and have high expectations for the production of high quality work.

2. Researching ‘local knowledge’ and negotiating local interventions

This perspective acknowledges the importance of understanding the particular conditions of the local communities when designing interventions. Essentially this entails forming relationships with surrounding schools and communities and understanding their pupils, backgrounds and particular issues before designing programmes. Furthermore there should also be scope for schools to negotiate what activities might take place

3. Building capacity in communities, schools and universities

This refers to the need to develop ‘cultures of possibility’ where the beliefs of pupils and their parents are challenged and hopefully changed. This requires increased capacity in

communities, schools and universities which includes more funding from government. Programmes should begin very early in school life especially in areas of high disadvantage to 'generate cultural and dispositional shifts in pupils, families and teachers in relation to aspiration and achievement' (p.11).

Gale et al (2010) argue that effective programmes combine a number of characteristics from a balance of strategies and adopt as many of the perspectives discussed above as possible. Programme strength is therefore a function of the number of characteristics they have (this gives them depth) and the number of strategies that these characteristics are distributed across (this gives them breadth) (pp. 14):

- Weak programmes: have three or less characteristics from strategy or two characteristics from two strategies
- Moderate programmes comprise three or more characteristics drawn from at least two strategies
- Strong programmes comprise four or more characteristics drawn from at least three strategies
- Very strong programmes comprise five or more characteristics drawn from all four strategies

NERUPI framework

Hayton & Bengry-Howell (2016) introduced the Network for Evaluating and Researching University Participation Interventions (NERUPI) praxis based framework which can be used for designing and evaluating widening participation interventions. Trialed at Bath University, the NERUPI framework makes use of "(1) theoretical perspectives and related academic research; (2) external monitoring requirements; and (3) evaluation processes to assess the effectiveness of institutional or collaborative interventions" (Hayton & Bengry-Howell, 2016, pp. 42).

The NERUPI Framework is underpinned by the theoretical concepts of capitals, field and habitus from Bourdieusian theory (e.g. Bourdieu and Wacquant, 1992). Capital is of three types; economic, cultural and social and with respect to education Bourdieu (1985) argues that social and cultural capital are critical to attainment and progression. It is cultural capital which is the primary determinant of differences in terms of academic achievement. In the NERUPI framework, social and cultural capital encompass educational skills and academic, intellectual and subject knowledge capital. The concept of capital is related to those of habitus and field. Habitus represents the dispositions individuals develop as a result of their specific familial environments (Harker, 1990) whilst field refers to a setting where individuals and their social statuses are located. An individual's particular location within a field is determined by the norms of the field, the individual's habitus and their capital (Bourdieu, 1985).

In the present context of WP, the NERUPI framework considers interventions in a field of engagement where the habitus of the pupil, their school and the university intersect (Hayton & Bengry-Howell, 2016). The framework identifies a number of issues that pupils classified as WP learners face (these are related to different forms of capital and habitus). Firstly they

might well have aspirations to attend HE but, compared to non WP learners, might not, as of yet, have the capacity to realise these aspirations (Reay et al., 2005; Bok, 2010). A lack of individuals within their social networks who have knowledge and experience of HE to share with them (Ball and Vincent, 1998) means that they are not in possession of all the information when making decisions about their future and in particular have little knowledge or understanding of HE (Appadurai, 2004). A further two issues for WP learners are the extent to which they have the capabilities to navigate through HE when they get there and the extent to which they have the prerequisite skills for effective academic practice. The field of HE for them is likely to be unfamiliar and may present unique social and cultural challenges. Additionally they may be less skilled in abilities that underpin effective study, attainment and progression. The NERUPI framework has five aims, mapped against these (Hayton & Bengry-Howell, 2016, pp.46-48):

1. Develop pupils' knowledge and awareness of the benefits of higher education and graduate employment
2. Develop pupils' capacity to navigate higher education and graduate employment sectors and make informed choices.
3. Develop pupils' confidence and resilience to negotiate the challenge of university life and graduate progression.
4. Develop pupils' study skills and capacity for academic attainment and successful graduate progression.
5. Develop pupils' understanding by contextualising subject knowledge.

The framework classifies interventions along 2 factors:

1. The year groups at which they are aimed (levels 0 through 5 - Level 0 refers to anything that happens up to and including year 6; Level 1 refers to years 8 and 9, Level 2 refers to years 10 and 11, Level 3 is post-16, Level 4 is what they term 'transition' and Level 5 refers to activities that take place with pupils in HE)
2. The level of intensity of intervention (low, medium or high intensity)

Low-intensity interventions refer primarily to aspiration building activities, such as campus visits. Medium-intensity interventions are aspirational as well, but also include activities which help build the knowledge and understanding of how to progress to HE and what it might involve, for example GCSE options days or subject taster days. High-intensity interventions typically involve multiple interactions over time which seek to improve attainment or develop relevant skills such as mentoring programmes, summer schools or tutor schemes. Activities at these different levels and intensities are linked to sets of learning outcomes.

The framework sets out aims and objectives for interventions at each level. An overview of the framework, its five aims and the different capitals and curriculums these are mapped against can be seen below in Figure 2. The framework as it applies to a specific year with aims and objectives is shown in Figure 3. (The framework for each level can be seen in the Appendix).

Figure 2 The NEURPI framework's aims

SOCIAL AND ACADEMIC CAPITAL		HABITUS	EDUCATIONAL SKILLS CAPITAL?	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' study skills and capacity for academic attainment	Develop students' understanding by contextualising subject knowledge

Source: Hayton, A., Mackintosh, M., & Warwick, E. (2017) Theory, Practice & Impact in Widening Participation: A praxis based framework. Access to Higher Education and Pupil Success Summit 2017

Figure 3 Example of NERUPI framework using Level three aims and objectives

Aims:			Top-level Objectives
			Enable students to:
SOCIAL AND ACADEMIC CAPITAL	PROGRESSION CURRICULUM	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment
HABITUS	STUDENT IDENTITIES	CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices
EDUCATIONAL CAPITAL	SKILLS CURRICULUM	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression
		PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression
INTELLECTUAL CAPITAL	KNOWLEDGE CURRICULUM	UNDERSTAND	Develop students' understanding by contextualising subject knowledge

Source: Hayton, A., Mackintosh, M., & Warwick, E. (2017) Theory, Practice & Impact in Widening Participation: A praxis based framework. Access to Higher Education and Pupil Success Summit 2017

Networks

Networks can be thought of as a “continuum between relatively weak or voluntary forms of partnership to stronger forms that are based on formalised partnerships.” (Stevenson, McCaig & Madriaga, 2017, pp. 14). This definition is derived from the work of Dhillon (2013) who argues that this continuum is comprised of four variables (Stevenson et al. 2017):

1. Trust – the types and levels of trust between the different partners

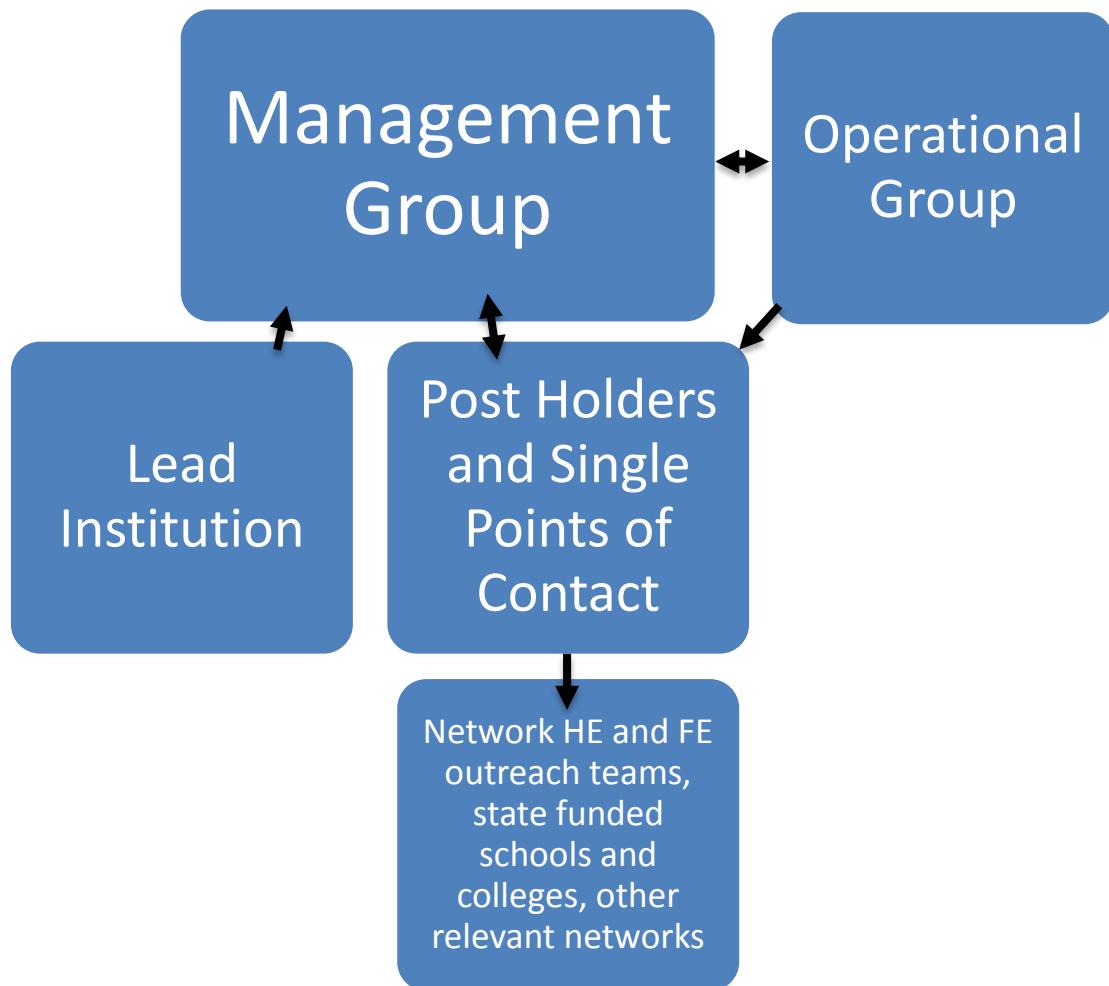
2. Network type – informal/formal, single/multi-level
3. Norms and values – formal/informal, type of objective e.g. business and finance, support
4. Motivations of participants – self interest to mutual interest

Networks can also be described in terms of their age, i.e. whether they are new, previously established or a combination of both, for example universities which have collaborated on previous projects but extend the network to include new collaboration with other institutes. The evaluation of the precursor to NCOP – the NNCO's – found some evidence that those networks who had some pre-existing relationships/collaborations were able to develop efficacious collaborations more rapidly (Stevenson et al. 2017). For those NNCO's who started from scratch as it were, the single point of contact (SPoC) was critical, playing what Stevenson et al term a brokerage role.

Stevenson et al's (2017) evaluation describes a typical NNCO network with a form comprised of a lead institution, a management group, an operational group and post holders and single points of contact (for schools/colleges) (see Figure 4). The lead institution was responsible for putting individuals in the central team into post, liaising with and being accountable to HEFCE for the whole network and overall responsibility for finances. The management group had responsibility for the strategic priorities of the network and each institute in the network was presented within it. The operational group's objectives typically entailed understanding the local context and identifying what outreach was needed as well as monitoring and evaluating performance, short term impact and financial activity. Post holders and single points of contact worked to map and gauge local outreach provision including gaps, duplications and individual school needs. They were also responsible for monitoring and evaluating activities and providing reports on this. Figure x below depicts lines of responsibility and reporting between the different components of the network.

With respect to the NNCOs, the evaluation concluded that whilst there was some evidence that pre-existing networks were initially able to develop more quickly than new networks, all networks eventually reached a point where they were operating effectively (Stevenson et al. 2017).

Figure 4 Typical network structure



Adapted from Stevenson, J., McCaig, C., & Madriaga, M. (2017) Evaluation of the National Networks for Collaborative Outreach (NNCOs). Final Report to HEFCE by The Sheffield Institute of Education, Sheffield Hallam University

Effective Collaboration

“Collaboration and partnership working in the context of widening participation and supporting pupil success in higher education involve a range of structures within which institutions and organisations define shared interests and objectives and work together to design and deliver activities” (Wiggans, 2012, pp.3).

Development of collaborative networks can take place in different ways. Morris, Golden, Ireland & Judkins (2005) argue this is either done using a devolved or a specialist team approach. The former devolves delivery of the programme to the partner institutes but puts a co-ordinator in place to support them in this. The latter gives over delivery to a partnership appointed team of specialists. In the AimHigher evaluations EKOS (2007) pinpoint two approaches; centralised (the programme is delivered through a central team) and

decentralised (individual institutes each receive responsibility and funding), but note that larger collaborative networks used both approaches.

Issues arising in the development of collaborative WP agreements have been outlined by Booth (2007) who argues that partners need to “avoid overlap and duplication, address (the) lack of trust and concern for territory, minimise undermining influences and factors, keep increasingly anxious people and organisations on side and identify the most effective leverage factors” (pp.5). After the initial phase of start-up, collaborations can come to work in a number of ways - Booth (2007) identified four approaches to partnership working; Federalism, Co-operation, Sharing platforms, Networked organisations (see Table 3).

Table 3 Approaches to collaborating

Approach	Description
<i>Federalism</i>	There are both centralised and devolved functions and authority is allocated in accordance with the agreed division of functions. Power, roles and responsibilities are divided and the power that matters should reside as close to the action as possible. Power at the local level is not subject to alteration. Trust is critical.
<i>Co-operation</i>	Institutionalised autonomy is maintained within a structure that combines the strengths of partners in a plan to pursue goals that meet both institutional and shared objectives. Partners make different contributions based on their strengths, such as information management, marketing or guidance and recruitment, to build an overall project through a team approach. Each partner is motivated to contribute to the whole because they believe they will benefit from the sum of the parts. They deliver more and higher quality outputs by using the complementary resources and knowledge that they bring to the collective approach.
<i>Sharing platforms</i>	The product is more important than the partnership and partners combine some elements of their own activities to build a bigger picture while maintaining the distinctiveness of individual providers. Partners work very closely together, have Steering Group members in common, share vital components and deliver different messages to distinctive sections of the community.
<i>Networked organisations</i>	Individual organisations come together to share ideas, discuss approaches and sometimes, but not always, act together. These networks may have the potential to link together a diverse range of partners using a few key governing principles.

Sources: Wiggans, J. (2012). Collaboration and partnership working in a competitive environment. *A literature synthesis of the Widening Access, Pupil Retention and Success National Programmes Archive*. York: Higher Education Academy and Booth, J. (2007) A rough guide to working in partnership, for Aimhigher Nottinghamshire. Aimhigher

Research on the previous collaborations of Lifelong Learning Networks and AimHigher (Wiggans, 2012, pp. 3) concludes that working in collaborative networks can result in the following benefits:

1. Staff and organisational learning (schools, colleges and universities) regarding disadvantaged pupils and the barriers for progression to HE
2. Development of valuable working links between different universities, colleges and schools and the development of relationships between individuals
3. An independent space out with of institutions for individuals to work towards the partnership objectives that is freer from institutional constraints and permits sharing of ideas, knowledge and resources to work innovatively.
4. Provision of impartial information about education and career options post 16 and post 18
5. Capacity to use third party providers to deliver outreach which is more cost-effective.

Wiggans further notes that the factors which appeared to underpin these positive outcomes revolved around having the right employees, a sound partnership infrastructure with regular communication and coordinated processes which facilitate the engagement of learners with progression. It was important that central project and partner institution teams were comprised from committed, enthusiastic individuals (referred to as blended professionals) with high-level knowledge and expertise and that they were able to operate across boundaries to develop relationships and support collaborative working. It was also important that there was clear communication regarding allocation of funding, knowledge sharing and decision making. Findings have indicated a number of problems with collaborative working. External influences such as policy shifts and internal strategic priorities can take the emphasis off WP and institutes can fail to recognise the commitment, time and effort required to work in a collaborative network. In either case engagement in the network may not be sustained in the long term. Additionally there may be tensions between competing institutes and finally the structural approach of the collaboration has to be right in balancing devolving responsibility for delivery to institutes and achieving accountability for the use and impact of funding (Wiggans, 2012).

One issue relating to government funded collaborative networks is that the funding is only available for a limited period of time. The two implications of this are that 1. The networks may not have enough time to forge relationships with schools and design, deliver and evaluate activities/impact and secondly the sustainability of outreach work after funding has stopped. Findings from AimHigher and the LLN evaluations suggested that sustainability might be achieved in part by entrenching key WP activities within university access programmes, by consortia of universities developing their own funding pots and through organisational and employee attitudinal and knowledge shifts (Wiggans, 2012).

Reed, King & Whiteford (2015) argue that effective collaborative networks are facilitated through meticulous communication:

- regarding clarity of expectancies, goals, processes, timeframes and outcomes
- between and within partners to avoid misunderstanding of strategy and misalignment of individual agendas with institutional strategy

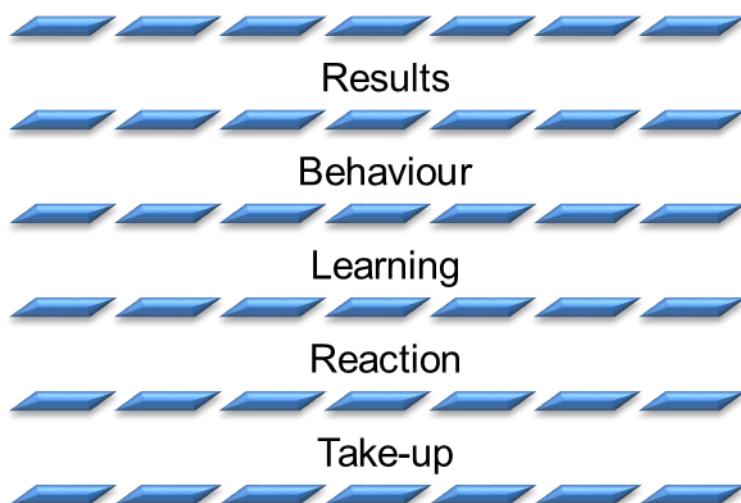
It is also important, state Reed et al (2015) that partnerships anticipate other risks such as prioritising one partners needs over another. They point out that this sort of behaviour can lead to what has been termed a 'vendor' relationship; here the vendor partner does not engage in the partnership as a long term collaboration but instead views it as a short term answer to some immediate need.

6. Methodology

Evaluation Framework

The evaluation aims to be both formative and summative, using an expanded Kirkpatrick model of evaluation (see Figure 5) as a framework.

Figure 5 Expanded Kirkpatrick model of evaluation



The evaluation strategy was developed from the (simplified) logic model for the DANCOP project shown in Table 4 (full logic model can be seen in the Appendix). As Table 4 shows, the anticipated outcomes of the DANCOP programme have been mapped against the different outcome levels of the Kirkpatrick model; short term outcomes from DANCOP involve the reactions and learning of staff and pupils, medium term outcomes reflect the behaviour of the staff and pupils and long term outcomes are results based (e.g. GCSE attainment, applications to HE). Based on the logic model a data requirements table was produced specifying the aims/objectives, variables to be assessed, methods to be used to measure variables, the participants and the timescale for each data collection phase (See Table 5).

Table 4 DANCOP Logic model with preconditions and assumptions

INPUTS (ACTIVITIES)	OUTPUTS	OUTCOMES		
<p>Recruitment of new staff, formation of central team, hubs and project teams.</p>	<p>Building schools capacity to engage with outreach and other progression-related activity by funding HE progression coordinator posts within schools and officer level support roles. Includes development in each school of a sustained and progressive programme of outreach</p>	<p>SHORT (uptake/reaction) 3000 plus interactions in first year and 6000 in second year By end of 2017/18: 80%+ of high priority schools engaged with 50%+ medium priority schools engaged with 25%+ of low priority schools engaged with</p>	<p>MEDIUM (learning) Teachers: Increased knowledge of progression options, funding options</p>	<p>LONG (behaviour) Teachers: Confidently talk about different progression routes and encourage all students to explore FE and HE as viable options</p>
<p>Collection of data with students before DANCOP activities began to understand the student voice</p> <p>Formation of relationships with schools</p>	<p>Delivery of specialist targeted activity by third parties to raise aspirations and attainment and to re-engage learners. Dev of programme of options for schools and colleges that is individually tailored but collectively cohesive. Partners are likely to include IntoUniversity, Brightside, YMCA, Youth at Risk, Groundwork, Graduate Coaches, Brilliant Club, Sutton Trust, The access Project, Business in the Community, Enterprise for Education. Individual and small group coaching will feature heavily.</p>	<p>Teachers: Positive experiences of engaging with DANCOP Positive experiences of activities</p>	<p>Pupils: Increased knowledge and awareness of progression options, funding, support and pathways into careers. Increased knowledge of how to study and revise Increased confidence Increased employability</p>	<p>Pupils: Increased motivation to engage and succeed at school Increased intentions to progress into FE and HE</p>

<p>Building knowledge of local culture, attitudes and employment prospects</p> <p>Audit of current provision (HE providers in the partnership)</p> <p>Formation/development of collaborative partnerships</p>	<p>Promote diversity and innovation in outreach including extending outreach to remote gap areas, supporting capacity of FE partners to deliver outreach</p>	<p>Pupils: Interactions with varied activities appropriate to own age and needs Positive experiences of activities</p>		
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Preconditions:

- Competing pressures in teachers' workloads, leaving little time to organize participation in HE progression programmes
- Competing priorities for schools, under pressure to improve GCSE attainment
- Perceived lack of relevance of our current programmes in areas of low attainment and low aspirations
- Lack of understanding of HE provision in FECs
- Practicalities of travel. Many schools and colleges are located well over an hour from the nearest large university site with limited public transport
- Some key issues for learners are already emerging – low aspirations and/or low awareness of the link between education and rewarding employment; highly debt-adverse (removal of grants is significant); disengagement from education; low attainment

Assumptions:

Activities will overcome the challenges put in place by the above preconditions

- a. DANCOP hubs and central teams will undertake much of the organisation of participation in WP activities
- b. DANCOP will fund activities designed to support GCSE attainment
- c. DANCOP will build local knowledge and develop relationships with schools to enable them to provide tailored programmes relevant to their own specific needs
- d. DANCOP will provide activities which provide education about FE provision and different pathways and routes
- e. DANCOP will fund transport to activities
- f. DANCOP will develop activities which underpin aspiration, motivation and confidence building. They will offer access to mentoring programmes which support individuals with potential but have challenging backgrounds for example.

Table 5 Data Requirements

FORMATIVE EVALUATION				
AIM 1. To produce a comprehensive mapping of the DANCOP structure and network in relation to its features, characteristics and the extent to which it has built upon NEMCON. Assess DANCOP's progress against their stated targets				
OBJECTIVE	MEASURABLES	MEASUREMENT TOOLS	PARTICIPANTS	TIMELINE
1.1 Produce a comprehensive mapping of DANCOP structure and network examining features and characteristics	DANCOP structure DANCOP features of collaborative network features and characteristics	DANCOP proposal Semi-structured interviews	Central team, Steering group, Hubs, partners	March 2018 March 2019
1.2 Measure progress against NEMCON	Progress versus NEMCON	Semi-structured interviews Monitoring and evaluation data and reports	Central team, Steering Group	March 2108 March 2019
1.3 Measure progress against targets	Progress Initial targets	Proposal Monitoring and evaluation reports Semi-structured interviews	Central team, Steering Group	March 2018 March 2019
AIM 2. To understand how effectively the partnership is working				
OBJECTIVE	MEASURABLES	MEASUREMENT TOOLS	PARTICIPANTS	TIMELINE
2.1 How was the central team established?	Processes, procedures and timeline of team set up	Semi-structured interview	Steering committee and central team	March 2018
2.2 Did schools perceive their capacity to have been developed? How was the capacity developed?	Extent to which schools perceive their capacity to deliver HE progression has increased	Semi-structured interviews	School leaders and relevant teachers/staff	March 2019

2.3 What were the development plans? To what extent were the development plans effectively constructed and deployed?	Extent to which development plans in each targeted school were completed: <ul style="list-style-type: none">• On time• To teacher/HE prog officer satisfaction Extent to which development plans were satisfactorily enacted/targets were met	Development plan documentation Structured interviews/questionnaires	School leaders and relevant teachers/staff	March 2019
2.4 What was the communication between the partners and the central team? Was this perceived to be satisfactory?	How did the various stakeholders communicate? Did they feel this worked? If not why not?	Semi-structured interviews	Central team, representatives from each partner institute	March 2018 and follow up March 2019
2.5 What targeted activity did the third party organisations provide and how effective was it?	Targeted activities by third parties and if it was effective	Monitoring and evaluation data collected by providers/central team Semi-structured interviews	Students/teachers engaging in activities Students, teachers, third party providers	Ongoing Ongoing
2.6 In what ways did the outreach programme extend into remote areas and extend its diversity? Was this effective?	Diversity into remote schools	Monitoring and evaluation data collected by providers/central team Semi-structured interviews	Students/teachers engaging in activities Students, teachers, third party providers	Ongoing Ongoing

2.7 What has been the interplay/partnership between the HE/FE providers and the third party activity providers? Have the complimented each other? Have the resources been distributed and used to their full potential?	How have partners, their own WP teams and third party providers collaborated? The effectiveness of this Resource dispersion and use	Semi-structured interviews	Central team, hubs, partner WP teams, third party providers	March 2018 March 2019
2.8 What innovative practices were used and how effective were they?	Innovative practice use	Semi-structured interviews	IPG, Central team, hubs, third party providers Relevant teachers	March 2018 March 2019
2.9 To what extent were deadlines met?	Deadlines	Semi-structured interviews Monitoring reports	Central team, Steering Group	March 2018 March 2019
2.10 What have been the main strengths of the partnership?	Strengths	Semi-structured interviews	Central team, Steering Group, Hubs, IPG	March 2018 March 2019
2.11 What have been the main challenges/issues	Challenges/issues	Semi-structured interviews	Central team, Steering Group, Hubs, IPG	March 2018 March 2019
2.12 What needs to be improved and could this be achieved?	Improvements	Semi-structured interviews	Central team, Steering Group, Hubs, IPG	March 2018 March 2019
FORMATIVE EVALUATION AIM 3. Identify good practice and areas for improvement				
OBJECTIVE	MEASURABLES	MEASUREMENT TOOLS	PARTICIPANTS	TIMELINE
3.1 What has worked?	Which activities impacted positively on learners?	Semi-structured interviews	Central team and hubs, IPG	March 2018 March 2019

		Monitoring and evaluation data Feedback	Senior leaders/relevant teachers WP providers Students	
3.2 Why did it work?	What features of the activities account for their success?	Semi-structured interviews Monitoring and evaluation data Feedback	Central team and hubs, IPG Senior leaders/relevant teachers WP providers Students	March 2018 March 2019
3.3 How could these be further developed and disseminated?	Could these be further developed and disseminated to other areas?	Semi-structured interviews Monitoring and evaluation data Feedback	Central team and hubs, IPG Senior leaders/relevant teachers WP providers Students	March 2018 March 2019
IMPACT EVALUATION				
AIM 4. To assess the success of the delivery of outreach in target wards				
OBJECTIVE	MEASURABLES	MEASUREMENT TOOLS	PARTICIPANTS	TIMELINE
4.1. Have learners developed a. positive attitudes b. aspirations c. motivations d. increased knowledge of career options and progression to HE?	Attitudes, aspirations, motivation, knowledge before and post project	Standardised online survey tailored to different ages Monitoring and evaluation data and Semi-structured interviews	Students Teachers	Ongoing Ongoing
4.2 Evaluate the perceived value and benefits of DANCOP with respect to	Perceived benefits and value focussing on	Semi-structured interviews	Senior leaders/teachers	Ongoing

b. Relevance c. Interest d. Delivery e. Effectiveness in achieving their aims	relevance, interest, delivery and efficacy	Questionnaires	Central team, hub IPG, Steering Group Stakeholders WP providers Students	
4.3 Has there been an increase in the number of pupils with 5+ A-C GCSE's to level 3 study with HE progression potential?	GCSE performance in each school from pre and post project years – consideration of GCSE measure of success 'Attainment 8'?	School exam performance data	Schools/DfE	2019

Design

The most rigorous method for determining causality is the randomised control trial design (RCT) however the participants in this study, primarily young people at schools or colleges, could not randomly be assigned to interventions. A suitable substitute for the RCT in this situation is the quasi-experimental design - here there is non-random allocation of participants to groups (e.g. DANCOP learners taking part in activities and non-DANCOP learners who were not taking part). Where it has been possible to collect data from DANCOP and non-DANCOP learners this was incorporated into the design, specifically the study collected pre and post pupil questionnaire data (see Appendix) from pupils across several schools in Derbyshire and Nottinghamshire which included both DANCOP and non-DANCOP learners. For the evaluation of specific WP activities the study has so far typically only had access to survey information from the DANCOP learners taking part. One exception to this is the evaluation of the Derby Book Festival activities where survey data is being collected from all learners on the relevant courses. It should be noted that whilst quasi-experimental data provides a comparison or 'control' group, interpretation of findings must still be cautiously done because there can be systematic differences between the groups.

Timeline

The data presented here has been collected over time from the beginning of DANCOP in February 2017 until March 2018 and represents DANCOP's progress up until March 2018.

Participants

The evaluation has so far collected data from a range of different participants – an overview of this can be seen in Table 6 below. Each group of participants are then discussed in more detail.

Table 6 Participant types and numbers to April 2018

Participant type	N
Pupils	815*
Parents/carers/family	2
School staff members	2
DANCOP team members (central team and hubs)	16
DANCOP committee members (IPG, Steering group)	9
Widening participation activity deliverers	2

* NB this figure does not include the number of pupils who completed the CFE standardised survey in 2017. This data has not yet been entered and analysed due to issues with data sharing agreements.

Schools/Pupils

As part of NCOP, HEFCE provided all consortia with a list of target wards from which they are able to work with learners from. These wards were identified from low levels of young progression to HE, and crucially have lower than expected progression to HE based on attainment. From the target ward list, the DANCOP team have calculated the percentage of pupils from each ward that attend the schools and colleges within the D2N2 region (see Table 7).

Table 7 DANCOP schools and percentage of DANCOP learners in each

School	Percentage DANCOP pupils
Quarrydale Academy	92.91%
Nottingham University Samworth Academy (NUSA)	89.31%
Noel Baker School	87.67%
Sutton Community Academy	84.63%
Meden School - a Torch Academy	84.49%
Ellis Guilford School	83.94%
Bluecoat Beechdale Academy	83.47%
Da Vinci Community School	78.63%
Merrill Academy	77.09%
Bulwell Academy	74.92%
The Bolsover School	71.25%
Shirebrook Academy	63.74%
Holgate Academy	62.81%
Lees Brook Community School	61.33%
The Farnborough Academy	60.50%
Ormiston Ilkeston Enterprise Academy	60.00%
The Oakwood Academy	59.76%
The Dukeries Academy	57.68%
Swanwick Hall School	56.41%
David Nieper Academy	55.24%
Top Valley Academy	54.41%
Magnus Church of England Academy	53.11%
Hall Park Academy	51.29%
The Nottingham Emmanuel School	50.42%
Nottingham Girls' Academy	50.22%
Aldercar Community Language College	48.75%
Netherthorpe School	46.91%
City of Derby Academy	46.28%
Ashfield School	44.32%
Murray Park School	43.61%
Kirk Hallam Community Academy	42.69%
The Bramcote School	41.24%
William Allitt School	39.35%
St Benedict – A Catholic Voluntary Academy	38.04%
The Trinity School	37.69%
Heritage High School	36.49%
Newark Academy	36.24%
Saint John Houghton Catholic Voluntary Academy	34.49%
Landau Forte College	33.95%
The Pingle School	33.83%
The National CofE Academy	33.75%
The Carlton Academy	31.66%
Frederick Gent School	31.28%
Heanor Gate Science College	29.44%
George Spencer Academy	29.24%
The Kimberley School	28.99%
Bluecoat Academy (Wollaton)	28.80%

Buxton Community School	28.54%
Wilsthorpe Community School	28.32%
Christ the King CVA	27.88%
West Park School	27.27%
Friesland School	27.24%
The Samworth Church Academy	26.83%
Springwell Community College	26.69%
The Joseph Whitaker School	26.48%
Djanogly City Academy Nottingham	24.03%
Nottingham Academy	22.34%
The Becket School	21.56%
All Saints' Catholic Academy	21.03%
The Redhill Academy	20.94%
Buxton and Leek College	18.90%
St Thomas More Catholic School	16.28%
Eckington School	15.65%
East Leake Academy	14.51%
Fernwood School	14.14%
St Mary's Catholic High School	13.00%
The Brunts Academy	12.84%
Alderman White School	12.20%
Allestree Woodlands School	11.61%
The Bemrose School	11.32%
Kirkby College	10.54%
Tibshelf Community School	10.52%
Tuxford Academy	9.00%
Arnold Hill Academy	8.16%
Selston High School	7.70%
Tupton Hall School	7.23%
Derby Moor Community Sports College	6.80%
Chapel-en-le-Frith High School	6.12%
The Long Eaton School	5.13%
The Manor Academy	4.90%
Granville Sports College	4.86%
Rushcliffe School	4.63%
Carlton le Willows Academy	4.52%
Garibaldi College	3.76%
Chilwell School	3.55%
South Wolds Academy	3.51%
Hasland Hall Community School	3.26%
The Ripley Academy	3.26%
John Flamsteed Community School	3.17%
Colonel Frank Seely School	2.93%
Chellaston Academy	2.74%
The Queen Elizabeth's Academy	2.52%
Hope Valley College	2.20%
Toot Hill School	1.95%
The Minster School	1.54%
West Bridgford School	1.46%
Outwood Academy Portland	1.44%

Lady Manners School	1.20%
Whittington Green School	1.08%
Parkside Community School	1.07%
Brookfield Community School	0.98%
Outwood Academy Newbold	0.81%
South Nottinghamshire Academy	0.76%
Littleover Community School	0.73%
Queen Elizabeth's Grammar School	0.68%
John Port School Academy Trust	0.62%
Belper School	0.62%
Ecclesbourne School	0.57%
New Mills School and Sixth Form	0.55%
Outwood Academy Valley	0.45%
Retford Oaks Academy	0.41%
Dronfield Henry Fanshawe School	0.31%
Highfields School	0.22%
Anthony Gell School	0.15%
The Elizabethan High Academy	0.09%

NB DANCOP is also funding projects running in Derby College which this evaluation is also looking at

DANCOP teams

Focus groups were run with the following groups/teams involved in DANCOP:

- The central DANCOP team including the project manager, monitoring and evaluation officer and project officers
- The Derby hub team
- The Nottingham Hub team
- The Mansfield hub team
- The Innovations and Partners Group (IPG)

In addition to this the evaluation team has to date conducted one to one interviews with the following:

- Two members of the steering group
- One member of the IPG

Widening Participation Deliverers

Within DANCOP, individuals from the central team, hubs, partner institutes and third party providers were all responsible for the delivery of WP activity. The evaluation team has to date conducted interviews with the central team, hubs and two of the third party providers.

Methods

Quantitative

The evaluation team has so far collected quantitative and qualitative data using a range of methods (see Table 8 below) regarding a range of perceptions, experiences, knowledge, understanding, attitudes and intentions from as many pupils as possible and from as many schools as possible.

Table 8 Number of participants to date by assessment tool

Assessment tool	Number of pupils/participants	Number of schools/colleges involved
Standardised survey assessing pre and post knowledge, attitudes and intentions regarding HE (Both DANCOP and non DANCOP learners)	Circa 400 paper and online responses	4
Activity evaluation surveys (primarily DANCOP learners)	890	26
Focus group discussion pre and post long term activities (DANCOP learners) DANCOP teams	70 25	2
One to one interviews Steering group members Third party providers	2 2	

Standardised CFE Survey (Pre/post NCOP engagement)

This was designed by CFE, the national level evaluators for NCOP, with evaluation teams for each consortia invited to input/provide feedback. Two versions were developed; one for pupils in years 12 and 13 and one for younger pupils (see the Appendix). These questionnaires collected some personal and demographic data (in part to allow matching of responses across time points). The pre DANCOP programme standardised survey (see the Appendix) data was collected early in the 2018/2019 academic year (September-October). In order to recruit pupils for this survey, the evaluation team used school/staff contact details provided by the DANCOP team to email appropriate link staff asking for their cooperation. Schools were able to access the survey online through a link provided by CFE or, if they felt it was more appropriate for them, they were able to request paper copies supplied by iCeGS. Participation in the survey was incentivised through the chance to win an iPad.

A second questionnaire is to be issued in September 2018 to assess shift on the assessed measures.

At this point this data is not available for analysis due to data sharing agreement issues.

DANCOP activity evaluation surveys

DANCOP has a standardised feedback sheet for pupils to complete whenever they engage in an activity (see the Appendix). The survey has a series of questions which each WP deliverer, whether working for a partner institute or a third party provider, must retain but also has a section where the WP deliverer can add their own questions. Pupils are asked to answer each

question twice - once before the activity and once after. This provides insight into shifts in knowledge, attitudes and intentions over the course of the activity.

Focus Group Discussions

Semi-structured interview schedules were developed (see the Appendix) for focus groups.

1. The evaluation team has to date run six focus groups with 70 pupils taking part in the following programmes:

- Think For The Future mentoring scheme
- Derby Book Festival

Focus groups have so far been conducted before the pupils engaged with the programmes but will also be conducted when the programme is either nearing its end or completed.

2. Focus group discussions using semi-structured interview schedules were run with the DANCOP central team and Derby hub team, other hub teams and with the IPG. Interview schedules for these can be seen in the Appendix.

7. Findings and Analysis

The results and analysis are presented by the aims of the interim report outlined in section 5.

1. The development of the network and the collaborative partnerships

Who is involved?

In the original DANCOP proposal, the following institutes were named as partners:

- University of Derby
- University of Nottingham
- Nottingham Trent University
- Bishop Grosseteste
- Derby College
- Nottingham College
- Buxton and Leek College
- Chesterfield College
- Stephenson College
- Vision West Nottinghamshire College

When initial interviews and focus groups were conducted with DANCOP team members in March 2018, all three universities in Derby and Nottingham were fully engaged with the collaboration. Bishop Grosseteste had not engaged but this institute is located out with Derbyshire and Nottinghamshire so although they had expressed a desire to work with learners in the Newark ward this has not transpired. College engagement has been variable with Buxton & Leek and Stephenson showing less involvement – Table 9 shows the spread of

institutes in terms of representation on the three different management groups (Innovations and Partners Group, steering group and Governance Board). Buxton & Leek are not represented at all and Stevenson only on the Innovations and Partners Group (IPG). FE colleges have found themselves in a tumultuous climate with some facing large scale redundancies. For some institutions this has resulted in significantly less engagement with the network and collaborative efforts as it is no longer a key focus. Furthermore there are difficulties in recruiting staff to projects when others are being made redundant and existing college staff tangentially working on the project either were being made redundant or did not know how long they would be there. Where colleges were more stable, and in particular where there was a key member of staff serving as a representative on one or more management groups, engagement was better. One more factor which has led to better engagement is the department in which the DANCOP project staff have been placed, for example in one college it was in the marketing team (less effective) whilst in others it is alongside existing widening participation colleagues (more effective). Both structural and physical locations have impacted on how well people have worked together (this is discussed in more detail later).

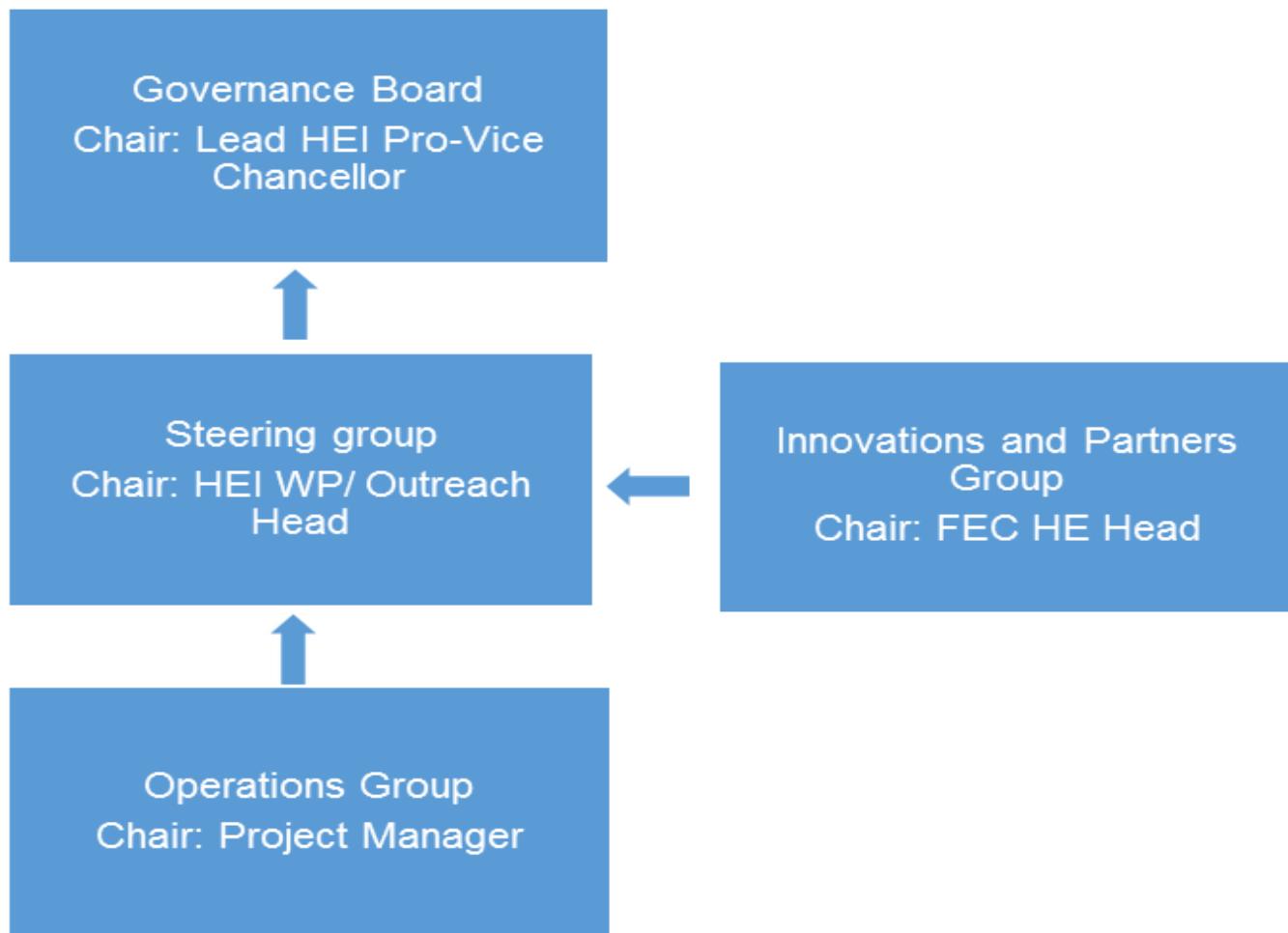
Table 9 Institutions and their representatives on management groups.

<u>Institutions</u>	<u>IPG</u>	<u>Steering Group</u>	<u>Governance Board</u>
Derby College	X	X	X
West Nottinghamshire College	X	X	
Stephenson College	X		
Nottingham College	X		
Chesterfield College	X		X
University of Nottingham		X	X
Nottingham Trent University		X	X
University of Derby		X	X

NB The Governance Board also contains representatives from the D2N2 LEP, Derby City Council and Nottingham City Council.

How is DANCOP structured and what are the roles?

The original plan for the DANCOP management groups and teams structure can be seen in Figure 6. Figure 6 Proposed DANCOP structure



The roles and objectives of each group in Figure 6, as detailed in the original proposal, are outlined below:

"A Steering Group will shape the direction of the project, identifying key issues and priorities, agreeing targets and deciding the overall balance of expenditure, as well as the allocation of funds. This Group will work closely with the Project Manager to develop detailed plans, ensuring adherence to HEFCE guidance. It will be responsible for ensuring that the project fulfils HEFCE reporting requirements. The Steering Group will comprise a small group of key representatives, including a representative of each partner university, one to two representatives of the Further Education Colleges and a representative for schools. These representatives will be suitably experienced outreach experts at either Head or Manager level within their organisations. The Project Manager will report to the Steering Group and will attend its meetings (along with other employees of the project as required) to report on progress. The group is intentionally small to facilitate quick decision making and a relatively frequent meeting schedule (every two months). Other partners or organisations will attend as required by meeting agendas. The Steering Group will report into the Governance Board through its Chair.

An Innovations and Partners Group will be charged with allocating and monitoring funds for smaller-scale activity, tailored to the needs of specific areas and reflecting educational pathways available in individual Further Education Colleges. All FECs in the consortium will be represented on this group, other partners and school representatives will be able to bring submissions for smaller-scale activity to the group as needed. This group will be Chaired by an FEC lead at Head level. This group will provide reports to the Steering Group.

An Operations Group will also be established. This will be Chaired by the Project Manager and will be attended by the central project team. This Group will cover day-to-day operational matters, and will make decisions on minor operational issues within agreed plans to ensure smooth and efficient working practice. The Operations Group will produce reports for the Steering Group and contribute to reports for the Governance Board. The Group will meet monthly.

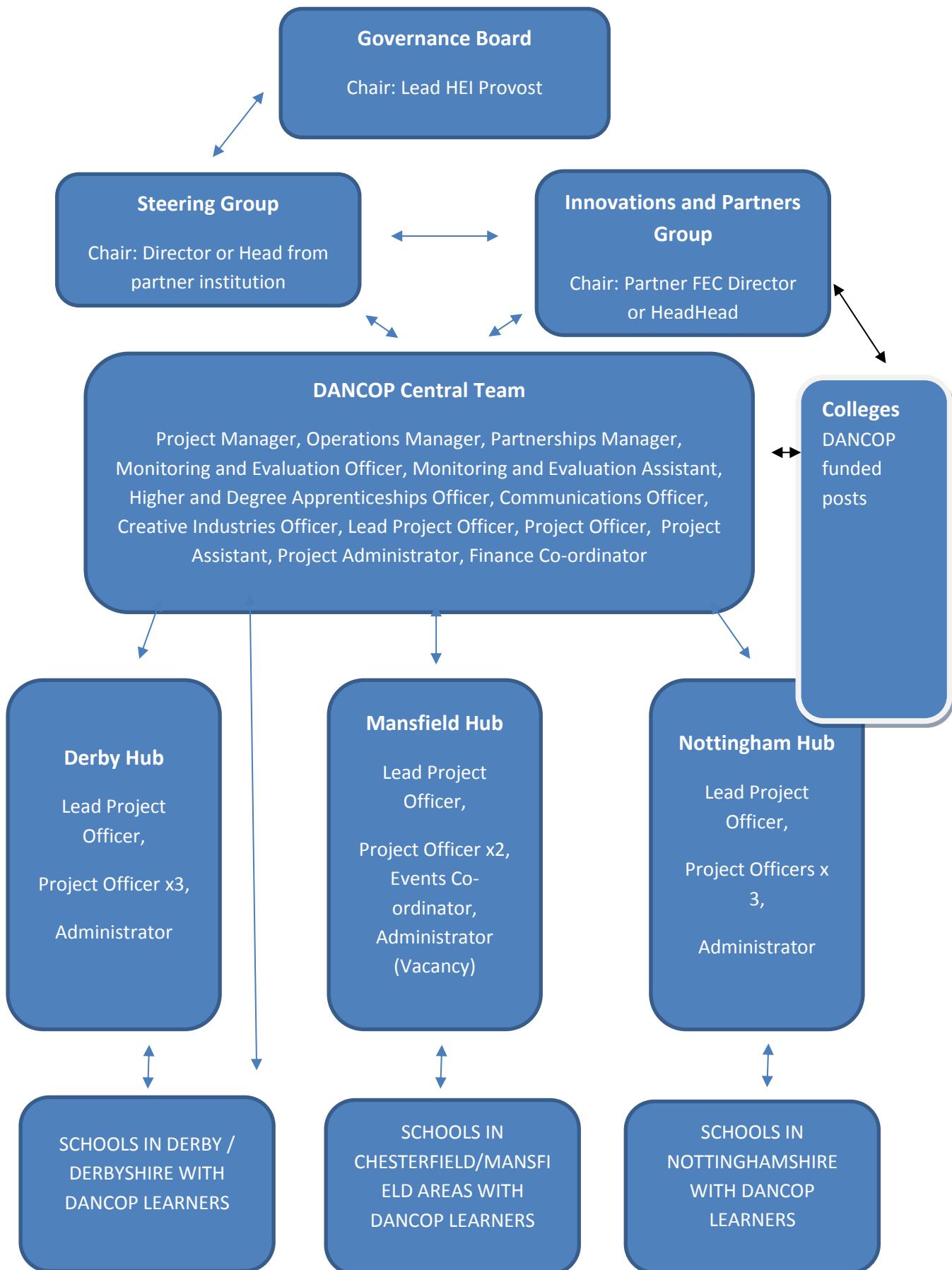
A Governance Board will be Chaired by a PVC from the University of Derby (the lead institution) and include a senior representative from key partners and stakeholders (LA, LEP, third sector and school representatives). The Project Manager and Chair of the Steering Group will attend to present reports. The Board will monitor the implementation of plans and progress against targets; and review expenditure. The Board will meet once or twice a year.”

The **actual** DANCOP structure, including hubs, is detailed below in Figure 7.

The Steering Group (SG) in practice is much as it was outlined in the proposal, being comprised from the individuals who were instrumental in putting the original submission together. It has retained its small size (five members with the project manager as a co-opted member without voting rights) and meets once a month. Its primary role is to guide the aims, objectives and general approach of the project manager in the central DANCOP team to ensure that the programmes and projects making up DANCOP are relevant. The SG also approves expenditure on projects. The group receives a monthly report from the project manager on schools/colleges and providers engaged with and the learners who have engaged with activities – they ensure that the work being done fits within the guidance and funding given by HEFCE (Higher Education Funding Council for England – NB this is now the Office for Students). The SG reports to the Governance Board, providing financial and activity reports, who serve as an executive sign off and might alert the steering group to opportunities not being fully taken advantage off.

The Governance Board (GB) is comprised from representatives of the key institutions as well as representatives from the D2N2 Local Enterprise Partnership (LEP), Derby City Council and Nottingham City Council. The project manager also attends GB meetings as does the chair of the SG. The GB do not typically become involved with day to day communications, however, because GB members represent partner institutions they will, as individuals, be working directly with the project manager around specific requirements, projects or activities. For example the D2N2 LEP representative as worked directly with the project manager to drive two projects forward.

Figure 7 Actual DANCOP Structure



The IPG is chaired by an appropriate Director or Head in a lead FE College. The IPG serves to identify innovative projects but practically has become a forum for college partners to discuss and develop activities and ideas they have for future activity in individual institutions or specialist areas. The group can work together to consider what will work, what won't work and submit bids for activities accordingly. They also work to encourage participation across the different partners. The chair of the IPG sits on the SG and so provides a formal link between the two groups. He conducts much of the communication between the SG and IPG but the project manager also communicates frequently and directly with the IPG, particularly about initiating and driving projects forward. Colleges can put forward bids for funding for specific projects via the IPG.

In the original proposal, the structure included an operations group – this is effectively the **central DANCOP team** and so the term ‘operations group’ is not used in the parlance of the various DANCOP members. The central DANCOP team is in charge of day to day operational matters, and conducts decision making regarding minor operational issues within agreed plans to ensure smooth and efficient working practice. The project manager prepares reports for the SG on targets, activities and expenditure and contributes to reports for the Governance Board. The central DANCOP team was the initial team to be established and hence originally it conducted much of the awareness raising and relationship development with schools. This has shifted now as relationships and direct liaison with individual schools has become more the domain of the three separate hubs.

The central DANCOP team comprises four unique roles; the project manager, the monitoring and evaluation officer, the partnership lead and the Degree and Higher Apprenticeships officer. The project manager oversees all the central team members as well as liaising with the SG, the IPG and the GB. The monitoring and evaluation officer’s role is to track engagement with schools, the activities delivered, the number of DANCOP learners reached and collate and evaluate pupil, teacher and parent feedback on activities delivered. This requires the officer to also work with the external evaluation team (iCeGS) and the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). EMWPREP is an organisation which institutes can join; members can pool resources to for a range of services which facilitate a systematic approach to the monitoring and evaluation of the effectiveness of their programme of outreach activities. Services provided by EMWPREP include:

- Monitoring and evaluation of institutions’ outreach programme
- Evaluation of discrete outreach activities
- Targeting pupils for outreach activity
- Analysing partner institutions’ pupil data
- Monitoring and Evaluation Database co-ordination
- Designing and implementing bespoke research and data methodologies as per partnership requirements
- Maintaining a bespoke national postcode database to provide key socio-economic and demographic information on various groups
- Undertaking literature reviews
- Delivering presentations to disseminate research findings.

The Partnerships Manager is relatively new in post (April 2018) as the central team found that forming, developing and maintaining relationships with third party providers and other partners was a full time role and not something that could be undertaken by the project manager. The Partnerships Manager has line management responsibilities for the Monitoring and Evaluation Officer and the yet to be appointed communications officer. Additionally they manage the operational development and delivery of programmes and services delivered by third parties and IPG college based DANCOP teams. This involves the monitoring of spending and progress against targets and implementing action plans to ensure KPI's are achieved. Finally the partnerships leader also has responsibility for procurement and contract creation for third parties and deputises for the DANCOP Project Manager.

The Higher and Degree Apprenticeships Officer role was created because the SG and GB stated early on that they felt there was a need for someone to focus specifically on higher and degree apprenticeships. The role involves providing information, education, advice and guidance on higher and degree apprenticeships to schools.

The hubs are a later addition to the DANCOP structure. Each hub has approximately four staff including a lead project officer and project officer. Their primary function is to form, develop and maintain relationships with schools within their separate geographical remits. They serve as a form of single point of contact for schools. Hubs work with schools to encourage them to engage with the activities from individual institutes (e.g. University of Derby forensic science day), central DANCOP (Higher and Degree Apprenticeship talks) or third party providers (e.g. IntoUniversity FOCUS workshop series). Hubs can also work with schools to develop individually tailored events designed specifically to meet the schools specialist requirements. Schools have differing numbers of DANCOP learners so the hubs might prioritise working with schools with higher numbers of DANCOP learners.

The structure of DANCOP remains largely unchanged from the proposal but is more nuanced than the typical NNCO structure developed by Stevenson et al (2017) as it delineates the SG from the GB, it does not have a formal 'lead institution' group (rather lead institution representatives appear on both the SG and the GB, as do representatives from all HEI's), and single points of contact have been replaced by hubs. Hubs are delineated from other providers, schools and colleges. One recommendation from Stevenson et al regarding the NNCO's was that innovative practice should be captured and shared - hence the IPG which is a feature of DANCOP.

The DANCOP network can be classified as a new network since there was no cross-over from its precursor NEMCON. It is also a formal network with multiple levels. Since all the partners are represented on the management groups and have hubs, and in some cases specific WP officers, there appears to be equity and trust across partners as well as shared values and mutual interest with respect to motivations. These features support effective networks.

The collaboration has adopted a specialist team approach (Morris et al, 2005) whereby delivery is given over to a team of specialists (or in this case a central team and three hubs) appointed by the partnership. In terms of centralised v decentralised the collaboration shows elements of both; the programme has a central team which delivers some elements but there

is also some decentralisation as separate teams have been appointed and given their own responsibilities.

In terms of Booth's (2007) four approaches to collaborative working, elements of several of the four approaches can be seen. Firstly there is evidence that there is some Co-operation as institutionalised autonomy is maintained within the structure but there is a shared plan which allows the institutes to meet both their own and shared objectives. Accordingly they are able to deliver more and higher quality outputs by using the pooled resources and knowledge. However as with Booth's 'sharing platform' approach, DANCOP has partners working closely together, and with SG members in common, to share vital components but also deliver different messages to distinctive sections of the community. For example the colleges in reach and outreach has a different message to those sent out by HEI's.

Collaborative working theoretically provides a number of benefits to the partners (Wiggans, 2012). Some of her hypothesised benefits are beginning to emerge within DANCOP. There is, within the IPG, an independent space out with institutions for individuals to moot ideas, discuss and evaluate them which is freer from the constraints of their home institutes and permits sharing of ideas, knowledge and to some extent resources to work innovatively. DANCOP also has the benefit of having a great deal of capacity to use third party providers which allows for provision which is more closely aligned with the individual needs of schools. For example in some schools within DANCOP the pupils are fulfilling their potential but lack awareness and knowledge of university as a next step. In other schools the main issue is that there are pupils with potential but their behaviour and backgrounds act as a barrier. These different needs require different interventions; the former can be met by a university WP team or through IntoUniversity, but the latter requires something more specialised that an in house team is unlikely to be capable of. In the present case this need has been met by a third party provider called Think For The Future.

Successes

There are a number of features of the structure and network which have worked particularly well:

1. The SG

The SG's size has allowed it to avoid group differences in agenda and has also allowed it to respond quickly to bids and other requests. Given the problem of time (discussed below in more detail) it is important that the SG are agile and efficient.

2. The hub and central team members

The individuals put into posts across the hub and central team each bring with them a specialist set of knowledge and skills (so called 'blended professionals'; Wiggans, 2012) which have been invaluable and helped DACNCOP reach the number of schools and learners they have done. The team members describe each other as widely knowledgeable in the field with a wealth of experience and contacts and as incredibly hard working, committed and passionate about what they do. The central team and hub team members meet regularly and have good, mutually respectful working relationships. Within the focus groups it was clear to see that the central team have formed a strong group with shared objectives and a collective approach to meeting those. There is a great deal of respect for each other. This combination

of knowledge, skills, experience and contacts has certainly facilitated DANCOP's progress to date and has been important for other collaborative networks; Wiggans (2012) noted the importance of the central project and partner institution teams being comprised from committed, enthusiastic individuals (blended professionals) with high-level knowledge and expertise who can operate across boundaries to develop relationships and support collaborative working.

There were clear indications from the SG members interviewed and from the DANCOP central team and hubs that the individuals comprising these teams are blended professionals.

3. Sharing physical space

Both the central team and the hub team members noted the importance of sharing space at work. Being able to talk immediately to a colleague because they are located in the same office has made collaborating and supporting each other much easier. This was particularly useful for a college WP officer who shared an office with a hub team.

4. Dedicated administrative and finance roles

Both the administrator and finance roles have been invaluable to DANCOP in terms of being able to get work done quickly. Without a dedicated finance role DANCOP wouldn't have been able to turn events round in the time frame and it has been noted that the administrator in post is able to work effectively with minimal support and direction giving the team extra capacity.

5. Partnering with the LEP

The network includes a Career and Enterprise Company (CEC) enterprise advisor from the D2N2 LEP who sits on the GB. Her involvement has been invaluable - the LEP representative knows all the private providers of WP in the area *and* works with schools. Engaging with an individual who knows the space, is CEC and who is in the LEP has meant that DANCOP have been able to identify gaps to fill rather than duplicating offers already out there.

Challenges

There have been a number of challenges for the inception and development of the DANCOP structure and network to date:

1. Timelines and unrealistic expectations

HEFCE (now OFS) expected DANCOP to begin engagement with schools in January 2017, however the structures, processes and in some cases instability of FE colleges has meant that there have been significant delays in establishing first the central DANCOP team and then the hubs. Recruitment processes within FE's and HEI's are complex and take several weeks, if not months, to agree, advertise and then appoint. In addition, those appointed will typically have periods of notice to work. In some cases, colleges with DANCOP funded roles have been unable to fill them. These delays have meant that DANCOP has only just began to see all major posts filled. For example the project manager was not in post until February 2017 and initially was working with only one other team member. At the time of interview with the Nottingham hub (March 2018) one role was not filled in the hub and the others had only been in post for two weeks. Unsurprisingly the work that could be undertaken and outcomes achieved has initially been limited by reduced numbers of people in post.

2. Engaging with schools

Traditionally schools are difficult to engage with - they are typically attempting to meet a number of targets with limited resources and staff do not necessarily have the capacity to engage with a wide range of external bodies. In addition to this government initiatives for WP change regularly - just as schools become aware of, and invested in, an initiative the funding finishes and the next initiative begins. In some cases there may be continuity in the aims, geographical remit and staffing of these initiatives - for example Higher Horizons (an NCOP) has a manager from the preceding NNCO - which means that schools may already be aware of and have some form of relationship with the initiative. In other cases, such as with DANCOP, there has been little to no cross-over from NNCO to NCOP and the NCOP is 'starting from scratch'. In these cases the NCOP team members may have no information about:

- the person(s) in the school who have the responsibility for WP activities
- how to contact them
- the school, its learners and its own particular circumstances and needs

Additionally, and related to the earlier point of timing, schools are likely to plan their curricula well in advance leaving little spare time for activities to be put into place on short notice.

It has consequently taken DANCOP central team and hubs many months to establish contacts and working relationships with the schools. The Mansfield and Derby hub have made some good progress to date but Nottingham, due to its much later start, has some work to do to catch up. This issue is nothing new however, as Wiggans (2012) notes, government funded collaborative networks are funded definitely so the networks often do not have sufficient time to develop relationships with schools and design, deliver and evaluate activities/impact.

3. Duplication

This has not been a widespread issue but within one college, a DANCOP funded role for WP specifically within that college has yet to have much impact and the post holder has ended up working with the wider WP team in the college. The individual within the role noted that the schools she contacted had typically already engaged with DANCOP and didn't understand what the need to work directly with her and the college was. This effect was minimally present in another college but was ameliorated to a great extent by the fact that the relevant hub team members sat in the same office as the college WP officer and supported each other to a great extent. Related to this is the sharing of information regarding events and activities - whilst there was some ability to share calendars it was noted that it would help all hub and the central team members if there was a universal calendar with all activities for DANCOP logged on it.

4. Policy shifts and internal strategic priorities

As discussed earlier FE college engagement has not been optimal; although some are core to the partnership, are represented across management groups and have DANCOP funded employees in post, some are struggling with mergers, sector shifts and redundancies and this has taken the emphasis off WP and reduced capacity even further. Some of the funded projects have not been delivered adequately. Colleges may also have failed to recognise that significant commitment, time and effort is required to work in a collaborative network as has been described by Wiggans (2012).

In addition to these difficulties college staff face significant internal pressure to hit targets, meet data requirements and deliver retention success achievement. In order to meet these pressures staff may make changes to their curriculum offer or shift awarding bodies that might not necessarily facilitate progression into HE or does not make for a particularly positive experience if the student does progress.

It was suggested that if the SG had been larger and had representatives from all the colleges the colleges might have been drawn more effectively into the collaboration, however this would clearly negate the agility of a smaller SG.

5. Funding parameters

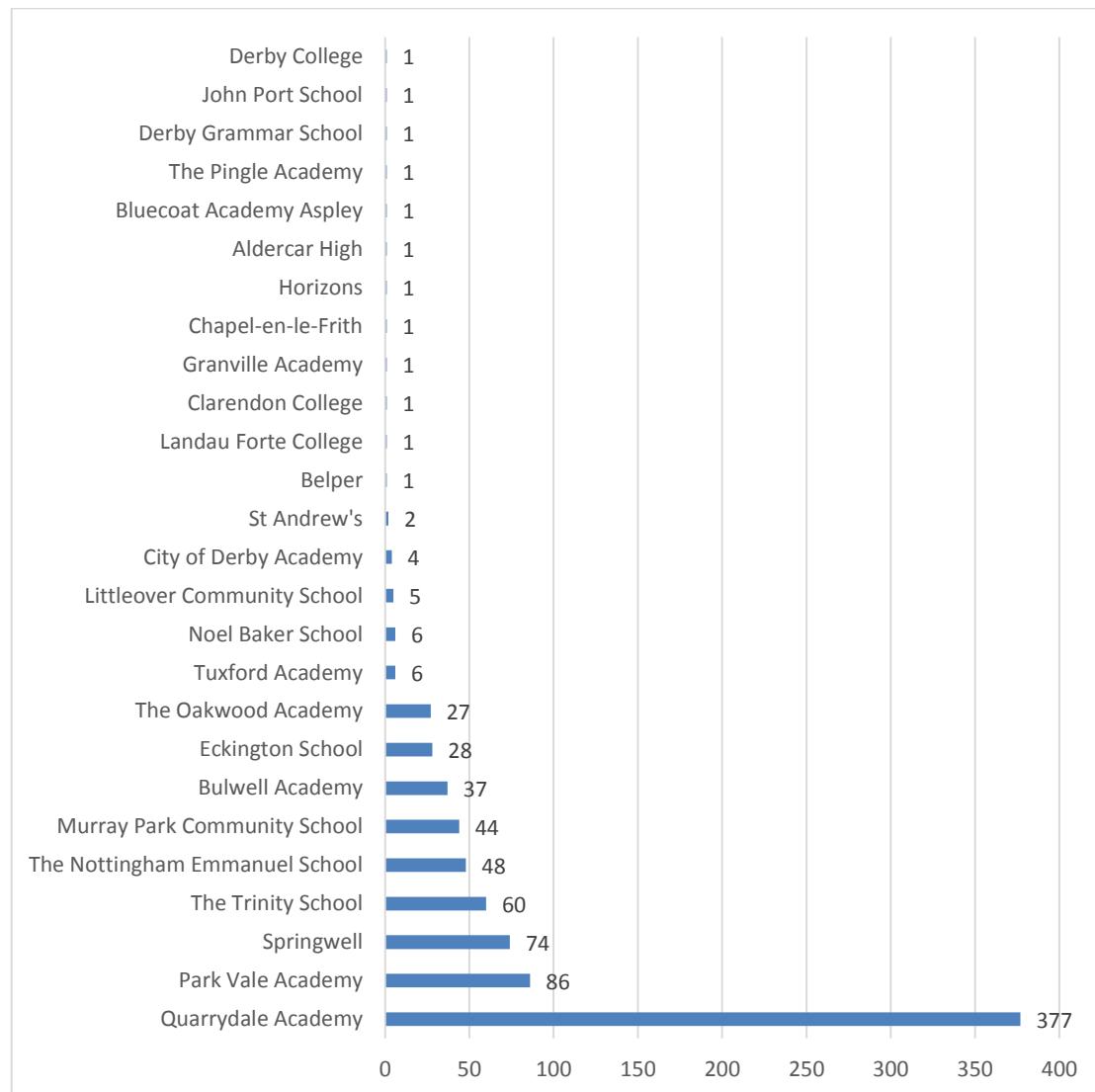
The IPG noted they have been sent some really innovative ideas for WP but have been unable to put them forward for funding because they perhaps are not able to demonstrate clearly that the target DANCOP learners will be impacted on or that the impacts may be more general.

2. The engagement of schools into the network/collaborative partnerships

How many have engaged?

Figure 8 below displays all the schools who have engaged with DANCOP up until March 2018 and the number of learners within each school who have participated in DANCOP activities.

Figure 8 Participating schools and the number of learners who have undertaken activities



Quarrydale Academy has the highest percentage of DANCOP learners and is the school from which most pupils have engaged with DANCOP activities (377 learners so far). However the other schools which have high engagement with DANCOP (Park Vale Academy, Springwell, Trinity, Nottingham Emmanuel, Murray Park, Bulwell, Eckington and Oakwood) are not necessarily the schools with the highest percentage of DANCOP learners.

How many activities have been delivered and how many learners have taken part in activities?

A total of fifteen different activities have been delivered from five providers to March 2018; the majority of activities have been delivered by IntoUniversity. Table 10 below shows the providers with the number of learners who have engaged with one or more of their activities. Mansfield Hub has also been able to reach a large number of learners (176), with Derby reaching 62, Central/widening access reaching 85 and WNC outreach reaching 20.

Table 10 Providers of WP activities to March 2018 with learner numbers

Provider	Number of learners they have worked with
IntoUniversity	473
Central/Widening Access	85
WNC Outreach	20
Derby Hub	62
Mansfield Hub	176
Total	816

Table 11 below breaks this down to show the number of learners who have undertaken the different workshops/sessions/activities offered by the different providers.

Table 11 Providers, activities and number of

Provider	Activity	Number of learners who have completed the activity
IntoUniversity	FOCUS on success 1	169
IntoUniversity	FOCUS on choice 1	82
IntoUniversity	FOCUS on the future 1	155
IntoUniversity	FOCUS on the future 2	65
WNC Outreach	Visit to Vision University Centre	31
Central/widening access team	Parents evening	18
Central/widening access team	Revision Techniques 1	18

Central/widening access team	Revision techniques 2	19
Central/widening access team	Revision techniques 3	19
Mansfield Hub	Time management and resilience	28
Mansfield Hub	Study skills day	149
Derby Hub	Revision skills (organisation)	21
Derby Hub	Revision session	6
Derby Hub	What do graduates do?	23
Derby Hub	Sri Guru Singh Sahba Derby	12

Figure 9 Number of learners taking part in activities from each year group.

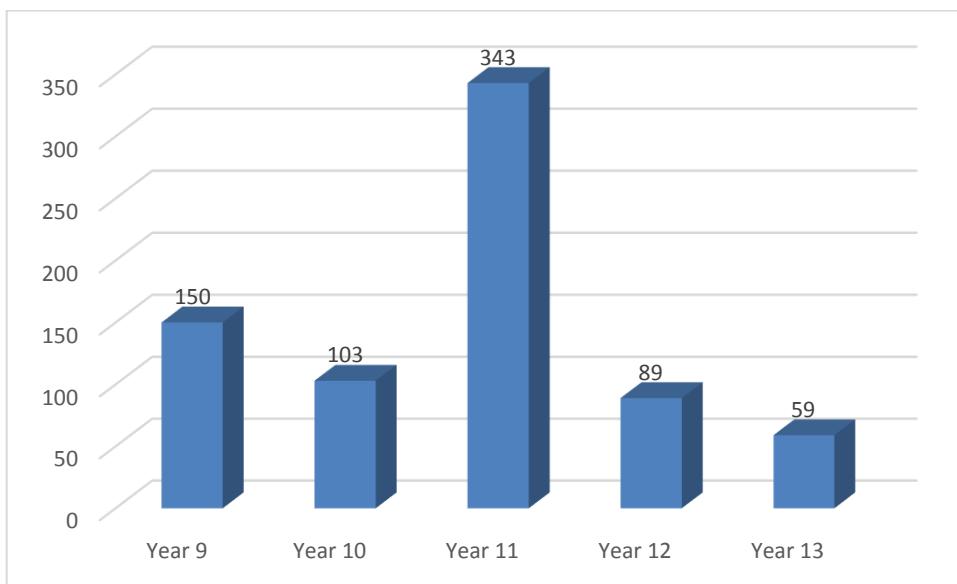


Figure 9 shows that the majority of work has been done with year 11 students followed by year 9, 10, 12 and lastly year 13.

3. Pupil feedback on activities

Pupils are asked to complete feedback surveys provided by DANCOP whenever they take part in an activity; these surveys have one part that is completed before the activity and one that is completed after. There are some feedback questions which are standardised but providers are also able to add further questions specific to elements of their own activities. The following analyses consider primarily the standardised questions.

The DANCOP feedback sheets ask pupils to rate the overall activity. The number of pupils who rated each activity as either poor, fair, good or excellent is shown below in Table 12. Typically pupils rated activities as 'good' or perhaps 'excellent', with far fewer rating events as 'fair' and only one as 'poor'.

Table 12 Activity ratings

Name of activity	How would you rate the event?				Total
	Poor	Fair	Good	Excellent	
FOCUS on success 1	0	1	58	86	145
FOCUS on choice 1	0	7	47	26	80
FOCUS on the future 1	0	7	76	67	150
FOCUS on the future 2	0	7	29	29	65
Parents evening	0	0	15	2	17
Visit to Vision University Centre	0	2	20	6	28
Revision Techniques 1	0	1	11	5	17
Revision techniques 2	0	1	8	8	17
Revision techniques 3	0	0	15	4	19
Time management and resilience	0	6	21	1	28
Revision skills (organisation)	0	0	12	8	20
Study skills day	0	18	97	33	148
Revision session	0	1	1	3	5
What do graduates do?	1	3	15	3	22
Sri Guru Singh Sahba Derby	0	0	2	10	12

The remaining analyses are presented as follows:

1. Summated feedback for all activities, learners and schools
2. Feedback on each provider (activity feedback is summed)
3. Feedback on specific activities (data from different classes or schools is summated)

1. Summated feedback for all activities

Average item responses from learners, regardless of provider or activity, for the before/after questions on the DANCOP feedback sheets is shown below in Table 13. Note that the scale was 1 through to 5 with 1 indicating strong disagreement and 5 indicating strong agreement. N is the number of learners who provided data for those items and SD is the standard

deviation (this is a measure of how varied the responses were around the mean - a lower SD indicates that the responses were close to the mean).

Table 13 Mean responses to before/after questions from all learners and all activities

Before/after questions		Mean	N	SD	t	p
1	I am thinking about applying to university in the future BEFORE	3.61	742	1.28	-14.49	.000
	I am thinking about applying to university in the future AFTER	4.01	742	1.21		
2	I know where to get information about university BEFORE	2.89	318	1.18	-16.7	.000
	I know where to get information about university AFTER	3.96	318	1.00		
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.27	636	1.10	-20.4	.000
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.05	636	.94		
4	I know what a university / higher education is BEFORE	4.04	378	.95	-15.7	.000
	I know what a university / higher education is AFTER	4.64	378	.59		
5	I feel motivated to work hard in school/college BEFORE	3.33	9	.70	N/A	N/A
	I feel motivated to work hard in school/college AFTER	4.22	9	.83		
6	I can go into higher education when I leave school if I want to BEFORE	3.67	9	1.11	N/A	N/A
	I can go into higher education when I leave school if I want to AFTER	4.33	9	.86		
7	I have a good level of knowledge about university BEFORE	2.97	59	.92	-7.23	.000
	I have a good level of knowledge about university AFTER	3.83	59	.76		
8	Each university offers different courses BEFORE	3.69	140	.97	-11.9	.000
	Each university offers different courses AFTER	4.65	140	.70		
9	I am confident that I would fit in at university BEFORE	2.88	50	1.13	-6.26	.000
	I am confident that I would fit in at university AFTER	3.56	50	1.09		
10	I know enough about higher education to make a decision about whether or not to go at this stage BEFORE	3.19	237	.97	-16.74	.000
	I know enough about higher education to make a decision about whether or not to go at this stage AFTER	4.15	237	.83		

For each before/after question there is an increase in mean rating from before to after. This suggests that taking part in DANCOP activities has increased what the pupils think they know about university and courses, their motivation to work hard, their ability to go to university, their confidence about fitting in at university and their ability to make decisions based on sound knowledge of all options. To test whether these increases are statistically significant paired samples t-tests were run (except for pairs 5 and 6 as the sample size is too small) using SPSS. The results (see Table 13) were all statistically significant indicating that pupils felt that their knowledge about options, university and courses had increased, and that, at least in the

short term, they also felt more motivated to work hard, more confident about being able to go to and fit in at university.

2. Feedback on providers

These analyses summate responses across activities to look at shifts on before/after questions by provider.

i. IntoUniversity

Table 14 Mean responses and paired sample t-test results for before/after questions for IntoUniversity

		Mean	N	SD	t	p
1	I am thinking about applying to university in the future BEFORE	3.85	442	1.130	-11.97	.000
	I am thinking about applying to university in the future AFTER	4.29	442	1.013		
2	I know where to get information about university BEFORE	2.81	145	1.143	-16.48	.000
	I know where to get information about university AFTER	4.26	145	.815		
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.14	336	1.053	-17.80	.000
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.09	336	.889		
4	I know what a university / higher education is BEFORE	4.16	301	.861	-13.86	.000
	I know what a university / higher education is AFTER	4.69	301	.556		
5	Each university offers different courses BEFORE	3.69	140	.975	-11.85	.000
	Each university offers different courses AFTER	4.65	140	.709		
6	I know enough about higher education to make a decision about whether or not to go at this stage BEFORE	3.19	237	.974	-16.74	.000
	I know enough about higher education to make a decision about whether or not to go at this stage AFTER	4.15	237	.833		

Pupils reported significant increases in knowledge about university and courses, intention to apply to university, where to get information from and whether they knew enough to make a decision after taking the IntoUniversity workshops.

ii. Central/Widening access

Table 15 Mean responses and paired sample t-tests on before/after questions for Central/Widening access activities

		Mean	N	SD	t	p
1	I am thinking about applying to university in the future BEFORE	3.31	74	1.344	-5.13	.000
	I am thinking about applying to university in the future AFTER	3.73	74	1.220		
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.41	74	1.134	-5.78	.000
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	3.91	74	.982		
3	I have a good level of knowledge about university BEFORE	2.97	59	.928	-7.23	.000
	I have a good level of knowledge about university AFTER	3.83	59	.769		
4	I am confident that I would fit in at university BEFORE	2.88	50	1.136	-6.26	.000
	I am confident that I would fit in at university AFTER	3.56	50	1.091		

Pupils who took activities run by the Central/Widening Access team reported a significant increase in their intention to apply to university, knowledge concerning their options, knowledge of university and confidence in fitting in.

3. WNC Outreach

Mean before/after question responses are shown below in Table 16. Statistical analyses were not run on WNC outreach as the sample size was not large enough. Responses all increase from before to after the activity however we cannot confirm if this is statistically significant.

Table 16 Mean responses to before/after questions for WNC Outreach activities

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.40	20	1.23
	I am thinking about applying to university in the future AFTER	4.10	20	.85
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.15	20	1.18
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	3.90	20	.85
3	I know what a university / higher education is BEFORE	3.80	20	1.06
	I know what a university / higher education is AFTER	4.45	20	.60

4. Derby Hub

As with the other providers there is an increase in mean responses from before to after the activity. These increases in intention to apply, knowing enough about options to make decisions and knowing about university were all statistically significant (see Table 17).

Table 17 Mean responses to before/after questions for Derby hub activities

		Mean	N	SD	t	p
1	I am thinking about applying to university in the future BEFORE	3.52	42	1.4 1	-4.17	.000
	I am thinking about applying to university in the future AFTER	4.00	42	1.3 6		
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.57	42	1.1 5	-3.99	.000
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.12	42	.91		
3	I know what a university / higher education is BEFORE	3.71	42	1.1 1	-5.22	.000
	I know what a university / higher education is AFTER	4.50	42	.80		

5. Mansfield Hub

As with the other providers there is an increase in mean responses from before to after the activity run by Mansfield Hub. These increases in intention to apply, knowing enough about options to make decisions and knowing about university were all statistically significant (see Table 18).

Table 18 Mean responses to before/after questions for Mansfield/ Hub activities

		Mean	N	SD	t	p
1	I am thinking about applying to university in the future BEFORE	3.15	164	1.47	-4.204	.000
	I am thinking about applying to university in the future AFTER	3.38	164	1.42		
2	I know where to get information about university BEFORE	2.96	164	1.21	-8.422	.000
	I know where to get information about university AFTER	3.68	164	1.09		
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.41	164	1.12	-8.401	.000
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.03	164	1.03		

3. Feedback on specific activities

These analyses examine the before and after responses for each different activity run.

Activity 1 IntoUniversity – Introduction to HE choices: Focus on Success (Workshop 1)

Pupils were asked four standardised questions about their knowledge of university, the availability of information for choosing between options and their intentions (See Figure 10). As the graph shows there are small increments to mean ratings after taking part in the activity indicating pupils knew more about HE and how to apply as well as being more likely to consider attending HE. Finally they were also more likely to report they knew enough to make a choice about what to do after school/college. Paired sample t-tests (see Table 19) showed that these differences were statistically significant showing that participating in a FOCUS on Success workshop with IntoUniversity had a significant effect on their knowledge, confidence and intentions.

Figure 10 Mean ratings before and after FOCUS on Success Workshops

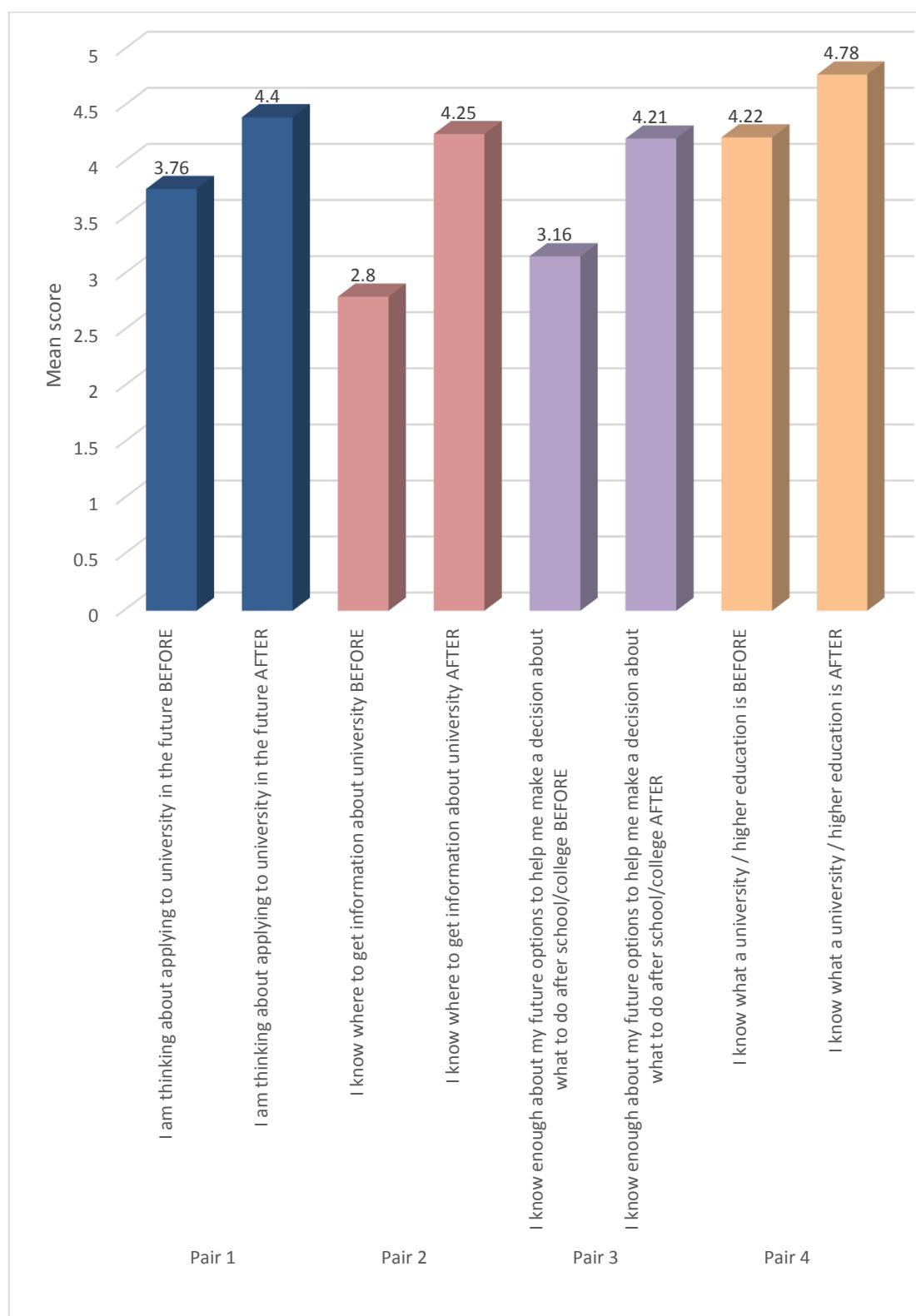


Table 19 Paired sample t-test results for IntoUniversity – Introduction to HE choices: Focus on Success (Workshop 1) N = 158

		t	df	p
1	I am thinking about applying to university in the future BEFORE – I am thinking about applying to university in the future AFTER	-9.948	157	.000
2	I know where to get information about university BEFORE – I know where to get information about university AFTER	-16.587	143	.000
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE – I know enough about my future options to help me make a decision about what to do after school/college AFTER	-12.781	156	.000
4	I know what a university / higher education is BEFORE – I know what a university / higher education is AFTER	-3.828	17	.001

Activity 2 IntoUniversity –Education Pathways: Focus on Choice (Workshop 1)

As before Figure 11 shows there are small increments to mean ratings after taking part in the FOCUS on Choice activity indicating pupils knew more about HE and how to apply as well as being more likely to consider attending HE. Finally they were also more likely to report they knew enough to make a choice about what to do after school/college. Paired sample t-tests (see Table 20) showed that these differences were statistically significant showing that participating in a FOCUS on Choice workshop with IntoUniversity had a significant effect on their knowledge, confidence and intentions.

Figure 11 Mean ratings for IntoUniversity –Education Pathways: Focus on Choice (Workshop 1)

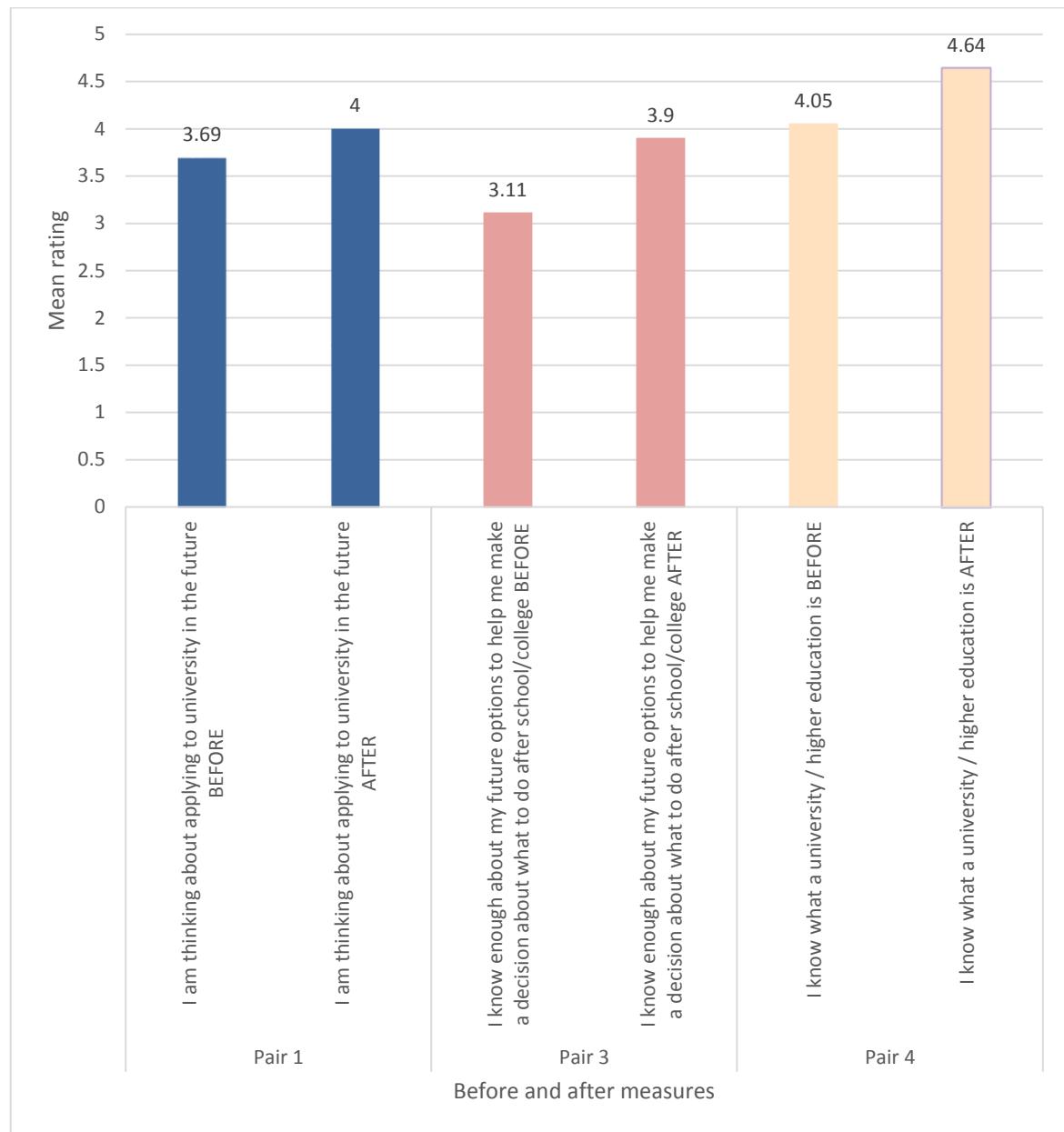


Table 20 Paired sample t-test results for effect of IntoUniversity Education Pathways FOCUS on Choices (workshop 1) on measures (N = 114)

	Before/after measure	t	df	p
Pair 1	I am thinking about applying to university in the future BEFORE – I am thinking about applying to university in the future AFTER	-3.696	79	.000
Pair 2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE – I know enough about my future options to help me make a decision about what to do after school/college AFTER	-8.264	79	.000
Pair 3	I know what a university / higher education is BEFORE – I know what a university / higher education is AFTER	-8.083	79	.000

Activity 3 IntoUniversity – University Life: FOCUS on Future (Workshop 1)

As Figure 12 shows there are small increments to mean ratings after taking part in the FOCUS on the future activity with IntoUniversity indicating pupils knew more about HE and how to apply as well as being more likely to consider attending HE. Finally they were also more likely to report they knew enough to make a choice about what to do after school/college. Paired sample t-tests (see Table 21) showed that these differences were statistically significant showing that participating in a FOCUS on the Future workshop with IntoUniversity had a significant effect on their knowledge, confidence and intentions.

Figure 12 Before/after FOCUS on the future workshop

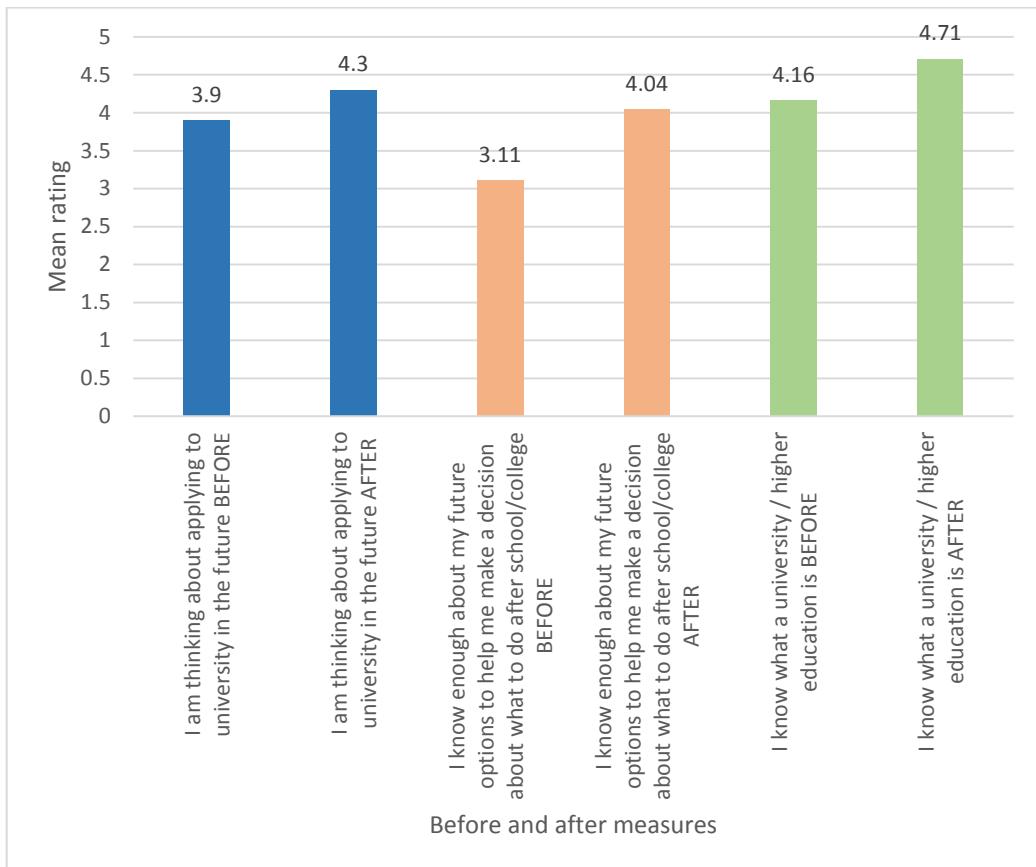


Table 21 paired sample t-test results for before and after measures of FOCUS on the future workshop 1 (N= 90)

Before/after measures		t	df	p
Pair 1	I am thinking about applying to university in the future BEFORE – I am thinking about applying to university in the future AFTER	-6.504	139	.000
Pair 2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE – I know enough about my future options to help me make a decision about what to do after school/college AFTER	-9.413	97	.000
Pair 3	I know what a university / higher education is BEFORE – I know what a university / higher education is AFTER	-9.520	140	.000

Activity 4 IntoUniversity – University Life: FOCUS on the future workshop 2

As Figure 13 shows there are small increments to mean ratings after taking part in the FOCUS on the future activity with IntoUniversity indicating pupils knew more about HE and how to apply as well as being more likely to consider attending HE. Paired sample t-tests (see Table 22) showed that these differences were statistically significant showing that participating in a FOCUS on the future workshop with IntoUniversity had a significant effect on their knowledge and intentions.

Figure 13 Mean ratings before and after FOCUS on the Future Workshop 2

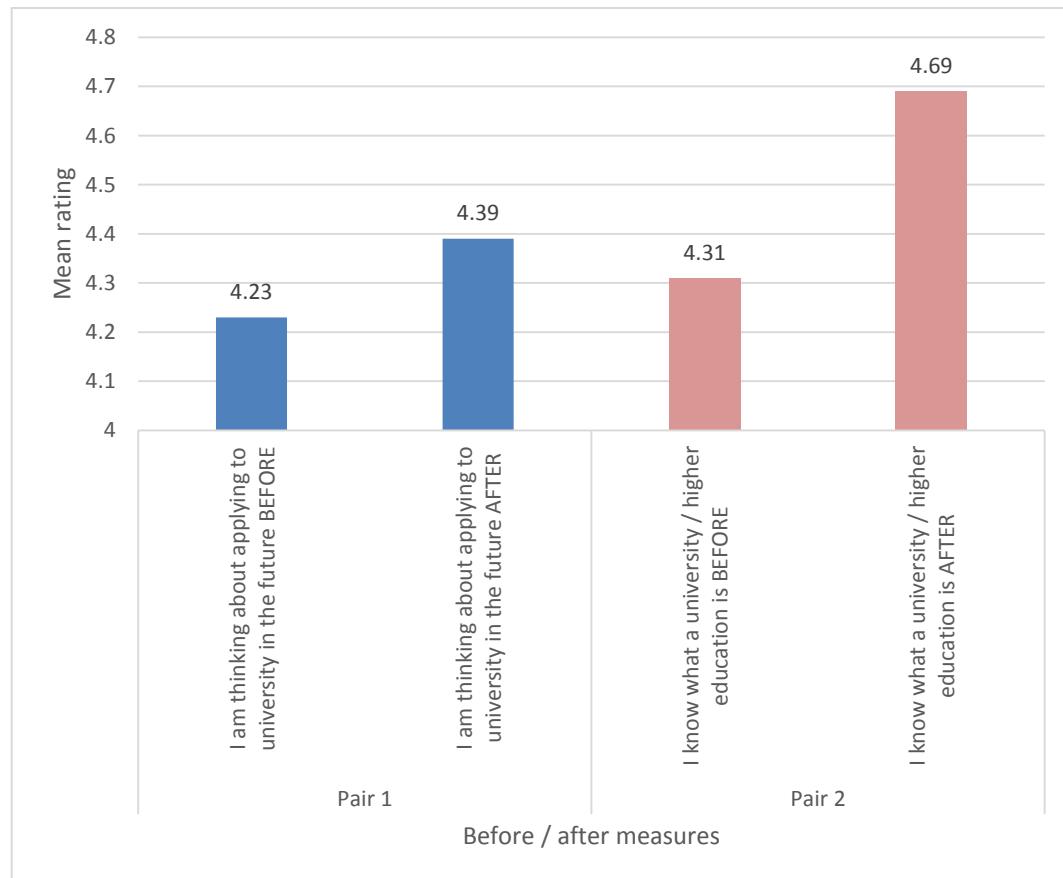


Table 22 paired sample t-test results for before and after measures of FOCUS on the future workshop 2(N=65)

Before/after measures		t	df	p
Pair 1	I am thinking about applying to university in the future BEFORE –	-2.096	61	.040
	I am thinking about applying to university in the future AFTER			
Pair 2	I know what a university / higher education is BEFORE –	-4.827	60	.000
	I know what a university / higher education is AFTER			

Activity 5– Central/Widening Access Team Parents Evening

Mean ratings for before and after questions are shown below in Figure 13. Along with Table 22 we can see that there are significant increments in mean ratings by pupils before and after the parents evening. Pupils were more likely to report that they knew about HE, that they knew enough about their options to make a choice about what to do after school/college and were more likely to consider going to university after the parents evening.

Figure 14 Mean ratings before and after Central/Widening Access team Parents Evening

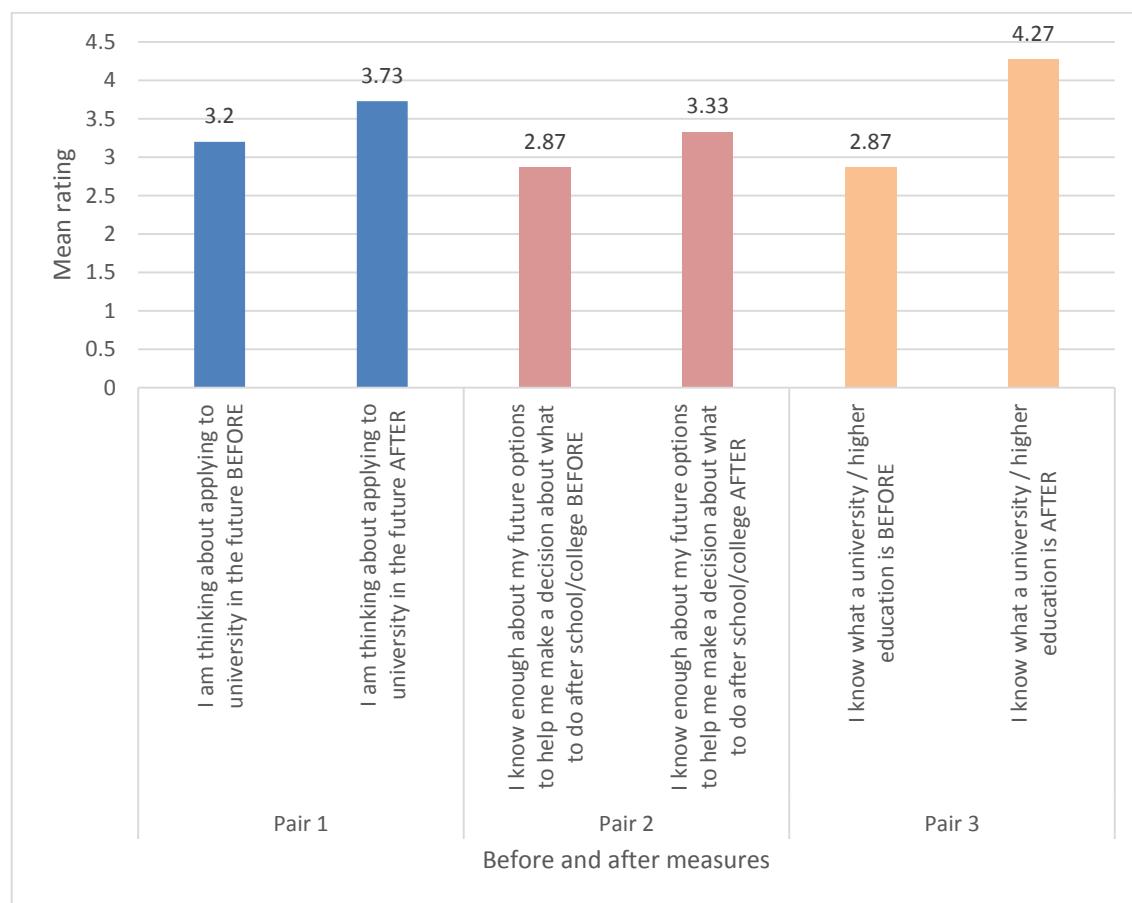


Table 23 paired sample t-test results for before and after measures of parents evening by Central/widening access team (N=15)

Before /after measures		t	df	p
1	I am thinking about applying to university in the future BEFORE – I am thinking about applying to university in the future AFTER	-2.779	14	.015
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE – I know enough about my future options to help me make a decision about what to do after school/college AFTER	-2.432	14	.029
3	I know what a university / higher education is BEFORE – I know what a university / higher education is AFTER	-5.957	14	.000

Activity 6 – Visit to Vision University Centre

The sample size for pupils completing the visit to Vision University Centre was smaller than with previous activities so inferential statistics are not reported here, just descriptives (See Table 24). In each case there is an increase in mean rating from before the visit to after – pupils are more likely to be considering university, know where to get information from, know enough about their options to make a decision, know about university, feel motivated to work hard and feel confident they can go to university after the visit, although this may not be statistically significant.

Table 24 Mean before and after ratings for visit to Vision University Centre

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.45	29	1.27
	I am thinking about applying to university in the future AFTER	4.14	29	.83
2	I know where to get information about university BEFORE	2.89	9	1.26
	I know where to get information about university AFTER	4.22	9	.97
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.31	29	1.22
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	3.97	29	.90
4	I know what a university / higher education is BEFORE	3.80	20	1.05
	I know what a university / higher education is AFTER	4.45	20	.60
5	I feel motivated to work hard in school/college BEFORE	3.33	9	.70
	I feel motivated to work hard in school/college AFTER	4.22	9	.83
6	I can go into higher education when I leave school if I want to BEFORE	3.67	9	1.11
	I can go into higher education when I leave school if I want to AFTER	4.33	9	.86
7	I have a good level of knowledge about university BEFORE	3.11	9	1.36
	I have a good level of knowledge about university AFTER	4.00	9	1.00

Activity 7 – Discover University

The sample size for pupils completing the Discover University activity was smaller than previous activities so inferential statistics are not reported here, just descriptives (See Table 25). In each case there is an increase in mean rating from before the visit to after – pupils are more likely to be considering university, know enough about their options to make a decision, know about university and feel confident they can go to university after the visit, although this may or may not be statistically significant.

Table 25 Mean before and after ratings for Discover University

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.40	15	1.404
	I am thinking about applying to university in the future AFTER	3.93	15	1.033
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.27	15	1.223
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.00	15	1.134
3	I have a good level of knowledge about university BEFORE	3.13	15	.834
	I have a good level of knowledge about university AFTER	3.80	15	.561
4	I am confident that I would fit in at university BEFORE	2.53	15	1.125
	I am confident that I would fit in at university AFTER	3.33	15	1.047

Activity 8 – Revision Techniques 1, 2 and 3

The sample sizes for each workshop are too small to permit inferential statistical analyses for all three workshops) but mean ratings before and after each workshop are detailed below in Table 26.

Table 26 Mean before/after responses for each of the three revision techniques workshops

		Workshop 1 Means N=17	Workshop 2 Means N=17	Workshop 3 Means N=18
1	I am thinking about applying to university in the future BEFORE	3.40	3.24	3.28
	I am thinking about applying to university in the future AFTER	3.93	3.41	3.61
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.27	3.65	3.61
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.00	4.18	3.94
3	I have a good level of knowledge about university BEFORE	3.18	3.18	2.56
	I have a good level of knowledge about university AFTER	3.80	3.38	3.72
4	I am confident that I would fit in BEFORE	2.53	2.94	3.11
	I am confident that I would fit in at university AFTER	3.33	3.53	3.78

As Table 26 shows, pupils completing any of the revision techniques workshops indicated an increase in their thinking about going to university, knowing about their options so as to make a decision, knowing about university and feeling confident about fitting in at university.

Activity 11 – Time Management and Resilience

The sample size for pupils completing the time management and resilience activity was too small to run inferential statistics; descriptive statistics only are presented in Table 27. In each case there is an increase in mean rating from before to after the activity – pupils are more likely to be considering university, know where to information from and know enough about their options to make a decision although these increases may not be statistically significant.

Table 27 Mean before/after responses for Time Management and Resilience activity

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.81	27	1.039
	I am thinking about applying to university in the future AFTER	3.96	27	1.018
2	I know where to get information about university BEFORE	3.33	27	1.074
	I know where to get information about university AFTER	3.48	27	1.122
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.26	27	1.130
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	3.44	27	1.281

Activity 12 – Revision Skills (organisation)

As before the sample size for pupils completing the revision skills (organisation) activity was too small to run inferential statistics; descriptive statistics only are presented in Table 28. There is no increase in mean rating from before to after the activity for thinking about applying to university or knowing what a university education is but there is an increase in knowing about future options and being able to make a decision. This may or may not be statistically significant however.

Table 28 Mean before/after responses for Revision Skills (organization)

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.00 ^a	5	1.581
	I am thinking about applying to university in the future AFTER	3.00 ^a	5	1.581
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.20	5	1.643
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	3.40	5	1.817
3	I know what a university / higher education is BEFORE	3.20 ^a	5	1.304
	I know what a university / higher education is AFTER	3.20 ^a	5	1.304

Activity 13 – Study Skills Day

One hundred and thirty eight pupils completed the study skills day activity. Mean ratings and paired sample t-test results are shown in Table 29. Thinking about applying to university, knowing where to get information about university and knowing enough about options to make a decision all increased significantly ($p < .000$ in each case).

Table 29 Mean before/after responses for Study Skills Day

		Mean	N	SD	t	p
1	I am thinking about applying to university in the future BEFORE	3.01	138	1.50	-3.90	.000
	I am thinking about applying to university in the future AFTER	3.26	138	1.46		
2	I know where to get information about university BEFORE	2.91	138	1.24	-8.62	.000
	I know where to get information about university AFTER	3.73	138	1.08		
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.45	138	1.12	-8.11	.000
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.14	138	.94		

Activity 14 – Revision session (By Derby Hub)

Feedback was provided by only 3 pupils and so the data is not presented.

Activity 15 – What do graduates do?

Twenty three pupils took part in this activity so only descriptive statistics are presented below in Table 30. For each of the measures taken (I am thinking about applying to university, I know enough about my future options to be able to make a decision and I know what a university education is) there was an increase from mean before to mean after response. This may or may not be statistically significant.

Table 30 Mean before/after responses for What do graduates do?

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.57	23	1.37
	I am thinking about applying to university in the future AFTER	4.04	23	1.29
3	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.61	23	.98
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.13	23	.75
4	I know what a university / higher education is BEFORE	3.70	23	1.02
	I know what a university / higher education is AFTER	4.57	23	.59

Activity 16 – Sri Guru Singh Sahba Derby

Eleven pupils completed feedback for the Sri Guru Singh Sahba Derby activity so only descriptive statistics are presented below in Table 31. Each measure taken (thinking about applying to university, knowing enough about options to make a decision and knowing what a university education is) shows an increase from before to after. This may or may not be statistically significant.

Table 31 Mean before/after responses for Sri Guru Singh Sahba Derby

		Mean	N	SD
1	I am thinking about applying to university in the future BEFORE	3.64	11	1.36
	I am thinking about applying to university in the future AFTER	4.36	11	1.28
2	I know enough about my future options to help me make a decision about what to do after school/college BEFORE	3.45	11	1.36
	I know enough about my future options to help me make a decision about what to do after school/college AFTER	4.36	11	.67
3	I know what a university / higher education is BEFORE	3.73	11	1.27
	I know what a university / higher education is AFTER	4.91	11	.30

Summary of student feedback

Student feedback responses are typically positive and typically show an increase in mean responses. In many cases the sample size was large enough for inferential statistics to be conducted and these indicated the increases were statistically significant. It is fair to conclude

that in the short term at least, taking part in the DANCOP activities detailed above has increased pupils:

1. Motivation to work hard at school/college
2. Knowledge of future options to help them make a decision about what to do after school/college
3. Thinking about going to university
4. Knowledge of what a university education is
5. Knowledge of where to get information about university
6. Knowledge about university in general and their different courses
7. Confidence in their ability to go to university
8. Confidence in their ability to fit in at university

Whether these increases are held over longer periods of time might be tested through analysis of the standardised CFE survey data.

4. Innovations

Network/collaboration

The LEP

Including in the network a representative from the LEP has proven to be extremely helpful. The broader view that this person can bring to the partnership has helped DANCOP identify gaps in WP provision rather than duplicating what is already there. Additionally an enterprise advisor from the Careers and Enterprise Company has provided input which has been beneficial to DANCOP.

Pipeline Development

Colleges are starting to consider educational pathways for development to create pipelines from FE into HE. This is involving consideration of FE curricula structure and content and development of these in terms of adding value through WP inclusion as opposed to creating new programmes.

Hub Embedding

DANCOP partner members have been able in some instances to go and embed themselves within other hubs to experience how different teams work and are managed.

Activities

A number of potentially innovative projects have been funded particularly from colleges although many of these are very much in their infancy (Stephenson College's lab kit; the Stone Centre) and are not reported on here. Discussion of the college projects will be in the final report.

FE study skills coaches

These are institution posts which the IPG feel have been required within the FE sector for some time. This is work in progress.

PET-XI

The PET-Xi intensive and immersive model of learning and revision for the achievement of a MOS Level 2 qualification in IT. MOS testing is rigorous, meets international standards with exams (through Certiport) in 148 countries and 27 languages. MOS stands the test of time, Microsoft® Office Specialist—the official certification program for Microsoft Office—was created and launched by Certiport in 1997. Content is more practical for application and productivity in the workplace. Certiport works with more than 400 Subject Matter Experts in 20 countries to ensure exam objectives are consistent with market needs. Delivered at the school by PET-Xi over 7 intensive days, it helps suitable learners revise, complete and achieve:

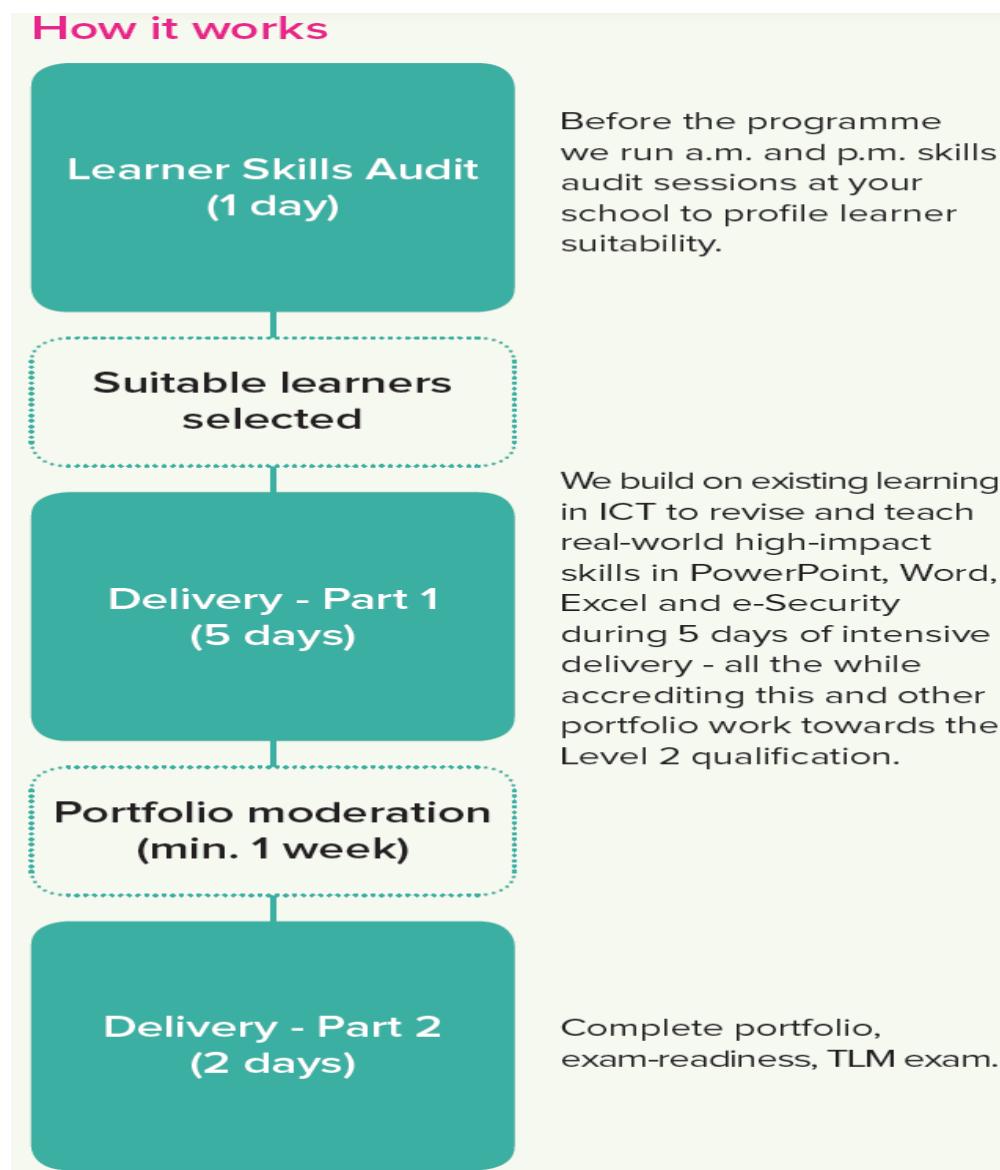
- **Level 2 qualification in IT User Skills** - carries performance points for 2017/18 and counts towards Progress 8 in basket 3
- **Microsoft Office Specialist certifications** in Word, Excel and PowerPoint - globally-recognised and highly desired by employers, providing a competitive advantage in the world of work
- **Level 2 Basket 3 qualification for 2017/18** supports suitable learners in achieving a Level 2 qualification which carries performance points (A* to C) and counts towards Basket 3 and Progress 8 for 2017/18, with a new specification already submitted for 2018/19 and beyond.

The Purpose: The ability to use Microsoft Word, Excel, PowerPoint, and Access are essential 21st century skills in most businesses today. Successful learners can use the “Microsoft Certified” logo on their CV. Learners receive an industry-valued credential while meeting assessment requirements for technology. MOS is the leading IT certification in the world. Helps learners validate to employers and others that they have the ‘skills to do the job’. The programme claims to also have a positive impact on confidence and motivation for learners involved:

- MOS certification boosts academic performance in other subjects. Learning how to use basic technology tools increases learner productivity and efficiency and improves the quality of their work. MOS prepares learners for higher education as well as improving employability prospects.

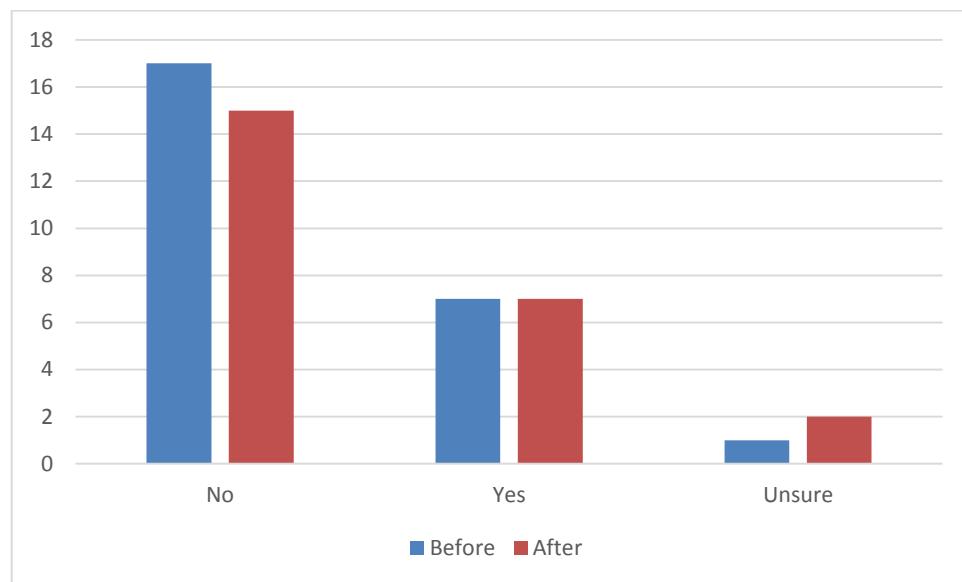
- MOS gets learners excited again, gives them positive things to focus on. Teachers will find learners will be more engaged as MOS brings relevance and credibility and revitalises engagement with IT.

Figure 15 How Pet-XI works



Twenty five students from year 10 in a Derby school took part in the Pet-XI led training. Five females and twenty males completed a short survey before the training began and after the training had been completed. The survey asked participants to indicate the level of their confidence regarding their GCSE's generally as well as specifically about their confidence regarding GCSE English and GCSE Maths on a ten point scale (from 1 not at all confident to 10 completely confident). It also asked them to indicate whether they intended to attend university (for a degree, higher or degree apprenticeship) following school. Finally the post training survey asked for qualitative feedback on their experience of the training (using three words).

Figure 16 Are you thinking about applying to HE?



Think For The Future Mentoring

Think for the Future aims to "empower young people to thrive, rather than to simply survive". Ten thousand students are excluded from school every year which has a cost to the state and to schools - Think for the Future offer programmes to schools and communities to deal with students who have clear educational potential but don't fulfil it because of behavioural or pastoral problems. The Think for the Future mentoring programme is aimed specifically at students who:

- Are at risk of being permanently excluded from school
- Have high levels of poor behaviour including classroom removals and isolation's
- Have low school attendance
- Have significant safeguarding incidents that are affecting educational potential

The mentoring programme aims to develop the student's emotional intelligence, their attitudes towards themselves and their work, behaviour, social conduct and aspirations. It is through development of these things that mentors hope to reduce challenging behaviour and school exclusions and "inspire positive change" so that the students can fulfil their potential at school.

The mentoring programme involves a carefully selected mentor working with groups of students over a number of weeks in 30-60 minute slots. Mentors are outgoing individuals with backgrounds that closely resemble the students; typically they have faced hardships, difficulties and challenges but have overcome them to reach their own goals and aspirations. Mentors are chosen strategically for schools and with the

students they will use their own past experiences and learning to develop a positive, trusting relationship with the students. They are then in a position to challenge the students' attitudes and behaviours, enabling them to think about alternatives ways of thinking, feeling and behaving.

The mentoring programme covers three main subject areas with the students:

1. Self-esteem and relationships, e.g. raising self-esteem and resilience, controlling emotions, respecting others, healthy relationships and effective communication.
2. Behaviour and anger management e.g. controlling outbursts, releasing emotions appropriately, self-reflection, concentration, consequences of actions
3. Life skills and careers e.g. goal setting, positive social media use, empathy, tackling social barriers, aspirations, leadership/team work, values, cultures and beliefs.

Twenty year 9 students from a Nottinghamshire school were taking part in the mentoring.

The students were split into two separate groups for mentoring.

There are a number of other activities which can be considered innovative but have not yet been delivered. The final report will include a number of 'mini-evaluations' of these innovative activities which include the Derby Book Festival, Performance in Education and a trip to Paris to learn about STEM careers.

5. The plan for the final report.

The final report will encompass the information here but presented in a way that addresses the evaluation aims and objectives which will include a comprehensive mapping of activities delivered against the NERUPI framework. The evaluation team will supplement the data here with the following:

1. Analysis of interview data regarding students thoughts on their future captured pre-DANCOP programme implementation
2. Information about the providers and activities including a section dedicated to college projects
3. Additional focus groups with students engaged in higher intensity activities particularly the Think For The Future mentoring programme
4. One to one interviews with a sample of year 10 and year 12 DANCOP learners exploring significant influences in their lives (N=10)
5. One to one interviews with a sample of parents/carers, siblings and other significant influences in DANCOP learners lives (N = 10)
6. One to one interviews with WP activity providers from all three HEI's and third party providers
7. Survey data from teaching staff regarding engagement with the network, perceptions of the activities and observed effects (N = 50)
8. One to one interviews with a sample of teaching staff regarding engagement with the network, perceptions of the activities and observed effects (N = 5-10)
9. Follow up focus groups with DANCOP central team, hubs and college WP officers
10. Interviews with key representatives from each partner
11. Case studies of innovative activities or programmes, including Think For The Future mentoring, Derby Book Festival, Pet-XI training, Performance in Education and other innovative approaches to WP that are introduced.
12. Analysis of quasi-experimental data captured from the CFE survey 2017 and 2018

The final report will answer the aims and objectives of the evaluation and summarise key findings and recommendations. The evaluation team will also provide separate reports for case studies and for analyses of quantitative data.

8. Conclusions

1. The network is well established amongst the HEI's, external stakeholders and some FE colleges
2. FE colleges are facing an unprecedented upheaval with significant changes to the sector, pressures on staff to meet targets, mergers and redundancies. In this difficult and uncertain climate some of the college partners have been unable to engage effectively in the partnership.
3. It has taken a long time to establish the central and hub teams, primarily because of the policies and processes inherent in HEI's and FE's. Additionally it takes a long time to build awareness in schools and develop good working relationships so that WP activities can be delivered. The project life span needs to be extended for its full potential to be realised and for impacts to be properly evaluated.

4. DANCOP could work more quickly if legal issues and executive sign off could be facilitated. Dealing with the implications of GDPR has taken a lot of capacity.
5. Collaborative work has been supported by:
 - a. Representation of key partners across different management groups
 - b. The structural and physical location of teams and individuals
 - c. An agile SG
 - d. 'Blended Professionals' who have significant experience, knowledge and skills and are able to cross boundaries to get work done
6. DANCOP has been able to engage with a large number of learners although these have tended to be located in a small number of schools. At March 2018 the majority of interactions had been delivered through the third party provider IntoUniversity. Year 11 students were the year group who have had the most engagement with activities.
7. Innovative approaches to WP can be seen already but some may not be eligible for the funding or able to demonstrate specific impacts which may be at a cost to pupils.
8. Initial feedback, both quantitative and qualitative, from pupils indicates that activities are perceived positively. The activities, in the short term at least, have a favourable impact on levels of knowledge, confidence, intentions to attend and motivation to work hard

9. Recommendations

1. That the lifespan of the initiative is increased significantly in order to meet targets and evaluate long term impact.
2. That NCOP provides legal advice and support regarding elements such as data sharing agreements
3. That there is more efficacious system for executive sign off on contracts for projects
4. That colleges and hubs consider how to integrate their team members both within the institution (i.e. located structurally and physically within appropriate departments) and with each other to facilitate support, communication and collaboration.
5. That DANCOP produces a shared calendar of events for hubs and central team members. There might also be an internal online forum for all partners and members of teams to access in order to share best practice, challenges and develop resolutions.

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10. Appendices

Focus Group Schedule (Think for the future mentoring)

1. Can you tell us about the things you have been doing with Think for the future?
2. What made you want to be involved?
3. How do you feel about what you have been doing? For example has it been enjoyable? Boring? Scary? Difficult?
4. What have you learned about yourself? Have you learned anything else?
5. Have you thought more about your future since taking part?
6. What sorts of thoughts do you now have about your future? Are these different to what you thought before you took part in these activities? How so?
7. When you think about your future, how do you feel? For example do you feel happy, sad, scared, excited, worried?
8. How likely do you think it is you can achieve what you want to?
9. How likely do you think it is you will get grade C's or above in your GCSE's?
10. How likely do you think it is that you will go on to do A Levels?

11. How important do you think it is for you to do well in these exams or other qualifications?
12. Do you think you might rather go into higher education (at a university, college or as a higher level or degree apprentice) than go straight into work after school or college?
13. How much do you know about college, university and apprenticeships? Would you like to know more?
14. If you could describe the Think for the Future mentoring programme in three words, what would they be?

Interview Questions for the central project team/committees

The Steering Group

1. What are the primary aims and functions of the steering group?
2. To what extent do you feel these are being met effectively?
3. What are the relationships and lines of communication between yourselves and the other groups?
4. What are the key issues and priorities that have been identified by the steering group?
5. What have been the challenges in agreeing targets and apportioning funding?
6. Have the number and timing of meetings been appropriate for the project?
7. How did you decide what the central team needed to be comprised of?
8. How did you set the central team up?
9. What issues and challenges did you face when doing this?
10. What progress do you feel DANCOP is making so far? How has it developed or expanded on what NEMCON had achieved?
11. What has your role been in supporting the central team and how do you effectively feel they are working so far?
12. What do you perceive the benefits and value of the programme to be so far?
13. To what extent do you think the network has enabled economies of scale, efficiencies in operations and services and reduced duplication?

14. What are the key issues or challenges that have been identified?
15. How have you dealt with these?
16. Overall what have been the key lessons learned?

The Governance Board

1. What are the primary functions and aims of the governance board and what progress do you feel you are making?
2. What are the key issues and priorities that have been identified by the governance board?
3. What are the lines of communication within the group and between yourselves and other groups?
4. What kinds of support are you providing for the central project team and how effective do you think they are?
5. What feedback and/or support have you provided regarding implementations of plans and progress against targets?
6. What progress do you feel DANCOP is making so far? How has it developed or expanded on what NEMCON had achieved?
7. What do you perceive the benefits and value of the programme to be so far?
8. What are the main challenges that you have faced so far?
9. How have you dealt with these?
10. Overall what have been the key lessons learned?

Innovations and Partner Group

1. Who makes up the Innovations and Partner Group?
2. What are the primary functions and aims of the IPG? What progress do you feel you are making?
3. How often do you meet?
4. What are the lines of communication within the group and with other project groups?
5. What progress do you feel DANCOP is making so far? How has it developed or expanded on what NEMCON had achieved?
6. How have small scale activities been identified and selected for funding?
7. How have educational pathways for development been identified and selected?
8. What new approaches to activities and collaboration have been developed and trialled?
9. What do you perceive the benefits and value of the programme to be so far?
10. What are the key issues or challenges that have been identified?
11. How have you dealt with these?
12. Overall what have been the key lessons learned?

Central Project Team

1. How was the central team established?
2. What are the primary functions and aims of the central project team and what progress do you feel you are making?
3. What other roles and responsibilities have come about since the programme was started?
4. Who is now in the DANCOP network (groups, partners, providers, LEP's, LA's)
5. What are the key features and characteristics of the DANCOP network? Are they different to NEMCON? What has been retained? What has been developed?
6. What roles have the steering committee, governance board, IPG and operations group played in supporting the central team and how effective do you think they've been?
7. What roles have the partner institutes played? (have they all been effective/equally distributed/some been more important than others?)
8. What has been the division of roles been between partners, hubs and the central project team? How have you communicated and avoided duplication of work? What have the hubs enabled the programme to achieve?
9. Do you think the network has enabled any economies of scale, efficiencies in operations and service, and reduction of duplication?
10. To what extent has the network developed and piloted any innovative approaches to collaboration and outreach?
11. What has the IPG's role been in this?

12. What processes did you use to contact the schools and encourage them to take part?
13. What has the feedback from schools been so far? What appears to have been best received?
14. In what ways has the outreach programme extended into remote areas and extended its diversity? Do you think this was effective?
15. What has been the interplay/partnership between the HE/FE providers and the third party activity providers? Do you think they have complimented each other? Have the resources been distributed and used to their full potential?
16. To what extent have deadlines been met to date?
17. What have been the main strengths of the partnership so far?
18. Have there been any challenges/issues so far?
19. What could be further developed? How could this be achieved?
20. How sustainable do you think the programme is?

Hub Teams

1. How have the hub teams been established?
2. What are the primary functions and aims of the hub teams and what progress do you feel you are making?
3. What other roles and responsibilities have come about since the hub team has started?
4. Who in the DANCOP network (groups, partners, providers, LEP's, LA's) do you primarily work with?
5. What roles have the steering committee, governance board, IPG, operations group and central project team played in supporting you and how effective do you think they've been?
6. What sorts of interactions have you had with partner institutes?
7. What has been the division of roles been between partners, hubs and the central project team?
8. How have you communicated?
9. What have the hubs enabled the programme to achieve?
10. Do you think the network has enabled any economies of scale, efficiencies in operations and service, and reduction of duplication?
11. To what extent has the network developed and piloted any innovative approaches to collaboration and outreach?
12. What has the IPG's role been in this?

13. What processes did you use to contact the schools and encourage them to take part?
14. What has the feedback from schools been so far? What appears to have been best received?
15. In what ways has the outreach programme extended into remote areas and extended its diversity? Do you think this was effective?
16. Have there been any challenges/issues so far?
17. What could be further developed? How could this be achieved?
18. How sustainable do you think the programme is?

Interview/Questionnaire Questions for Teachers (and HE Progression Officers – not yet implemented)

1. How were you approached and encouraged to take up DANCOP activities?
2. What is your rationale for engaging with DANCOP activities? Does it align with school strategy/careers strategy etc)
3. What activities have you engaged with and with which age groups/students?
4. *How did you perceive the activities in terms of:*
 - a. Relevance
 - b. Interest
 - c. Delivery
 - d. Effectiveness in achieving their aims
5. How would you describe the students who have taken part in the activities? (age, gender, SES, engagement with school, ability)
6. What kind of attitudes do you think they had before the activities towards studying further after school?
7. What kinds of aspirations do you think they had? How do you know?
8. What kind of opportunities had they had before to learn about different career options and progression into HE?
9. Did many of them know and understand what FE and HE are?
10. Do you think any of the following have changed as a result of taking part in the activities?:
 - a. Attitudes (become more positive)
 - b. Aspirations
 - c. Motivation to attain
 - d. Knowledge of career options and progression into HE
11. How do you know?
12. *What do you consider the value of this scheme to be?*
13. What have been the difficulties in working with DANCOP?
14. What would you do think could be done differently?
15. Have you been able to put a progression officer in place?
16. Have you been able to produce a development plan?
 - a. Was this done on time?
 - b. How did you go about doing this?
 - c. What issues or challenges did you encounter?
 - d. What worked well?
 - e. What would you do differently next time?

17. To what extent have the development plans been effectively constructed and deployed to your satisfaction?
 - a. How has this been done well?
 - b. How could it have been done more effectively?
18. To what extent do you think the development plan targets have been met?
19. Why do you think that has happened?

Interview schedule for activity providers

1. What is your organisation and what are its primary aims?
2. What is your role?
3. How long have you been working in this role?
4. How has your involvement in DANCOP come about?
5. Who have you worked with in DANCOP central team/hubs and have you worked with other partners in the network?
6. Have you had any input/dealings from the Innovations and Partners Group?
7. Have you developed/trialled any new approaches to outreach or collaboration?
8. How easy have you found it to collaborate within DANCOP?
9. When you work with schools how much of your activity comes about from being associated with DANCOP?
10. Do you think the network has enabled any economies of scale, efficiencies in operations and service, and reduction of duplication?
11. What do you think the value and benefits of DANCOP are for yourselves and for the schools and students you work with?
12. What do you think are the main reasons for pupils not progressing into FE or HE?
13. What activities have you delivered?

- a. With how many students?
 - b. Where?
 - c. What year(s) were the students?
 - d. What were the specific aims?
14. Did you go into remote schools? Did you access any schools you haven't worked with before?
15. Which activities do you think impact positively on learners?
16. How do you know?
17. What features of the activities do you think account for their success? Why?
18. How could these be further developed and disseminated to other areas?

HEFCE – NCOP Impact Evaluation: participant baseline survey – Older Students (Years 12-13) – DaNCOP

Guidance for staff:

Thank you for helping us, we really appreciate it.

Students should take approximately 5-10 minutes to complete this short survey.

It asks about their knowledge and awareness of higher education as well as their future intentions. The survey is being used to help establish whether taking part in outreach activities influences any of these things and we hope to compare the findings of those who do take part to those who do not.

Students should be encouraged to complete the survey without discussing their answers but should feel free to ask for help if they don't understand any of the questions or the options given to them.

Please note we ask for some personal information so we can match their responses now to those on a later survey at the end of the academic year. Once responses are matched the personal information will be deleted and no individual will be identifiable.

Information and Consent

Please read the following information about the research to make sure you understand what data we are collecting, who can access it, and what will be done with it.

The purpose of this research

Please read the following information about the research to make sure you understand what data we are collecting, who can access it, and what will be done with it.

Who we are

CFE Research (CFE) is carrying out the evaluation of NCOP on behalf of The Higher Education Funding Council for England (HEFCE). This survey is being conducted by CFE, Derbyshire and Nottinghamshire Collaborative Outreach Programme (DaNCOP) and the University of Derby.

About this survey

The survey will take 5 to 10 minutes to complete. We ask how much you know about higher education and what you would like to do in future. The results will help to support students who are interested in applying.

What will happen with the information collected?

Data will be collected in this survey by CFE Research and DaNCOP. The information you provide will only be used for the purpose of this research project.

C1) Do you agree for us to collect your data in this survey for use in this research?

- Yes
- No

P1) Please provide the following personal information:

First name	
Surname	
Home postcode	
Personal Email address	
School/College that you attend	

P2) Date of birth

day	month	year
-----	-------	------

P3) Date

day	month	year
-----	-------	------

With your permission, we will use your personal details to match your survey answers with other data held by the following organisations:

University of Derby

EMWPREP (East Midlands Widening Participation Research and Evaluation Partnership)

Behavioural Insights Team

This will allow us to track your progress over time without having to ask you further questions. We will hold your data only until this research project ends in 2020. Whenever the research findings are published, all information will be anonymised.

C2) Do you agree to let us share your data with these organisations?

- Yes
- No

Your rights if you take part

You have the right to refuse to answer any question. You have the right to withdraw your consent at any point. You do not have to give a reason for withdrawing. To withdraw consent, use the contact details provided below.

If you have any questions about this research or about how your data will be used, please contact either the person responsible for collecting this information in your area:

Anna Davey
anna.davey@teamdancop.co.uk
01332 591412

or the CFE team:

ncop@cfe.org.uk
0116 229 3300

Thank you for taking the time to read this information. You can now proceed to the survey.

Part 1 – Please place a tick in the circle next to the option that best represents your situation, thoughts or feelings

Q1) Which year of study are you in?

- Sixth form - year 12 (lower sixth)
- Sixth form - year 13 (upper sixth)
- College - level 3 - year 1
- College - level 3 - year 2

Q2b) When you finish your current studies, what would you most like to do next?

- Get a full-time job
- Get a part-time job

- Study at or stay in further education college
- Study higher education at a further education college or other further education provider
- Study at a local university or another higher education institution
- Study away from home at university or another higher education institution
- Get a job and study at the same time
- Begin an apprenticeship
- Begin a higher/degree apprenticeship
- Some other type of training
- Other (please specify) _____
- Don't know

Q3) Who has had the greatest influence on your decision about what to do next?

- Family
- Friend(s)
- Teacher(s)
- Careers adviser(s)
- Other (please specify) _____

Q4) How much do you agree with the following statements about your aspirations for the future?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
I am motivated to do well in my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could get the grades I need for further study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could gain a place on a good course if I wanted to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions ask about higher education. 'Higher education' includes:

- university
- higher education qualifications in a further education college
- higher/degree apprenticeships

Q5) How much do you know about the following aspects of applying to higher education?

	Nothing	A little	A lot
The courses that are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different routes, such as: higher/degree apprenticeships, distance learning, and higher education in a further education setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to apply through UCAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to find information about applying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The qualifications and grades needed to get into the course you want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6) How much do you know about the following aspects of higher education study?

	Nothing	A little	A lot
What student life would be like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How it leads to careers that you may be interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The costs of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The financial support available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The options about where to live whilst studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If you are in Sixth form year 13 (upper sixth) or College level 3 (year 2), go to **question 7**, if not, skip to **question 8**.*

Q7) Have you applied to study at higher education?

Yes	<input type="radio"/>	<i>Please go to question 11</i>
No	<input type="radio"/>	<i>Please go to question 8</i>

Q8) How likely are you to apply to higher education at age 18 or 19?

Definitely won't apply	<input type="radio"/>	<i>Please go to question 9</i>
Very unlikely	<input type="radio"/>	<i>Please go to question 9</i>

Fairly unlikely	<input type="radio"/>	<i>Please go to question 9</i>
Fairly likely	<input type="radio"/>	<i>Please go to question 11</i>
Very likely	<input type="radio"/>	<i>Please go to question 11</i>
Definitely will apply	<input type="radio"/>	<i>Please go to question 11</i>
Don't know	<input type="radio"/>	<i>Please go to question 9</i>

Q9) What is the main reason you might NOT go on to study further?

- My current qualifications are enough
- I have decided on a specific career (that does not require further study)
- I want to work and earn money
- The cost is too much
- It depends on the grades I get
- I do not have the necessary study skills
- It does not appeal to me
- I want to travel
- I am still undecided
- There is nowhere close enough to home
- Other reason (please specify) _____

Q10) How likely are you to apply to higher education in the future?

Definitely won't apply	Very unlikely	Fairly unlikely	Fairly likely	Very likely	Definitely will apply	Don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11) How much do you agree with the following statements about higher education?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
It is for people like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would fit in well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
I have the academic ability to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could cope with the level of study required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12) How much do you agree with the following statements about higher education?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
It will broaden my horizons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will challenge me intellectually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will give me valuable life skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will improve my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will enable me to earn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will enable me to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal information

Q13) If you go on to higher education, would you be the first person in your immediate family to go?

- Yes
- No - my grandparent(s) went first
- No - my parent(s) or guardian(s) went first
- No - my brother(s) or sister(s) went first
- Don't know

Q14) Do you know somebody else who has gone on to higher education?

Please select all that apply

- No
- Yes - another family member
- Yes - a friend
- Don't know
- Other (please specify) _____ [Other]

Q17) Do you have a disability, learning difficulty or long-term physical or mental health condition?

- Yes
- No
- Prefer not to say

Q18) What is your gender?

- Female
- Male
- Other
- Prefer not to say

Q19) Which of the following ethnic groups do you belong to?

- White - British
- White - Irish
- White - Scottish
- Other White background
- Black or Black British - Caribbean

- Black or Black British - African
- Other Black background
- Mixed White and Black Caribbean
- Mixed White and Black African
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British – Bangladeshi
- Other Asian background
- Mixed White and Asian
- Chinese
- Arab
- Irish Traveller
- Gypsy or Traveller
- Other ethnic background
- Any other mixed background
- Prefer not to say

Q20) Do you agree to be contacted about this project in the future?

- | | | |
|-----|-----------------------|---------------------------------|
| Yes | <input type="radio"/> | <i>Please go to question 21</i> |
| No | <input type="radio"/> | Please skip question 21 |

Q21) Thank you. Please provide a mobile telephone number for us to contact you:

[Q43 for ECON only]

Q43) I would like to receive invitations to future events by email.

- | | |
|-----|-----------------------|
| Yes | <input type="radio"/> |
| No | <input type="radio"/> |

Many thanks for completing this survey.

HEFCE – NCOP Impact Evaluation: participant baseline survey – Younger Students (years 9 and 10) – DaNCOP

Information and Consent

Please read the following information about the research to make sure you understand what data we are collecting, who can access it, and what will be done with it.

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About this survey

The survey will take 5 to 10 minutes to complete. We ask how much you know about higher education and what you would like to do in future. The results will help to support students who are interested in applying.

What will happen with the information collected?

Data will be collected in this survey by CFE Research and DaNCOP using. The information you provide will only be used for the purpose of this research project.

C1) Do you agree for us to collect your data in this survey for use in this research?

- Yes
- No

P1) Please provide the following personal information:

First name	
Surname	
Home postcode	
Personal Email address	
School/College that you attend	

P2) Date of birth

--

P3) Date

With your permission, we will use your personal details to match your survey answers with other data held by the following organisations:

University of Derby

EMWPREP (East Midlands Widening Participation Research and Evaluation Partnership)

Behavioural Insights Team

This will allow us to track your progress over time without having to ask you further questions. We will hold your data only until this research project ends in 2020. Whenever the research findings are published, all information will be anonymised.

C2) Do you agree to let us share your data with these organisations?

- Yes
- No

Your rights if you take part

You have the right to refuse to answer any question. You have the right to withdraw your consent at any point. You do not have to give a reason for withdrawing. To withdraw consent, use the contact details provided below.

If you have any questions about this research or about how your data will be used, please contact either the person responsible for collecting this information in your area:

Anna Davey
anna.davey@teamdancop.co.uk
01332 591412

or the CFE team:

ncop@cfep.org.uk
0116 229 3300

Thank you for taking the time to read this information. You can now proceed to the survey.

Part 1 – Please place a tick in the circle next to the option which best represents your situation, thoughts or feelings

Q1) Which year of study are you in?

- School - year 9
- School - year 10

- School - year 11
- College - level 2

Q2a) When you finish your current studies, what would you most like to do next?

- Study at school or a sixth-form college
- Study at a further education college
- Get a full-time job
- Get a part-time job
- Begin an apprenticeship
- Some other type of training
- Other (please specify) _____
- Don't know

Q3) Who has had the greatest influence on your decision about what to do next?

- Family
- Friend(s)
- Teacher(s)
- Careers adviser(s)
- Other (please specify) _____

Q4) How much do you agree with the following statements about your aspirations for the future?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
I am motivated to do well in my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could get the grades I need for further study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could gain a place on a good course if I wanted to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions ask about higher education. 'Higher education' includes:

- university

- higher education qualifications in a further education college
- higher/degree apprenticeships

Q5) How much do you know about the following aspects of applying to higher education?

	Nothing	A little	A lot
The courses that are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different routes, such as: higher/degree apprenticeships, distance learning, and higher education in a further education setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to apply through UCAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Where to find information about applying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The qualifications and grades needed to get into the course you want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6) How much do you know about the following aspects of higher education study?

	Nothing	A little	A lot
What student life would be like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How it leads to careers that you may be interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The costs of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The financial support available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The options about where to live whilst studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8) How likely are you to apply to higher education at age 18 or 19?

Definitely won't apply	<input type="radio"/>	<i>Please go to question 9</i>
Very unlikely	<input type="radio"/>	<i>Please go to question 9</i>
Fairly unlikely	<input type="radio"/>	<i>Please go to question 9</i>
Fairly likely	<input type="radio"/>	<i>Please go to question 11</i>
Very likely	<input type="radio"/>	<i>Please go to question 11</i>
Definitely will apply	<input type="radio"/>	<i>Please go to question 11</i>
Don't know	<input type="radio"/>	<i>Please go to question 9</i>

Q9) What is the main reason you might NOT go on to study further?

- My current qualifications are enough
- I have decided on a specific career (that does not require further study)
- I want to work and earn money
- The cost is too much
- It depends on the grades I get
- I do not have the necessary study skills
- It does not appeal to me
- I want to travel
- I am still undecided
- There is nowhere close enough to home
- Other reason (please specify) _____

Q10) How likely are you to apply to higher education in the future?

Definitely won't apply	Very unlikely	Fairly unlikely	Fairly likely	Very likely	Definitely will apply	Don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11) How much do you agree with the following statements about higher education?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
It is for people like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would fit in well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the academic ability to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could cope with the level of study required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12) How much do you agree with the following statements about higher education?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know
It will broaden my horizons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will challenge me intellectually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will give me valuable life skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will improve my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will enable me to earn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It will enable me to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal information

Q13) If you go on to higher education, would you be the first person in your immediate family to go?

- Yes
- No - my grandparent(s) went first
- No - my parent(s) or guardian(s) went first
- No - my brother(s) or sister(s) went first
- Don't know

Q14) Do you know somebody else who has gone on to higher education?

Please select all that apply

- No
- Yes - another family member
- Yes - a friend
- Don't know
- Other (please specify) _____

Q17) Do you have a disability, learning difficulty or long-term physical or mental health condition?

- Yes
- No
- Prefer not to say

Q18) What is your gender?

- Female
- Male
- Other
- Prefer not to say

Q19) Which of the following ethnic groups do you belong to?

- White - British
- White - Irish
- White - Scottish
- Other White background
- Black or Black British - Caribbean
- Black or Black British - African
- Other Black background
- Mixed White and Black Caribbean
- Mixed White and Black African
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Asian or Asian British – Bangladeshi
- Other Asian background
- Mixed White and Asian

- Chinese
- Arab
- Irish Traveller
- Gypsy or Traveller
- Other ethnic background
- Any other mixed background
- Prefer not to say

Q20) Do you agree to be contacted about this project in the future?

Yes *Please go to question 21*

No *Please skip question 21*

Q21) Thank you. Please provide a mobile telephone number for us to contact you:

Many thanks for completing this survey.



DANCOP Activity Evaluation Form

DANCOP (Derbyshire & Nottinghamshire Collaborative Outreach Programme) use, hold and process the information you supply on this evaluation form in line with the Data Protection Act 1998 and GDPR.

We use this information to create registers, monitor participation, and evaluate the effectiveness of DANCOP activities.

We are legally obligated to share monitoring information with the Office for Students (OfS). We are also obligated to share monitoring information with the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) where you have previously engaged with them. OfS and EMWPREP only use your information for statistical analysis.

We share your feedback with the International Centre for Guidance Studies who are evaluating the effectiveness of DANCOP activities.

We will retain your information for the duration of DANCOP to enable ongoing reporting; after that time it is deleted securely.

I give my full permission for my details to be used in this manner: Yes No

You can withdraw your permission or amend your data at any time by contacting gdpr@teamdancop.co.uk

Our Data Protection Officer (DPO) is James Eaglesfield on (01332) 591762. Our Deputy DPO is Helen Rishworth on (01332) 591954. Alternatively you can email gdpr@derby.ac.uk

Name:	
Date of Birth:	Home Postcode:
School:	Name of Event: <i>pre-populated by facilitator of activity</i>

How would you rate the event today?

Excellent	Good	Fair	Poor
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Thinking about what you already knew and what you have learnt from today, please indicate your level of agreement for the following statements:

1 = strongly disagree
strongly agree

3 = neither agree nor disagree

5 =

Before the event		After the event
1 2 3 4 5	I know what higher education is (including university, higher education in a further education college and higher and degree apprenticeships)	1 2 3 4 5
1 2 3 4 5	I am thinking about applying to higher education in the future	1 2 3 4 5
1 2 3 4 5	I know enough about my future options to help me make a decision about what to do after school/college	1 2 3 4 5
1 2 3 4 5	<i>Pick relevant question from question bank for your activity or delete this row.</i>	1 2 3 4 5

If you could describe the event today in three words, what would they be?

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Please tell us something that you have learnt through taking part in this event

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Following this session, have all of your questions been answered?

Yes	No
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If no, please tell us your question(s) below

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