Higher Education Outreach to Widen Participation
Toolkits for practitioners

Programmes

Third edition
About the toolkits

This suite of publications, the toolkits, are a distillation of the learning, methods and resources developed by Aimhigher and the Lifelong Learning Network programmes to support the effective strategy, management and delivery of outreach work to encourage progression to higher education for under-represented groups. The toolkits recontextualise the learning from these programmes to fit the current higher education environment. This is the third edition of the toolkits. They were first published in December 2012, then revised in December 2013 and again in June 2014 following revisions in June 2013, to take account of relevant changes in the field.

The toolkits are not meant to be prescriptive but are designed to promote discussion and development. They comprise the following:

- Overview
- Toolkit 1 Partnership
- Toolkit 2 Targeting
- **Toolkit 3 Programmes**
- Toolkit 4 Evaluation
- Resources and glossary

Who they are for

The toolkits are aimed at widening participation managers and those they work with. They provide:

- guidance, materials and ideas for the development of programmes
- materials that are useful for strategic leaders
- practical tools for those involved in delivery.

The guidance and resources in the toolkits are most effective when delivered as part of a comprehensive approach that fits within a whole-institution strategy: one that addresses the topics covered by each of the four toolkits: partnership, targeting, programmes and evaluation.

Structure and navigation

Each toolkit in the series has four sections. The header at the top of each page indicates where in the document the user is at any one time. For example, this document has the four stages shown below, and you are looking at the ‘Deliver’ section:

Understand ▶ Plan ▶ Deliver ▶ Review

Authors

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List of tools

The following tools are referred to throughout this document. They link to Microsoft® Word templates that practitioners can use and develop in their outreach work.

The tools are listed in the order that they appear in the toolkit.

- Activity menu template
- Curriculum map template
- Progression Matrix template
- Outreach planning questionnaire template
- Project mapping template
- Project delivery plan template
- Session delivery plan template
- Outreach programme review questionnaire template

Aims of this toolkit

This toolkit:

- provides an overview of approaches to delivery of outreach work
- provides a rationale for the appropriate application of each approach
- provides tools for the strategic and operational planning of outreach
- assists WP teams in reviewing and maintaining the effectiveness of programmes.
Understand

The delivery of outreach programmes and activities can be seen as the heart of WP. As the recent Department for Business, Innovation and Skills National Strategy for Access and Student Success highlighted, long-term, sustained outreach programmes are crucial to success in widening participation. These are particularly effective when they involve HE providers, schools, colleges, employers and other partners working closely together. The strategy concluded that:

- outreach is most effective when delivered as a progressive, sustained programme of activity and engagement over time
- outreach programmes need to be directed towards young people at different stages of their educational career, beginning at primary level
- the effective delivery of outreach programmes requires the full, adequately resourced involvement and engagement of higher education institutions (HEIs), further education colleges (FECs) and schools
- the collaborative provision of outreach delivers significant benefits in terms of scale, engagement, co-ordination and impartiality
- progression pathways for learners with non-traditional or vocational qualifications need to be clearly articulated
- outreach to mature learners depends on good links with FECs, employers and the community
- without good advice and guidance, outreach is impoverished and less effective (DBIS, 2014).

It is the interface between HE providers and the learners who are the focus of the work. It is where a great wealth of expertise and experience has been developed over more than a decade among committed professionals in HE providers, and in Aimhigher and Lifelong Learning Network (LLN) teams.

This toolkit seeks to help professionals in all of the partnering organisations with a stake in the successful progression of under-represented groups into HE to make the most of that knowledge and history and to build upon the learning that has been gathered.

The purpose of outreach programmes and activities

HE providers engage in outreach programmes and activities for many reasons. This toolkit focuses on outreach for widening participation. WP outreach can be defined as:

‘any activity that involves raising aspirations and attainment and encouraging students from under-represented groups to apply to higher education’.

(OFFA 2010/07, HEFCE 2010/29)

Outreach activity that focuses on engaging learners’ interest in higher education and supporting their transition to it is only one part of a WP strategy. Other parts include supporting the WP
cohort to remain on programmes (retention), to achieve the best result that they are capable of (attainment) and supporting them to progress into further learning and employment (progression). The aspiration of WP activity is that participation in HE is based on talent rather than background, and this becomes more likely when engagement, transition, retention, attainment and progression are all addressed. While being aware of the broader context of WP, these toolkits will focus on outreach programmes and activities that are designed to engage potential students in thinking about and aspiring to HE, as this is where Aimhigher practice was focused.

The careful process of targeting the WP cohort and the importance of acknowledging each individual’s circumstances in evaluating achievement can sometimes seem daunting. Tensions can exist between recruitment and WP. Firstly, HE providers have pressures that lead them to seek to maximise numbers and prioritise high grades in their recruitment. Secondly, WP activity is appropriately underpinned by an ethos of impartiality. The purpose of the activity is not just to recruit, but rather to find a progression route that is right for the individual. Sometimes this may mean that HE providers are providing advice about their competitors or even about progression routes outside higher education.

Learner-centred and integrated programmes
The concept of a personal progression journey is central to planning and delivering outreach. HE providers play a part in supporting that journey. Therefore, better outreach programmes are those that provide support that is:

- more closely aligned to individual needs
- more complementary to the other experiences in individuals’ progression journeys.

Ideally, an effective partnership approach will lead to integrated and personalised models that enable the learners themselves to own and manage their individual progression journeys. In order to progress successfully, learners need to know what they want to achieve, understand how they are going to achieve it, and develop the skills and abilities required for their chosen progression goals. To achieve more learner-centred programmes HE providers need to adopt two key strategies.

1. **Learn more about learners’ needs.** This involves undertaking desk research and working with partners to understand learners’ needs and then designing activities to address them. It also involves sharing control, in the first instance, with schools, colleges and other providers, and ultimately with learners themselves.

2. **Develop more progressive and integrated programmes.** This involves working with partners to respond to learners’ needs as they change over time and making activities complementary to learners’ experiences in schools, colleges and other learning providers, where they spend much more of their time.

These strategies move WP away from being an ad hoc and random selection of one-off activities and towards a more learner-centred, integrated programme.
Types of outreach programme

It is possible to describe three approaches on a continuum towards more progressive and integrated outreach programmes.

1. **One-off activities.** HE providers offer one-off activities to schools, colleges and other providers, where the activity is outside of and additional to the curriculum. These are easy to organise but are often limited and fragmented, and may not align with the curriculum.

2. **Progressive curriculum.** A progressive series of activities is offered. The activities are sequential and address the developing needs of learners at different ages in a consistent framework. Progressive activities offer better preparatory and follow-up activity by providers but may require a considerable investment of time for outreach times in terms of developing programmes.

3. **Integrated programme.** A WP programme is developed which is complementary to individuals’ wider learning provision and is integrated into the curriculum and support services of the school, college or other learning provider. While this approach more directly impacts on identified barriers and therefore has potentially more impact, it requires much closer links between outreach teams and school subject specialists.

Central to the success of more learner-centred, and more progressive and integrated programmes are effective partnership working and targeting. Help in these areas can be found in **Toolkit 1: Partnership** and **Toolkit 2: Targeting**.

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### Principles of outreach

- What is the purpose of your outreach provision?
- What is your organisation’s overall strategy in relation to recruitment?
- What overlaps and tensions, if any, exist in your outreach work between recruitment and WP?
- How do you manage any tensions to ensure the requirements of your WP strategy are met?
- To what extent do learners’ needs inform the decision making?
- To what extent do learners themselves inform the decision making?

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### Developing an approach to outreach

This section explores in more detail the features of an outreach programme that are more or less learner-centred and integrated. It identifies the benefits and limitations associated with the different approaches.
Figure 1 illustrates three approaches, on a continuum towards more learner-centred outreach, and explains how this works in practice.

1. **HE provider-centred.** The HE provider makes decisions about its offer to schools, colleges and other providers based on a perception of learner needs and an understanding of the HE provider’s needs.

2. **School/FE/other provider-centred.** The HE provider discusses, negotiates and agrees the offer with schools, colleges and other providers in response to shared or complementary needs.

3. **Learner-centred.** The HE provider works with schools, colleges, other providers and their learners to understand the individuals’ needs and tailor the outreach offer to them.

**Figure 1: Learner-centred, progressive and integrated approaches**

<table>
<thead>
<tr>
<th></th>
<th>HE provider-centred</th>
<th>School/college-centred</th>
<th>Learner-centred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity menu</strong></td>
<td>HE provider plans activity menu and offers single events to schools and colleges</td>
<td>HE provider develops activity menu with schools and colleges for their learners</td>
<td>HE provider, schools, colleges and their learners develop activity menu together</td>
</tr>
<tr>
<td><strong>Progressive curriculum</strong></td>
<td>HE provider plans a progressive curriculum and offers it to schools and colleges</td>
<td>HE provider develops progressive curriculum with schools and colleges for learners</td>
<td>HE provider, schools, colleges and their learners develop progressive curriculum together</td>
</tr>
<tr>
<td><strong>Integrated programme</strong></td>
<td>HE provider develops a programme that can be integrated into school and college curriculum</td>
<td>HE provider develops integrated programme with schools and colleges for their curriculum needs</td>
<td>HE provider, schools, colleges and their learners develop integrated programme for individual learner needs</td>
</tr>
</tbody>
</table>

**Advantages and disadvantages of a more learner-centred approach**

Possible advantages include:

- raised commitment of schools, colleges, other education providers and learners
- learners develop their capacity to manage their own progression
- greater impact on identified barriers to progression for individuals
- greater impact on learning and progression of individuals
- delivery is shared with other stakeholders.
Possible disadvantages include:

- more complex process of development, with less control for the HE provider
- effective communication is more important and more difficult
- more time and effort is required working with partners.

Even if an HE provider can only offer a menu of one-off activities, it can still work towards being more learner-centred. While a more learner-centred approach is generally desirable, there may be instances when it is not possible or appropriate, such as when:

- the school, college or other education provider is not able or willing to engage in planning
- the school, college or other education provider just wants access to a single activity.

Developing an approach to outreach

- Where, in Figure 1, is your current outreach provision located?
- Do you adopt different positions in different contexts or with different partners?
- Would becoming more learner-centred help you achieve the aims in your WP aims and access agreement objectives?
- Do the costs and risks of developing a learner-centred, integrated programme with partners outweigh the benefits?
- How can you minimise the impact of the costs and risks?
- What can you do to maximise the benefits?

Understanding learner needs

This section explores how much HE providers need to know about learner needs for outreach interventions to be effective, and how HE providers can find out more about learner needs. Judging how much information you need in relation to learner needs will probably depend on the accuracy of the targeting undertaken and the desired intensity of the outreach experience (see Toolkit 2: Targeting).

Even one-off, large-scale activities such as campus visits can benefit from a better understanding of the cohort. Where a particular cohort has been targeted because of a specific characteristic, such as socio-economic status or ethnicity, it is possible to ensure that they meet current students from a similar background as part of their campus visit, for example. In more in-depth interventions this kind of information can also be useful in helping to structure programmes that actively address issues that these students typically experience. For instance, in a programme for looked-after children it might be valuable to understand more about their individual histories and actively address how being in the care system might have impacted on their relationship with the education system.
The more complex learners’ needs are, the more HE providers need to understand the different aspects of disadvantage they experience and how these impact on learning. Figure 2 illustrates the increasing levels of knowledge about learner needs required as the complexity and individuality of needs grow, and as programmes become more closely integrated to learners’ wider education and support experiences.

Figure 2: How much do you need to know about learner needs?

<table>
<thead>
<tr>
<th>Activity menu</th>
<th>Less</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated programme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Many sources of information exist to help HE providers understand learners’ needs better and, therefore, develop activities that have a greater impact. Figure 3 summarises the increasing need for knowledge of individual needs as programmes and activities become more learner-centred, and provides some ideas of where to secure such information.

Figure 3: Increasing understanding of learner needs

<table>
<thead>
<tr>
<th>HE provider-centred</th>
<th>School/FE college/ other provider-centred</th>
<th>Learner-centred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage with learners in identifying needs, directing access to opportunities, and leading their own progression journey.</td>
<td>Ask professionals in schools, colleges and other providers.</td>
<td>Ask professionals in schools, colleges and other providers.</td>
</tr>
<tr>
<td>Read relevant research about learners’ needs at different stages of development.</td>
<td>Read relevant research about learners’ needs at different stages of development.</td>
<td>Read relevant research about learners’ needs at different stages of development.</td>
</tr>
</tbody>
</table>
The Higher Education Academy’s Widening Access, Student Retention and Success (WASRS) archive is a searchable database of research and resources available to support HE providers’ understanding of the WP cohort.

When developing school/college/provider-centred programmes and activities, the input and professional judgement of professionals in partner organisations can be an invaluable source of local knowledge (for example teachers, teaching assistants, learning mentors, career guidance professionals). Some professionals in partner organisations may have detailed insights into individuals’ needs that could assist in personalising programmes and activities. When developing learner-centred programmes and activities it will be necessary to engage with learners directly or find ways of ensuring that individuals are able to direct their own progression journey and access to opportunities.

**Plan**

Planning outreach that is as learner-centred as possible and part of a progressive and integrated programme is dependent on the relationships HE providers have with their partners (see Toolkit 1: Partnership). This section provides three models for the planning and delivery of outreach activities, all of which are enhanced by effective partnerships.

**Developing learner outcomes at every level**

Effective outreach programmes are designed to address the needs of the learners and maximize their chance of progressing to HE. The principle of beginning with learner needs and delivering activities to address them, provides a useful starting point. However, it is also useful to attend to how far the activity results in a learner outcome (i.e. how far it meets the identified learner need and allows the learner to progress). The process of assessing how far activities result in outcomes is covered in more detail in Toolkit 4: Evaluation.

This section explores the process of designing programmes that are focused on learner needs and outcomes at:

- **Session level:** the individual activities that make up the projects. Measuring the extent to which outcomes have been met at session level enables those responsible for delivering the session to keep or change parts of the session to make it more effective.

- **Project level:** the various activity types that make up the programme. Measuring outcomes at project level enables delivery teams to make judgements about the extent to which types of activity achieve the desired outcomes.
Programme level: the entire suite of outreach activities. Measuring outcomes at programme level enables managers to draw conclusions about the effectiveness of the programme strategy in addressing the overall needs of target groups of learners.

Being clear about learner outcomes at each level, through a common model, will:

- provide greater coherence between the overall aims and the outcomes of individual sessions in the programme
- enable WP managers to direct the objectives and session outcomes more confidently
- provide a quality and development framework for use with staff and colleagues in other departments to ensure consistency
- provide a vision and common language for all staff engaged in the management and delivery of the outreach offer.

Models for planning outreach

This section considers three approaches that require different degrees of partnership with other organisations. The section also supports HE providers’ understanding, development and application of the models so that outreach can be as closely focused on learners’ needs as is possible. The three models are:

- **One-off activities**: where HE providers develop a list of outreach activities from which organisations can select. This model tends to be more HE-centred, as it does not ensure a progressive experience for the learner, but is easy to manage for the HE provider and allows schools to address WP through a short one-off activity.

- **HE Progression Framework curriculum map**: identifies learner outcomes as they develop over the course of a journey to HE. This model is progressive and centred on general learner outcomes, but may not be responsive to diverse learner needs.

- **The Progression Matrix**: provides an open framework for schools, colleges and other providers (or individual learners) to develop a progressive programme. It also provides a structure which helps HE providers to respond directly to identified learners’ needs, but requires strong partnerships.

One-off activities

A menu of activities is the easiest way to create an outreach programme. However, unless schools, colleges and other learning providers integrate these activities into existing curricula, this model is less likely to support a progressive experience for learners. In order for schools, colleges and other providers to be able to integrate activities, the menu will have to include details about the nature of the experience itself, including:

- overall aims
- session content
- intended learner outcomes
- intended age for the activity
- target learner type.
Figure 4 provides an example of a partial activity menu.

**Figure 4: An example activity menu**

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Sessions/Activities</th>
<th>Year group</th>
<th>Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambassadors</td>
<td>Professor Fluffy</td>
<td>Years 5-6</td>
<td>Raise aspirations to and awareness of study in HE</td>
</tr>
<tr>
<td>School campus visit</td>
<td>Moving up to secondary school</td>
<td>Years 5-6</td>
<td>To ease transition from primary to secondary school</td>
</tr>
<tr>
<td>Information, advice and guidance (IAG)</td>
<td>Jobs and careers that need degree level qualifications</td>
<td>Years 8-9</td>
<td>Link career aspirations to HE opportunities</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Aspiration-raising and self-esteem</td>
<td>Years 7-9</td>
<td>Provide role models for improving aspirations Provide encouragement Support with goal mapping</td>
</tr>
<tr>
<td></td>
<td>Exam and revision support sessions</td>
<td>Years 10-11</td>
<td>Develop revision skills Develop revision timetables Develop exam techniques</td>
</tr>
<tr>
<td>Master classes</td>
<td>Gifted and Talented extension lectures</td>
<td>Years 11-12</td>
<td>Challenge and stretch high attaining learners beyond standard attainment thresholds Excite high attaining learners about higher level study</td>
</tr>
<tr>
<td>Subject tasters</td>
<td>Degree level learning tasters:</td>
<td>Years 10-12</td>
<td>Raise aspirations for specific subjects and courses Raise awareness of the nature of study at degree level</td>
</tr>
<tr>
<td>HE information</td>
<td>UCAS applications Finance</td>
<td>Years 12-13</td>
<td>Support learners in accessing the UCAS process Support for completing personal statements Advice on general finance support available and on researching support offers for specific institutions</td>
</tr>
</tbody>
</table>

Download an [Activity menu template](#)

An activity menu like the one in Figure 4 could be enhanced with additional columns containing information relating to venues and locations, timings (i.e. when in the year sessions are available), descriptions of sessions, and/or contact information for specific activity types or sessions (if relevant). If activities and sessions are developed for specific target groups, additional information relating to the intended learners could be added.
The impact of outreach delivered through an activity menu could be improved by:

- encouraging the partners accessing activities to prepare the learners for the activity by doing some related work prior to it. HE providers could provide guidance and ideas about the kind of work that would help
- encouraging partners to undertake follow-up work with the learners. HE providers could provide guidance and ideas about the kind of work that would help
- working with partners to review the curriculum of learners’ school/college/other provider, and designing activities to support it.

### Improving an activity menu

- What information could partner schools, colleges and other learning providers give you that would enable you to meet learners’ needs more effectively?
- What activities are learners accessing from other sources that might enhance or complement yours?
- What activities are learners accessing from other sources that might overlap or compete with yours?

### The HE Progression Framework curriculum map

The Higher Education Progression Framework (HEPF) Guide (Action on Access, 2008) was developed on behalf of HEFCE for use by HE providers and other stakeholders who might wish to develop HE-related progression programmes. The HEPF enables stakeholders to plan individualised, progressive and sequential programmes for target groups of learners. The HEPF guide provides a helpful summary of the principles of an effective progressive programme using a curriculum map, which details learner outcomes over time in three sequential phases:

- introduction phase (Key Stages 2 to 3)
- developmental phase (Key Stages 3 to 4)
- consolidation phase (Key Stage 5/post-16).

Broad learner outcomes for each stage provide aims for a ‘curriculum’ of experiences on a typical or ideal progression journey. Figure 5 is an extract from the HEPF guide and shows an example curriculum map. HE providers can use it as a basis for developing their own progression framework to work with partner schools, colleges and other providers. The example curriculum map includes details of evidence for evaluation that will help HE providers demonstrate impact against the learner outcomes.
Figure 5: An example curriculum map

<table>
<thead>
<tr>
<th>No.</th>
<th>Learner outcomes</th>
<th>Examples of associated activities</th>
<th>Description</th>
<th>Partners involved in delivery</th>
<th>Evidence and evaluation</th>
<th>Examples of evidence</th>
</tr>
</thead>
</table>
| 5   | An understanding of different types of courses, institutions and progression routes. | HE visits; IAG; Summer Schools; Options support and post-16 choices.                               | Knowledge of how to access information about HE: recognition of choices available and making use of prospectuses, etc.  
Raised awareness of choosing options and variety of routes - the importance of making the right choices.  
Increased positive attitudes among learners in school, college or in work. | Aimhigher/ HEI staff; Connexions; etc.                                                               | Knowledge and comprehension of available resources and of the range of choices.  
Demonstration of understanding and of analysing/plotting personal progression routes. | Professional judgement of teachers, IAG staff, etc.  
Attitudinal surveys.                                                                                                   |
| 6   | An understanding of preferred learning styles and the improvement of skills to raise attainment (study, revision and exam skills, etc). | Study Skills Support workshops; Curriculum enrichment programmes; Summer Schools.                  | Understanding learning styles and developing skills (note taking; developing topics and analysing findings; memory techniques; organising work better). This should contribute to improved attainment and subsequent progression at 16 and 18.  
Curriculum enrichment programmes/subject-specific HE visits linking school to HE curriculum - stretching skills and abilities. Working in HE environment with staff and students.  
Summer Schools to increase understanding of subjects, to improve skills to raise attainment, to build self-confidence, provide advice, etc. | Schools/ Colleges; Local Authorities; Connexions; Aimhigher staff can add value by linking learning styles and skills to higher level study. | Demonstrating the use and development of cognitive skills (recalling information; comprehending and interpreting information; application of what is learned; analysis and understanding; synthesising and problem-solving; questioning ideas, concepts, issues, evaluating and making judgements, etc). | ASDAN or other accreditation.  
Attainment data (actual against predictions).  
Professional judgement of teachers and others.  
Self-evaluation.                                                                                                      |
| 7   | The ability to make an informed, autonomous and appropriate decision about the future. | Careers Guidance, IAG.                                                                          | Making learners think about their future and linking this to their attainment and progression.  
Preparing students to make informed choices and to take appropriate steps to overcome barriers. Awareness of graduate employment trends. | Connexions; other IAG advisors; schools and colleges; Aimhigher and HE Staff. | Listening to others and gathering information from several sources to plan for potential outcomes.  
Making judgements and demonstrating what needs to be done to reach specific goals. Taking responsibility for their own ‘outcomes’. | Professional judgement of guidance staff and teachers.  
Learner case studies and self-evaluation.  
End of phase questionnaires.                                                                                         |

Download a [Curriculum map template](#)
The impact of outreach delivered through a curriculum map could be enhanced by:

- working with partners to share the development of the learner outcomes so that learners’ progression is a shared goal
- developing curriculum maps for individual school/college/other provider programmes so that partners can include the support and curriculum that learners receive internally and from other sources
- developing curriculum maps for specific target groups, for example white working class boys.

### Greater Manchester progression framework

- Colleagues in Greater Manchester developed a guide for practitioners that identified learner outcomes at different stages in a progression framework. The guide suggests and describes activities to support the achievement of learner outcomes. It also provides an annual plan of sessions with more detailed outcomes for learners in the post-16 phase. Download [Aimhigher Greater Manchester Progression Resource Two: Activities for Learners in Schools and Colleges](#).

- A partnership based in Norfolk used the HEPF as the basis for designing a handbook for teachers concerned with the progression of learners in the post-16 phase (p.3 of the document shows the local HEPF). Download [Preparation for Higher Education: Post-16 Resource Pack](#).

### Improving a curriculum map

- Which learner outcomes are you not able to address through activities? Who could you work with to address them?
- Who could help you identify and develop learner outcomes for a curriculum map so that it is more learner-centred?
- How could you engage directly with learners to develop the curriculum map?
The Progression Matrix

The Progression Matrix is a conceptual framework based on a learner-centred theory of progression, which maintains that successful progression outcomes (for example progression onto the right HE course) are the result of three components:

- **aspirations**: individuals’ goals and desires, as well as the belief and dispositions necessary to expand them
- **awareness**: individuals’ knowledge and understanding of themselves, their options and choices, and the sources of help available to them
- **attainment**: individuals’ learning and development skills to acquire the necessary understanding and qualification prerequisites to progress.

Factors impacting on these components are either barriers or enablers to progression, and must be managed by learners with the support of professionals. Or they may be systemic and require action by institutions to mitigate or remove them. Factors may include:

- parental or community aspirations and expectations
- financial constraints
- physical access barriers (in the case of learners with disabilities)
- local or national policies.

Research by the University of Warwick (Stanley and Goodlad, 2010) identified a complex interrelationship between the three components of progression identified in the Progression Matrix. The report also provides a literature review pertinent to the components in the context of progression to post-16 and HE.

Figure 6 shows how the three components of progression interrelate.

**Figure 6: Interrelationship between aspirations, awareness and attainment in progression**
Figure 7 shows how the Progression Matrix framework can be used to explore and manage individual and group progression journeys by addressing the three components over time towards a given progression goal. The progression stages on the horizontal axis lead to institutionally identified outcomes of ideal progression. The columns ensure that each of the components of progression is considered and addressed when developing the range of outcomes and actions that make up an entire plan.

**Figure 7: An example of a Progression Matrix completed for Key Stage 4 priorities in a school.**

As The Progression Matrix is completed by partner schools, colleges and other providers to identify the needs of their learners, it enables the identification of learner outcomes and specific actions to address the individual’s needs. Partners can then give HE providers a more detailed understanding of the needs of the target groups of learners. If HE providers are not able to engage partners in undertaking this activity, they could complete a Progression Matrix themselves with typical learner outcomes as in the HEPF curriculum map and then attribute outreach activities to the outcomes under each of the three component headings. See the guidance on how to apply The Progression Matrix (Garton et al, n.d.)
Partner schools, colleges and work-based learning providers in a midlands partnership used The Progression Matrix to develop various innovative applications including the following:

- reviewing existing attainment-focused curricula and embedding aspiration and awareness features within them
- annual meetings of pastoral leaders reviewed the needs of learners at a cohort and, sometimes, at individual level, then identified internal activities before approaching local HE provider partners for assistance in addressing the gaps for learners with the potential to benefit from HE
- mapping exercises with individuals, where discussions about career progression goals used The Progression Matrix to enable individuals to reflect on their aspirations, awareness and attainment goals
- work-based learning providers trained tutors and IAG staff to use the Progression Matrix in induction and support sessions to help learners plan their progression routes
- mapping the contributions of staff, systems and projects on the three components, identifying gaps and priorities for improving impact.

An inter-agency group in the west of England led a development project, Learner Progression Matrix: Progression for Apprentices (Kewin et al, 2010), where providers from two occupational sectors defined learner outcomes under the three components from a provider perspective. The resulting summary provides:

- **staff** with a clearer idea of the learner outcomes they should be addressing within their provision
- **learners** with clearer ideas about what is required to progress through the stages to be ready for level 4 study.

The impact of outreach delivered through a Progression Matrix could be enhanced by:

- working with partners to share the development of the learner outcomes so that learners’ progression is a shared goal
- developing a Progression Matrix for specific target groups, especially those with multiple and complex needs, in partnership with multi-agency professionals such as those working with children in care, leaving care teams, and care leavers.
Improving a Progression Matrix

- How well does your organisation understand the relationship between aspiration, awareness and attainment?
- How does your planning process ensure that all three components are addressed adequately in your WP outreach?

Annual planning

The three models considered in the ‘Models for planning outreach’ section earlier provide frameworks for identifying learner outcomes and developing an outreach programme to address them. Realising an effective programme with schools, colleges and other learning providers is not only a matter of programme design, however, but of planning the logistics and timings of often multi-faceted interventions. HE providers and schools, for example, can face difficulty when delivering programmes together. These can be mitigated by careful planning to prepare for the impact of the different nature and features of the two types of organisation, including:

- language and terminology
- annual timetables
- working practices
- regulatory frameworks.

Help to understand the different organisations with which HE providers may wish to work and advice on how to approach them can be found in Toolkit 1: Partnership.

This section considers the process of developing an annual planning cycle. It assumes that learners have been appropriately targeted in consultation with the schools, colleges or other learning providers. See Toolkit 2: Targeting for how to do this. The process of delivering interventions to learners depends on the effective matching of HE providers with schools, colleges and other providers. Figure 8 summarises three key elements in the planning and delivery cycle with questions to help HE providers develop effective delivery with partners.

Accommodating the different logistical requirements of the HE provider and the schools, colleges and other providers is fundamental to delivering a successful programme. Figure 9 provides an example questionnaire that can help to plan the communication and timing of an outreach programme and its activities, and provide valuable intelligence to inform planning.
### Figure 8: Considerations when planning outreach programmes

<table>
<thead>
<tr>
<th>Planning provision</th>
<th>Organising the programme</th>
<th>Planning for delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well in advance of the delivery year HE providers will need to match what partners are looking to access with what they can offer.</td>
<td>Once ideal needs and provision have been identified, HE providers will need to organise their programme and manage the business of schools/colleges/other providers ‘booking’ particular opportunities.</td>
<td>Having developed the outreach programme HE providers will need to manage the processes related to making ‘bookings’, communicating the details of activities, and clarifying roles and responsibilities.</td>
</tr>
</tbody>
</table>

**Questions:**
- When, ideally, will you plan your outreach provision for the following year?
- When do schools/colleges, other providers plan their calendar and curriculum?
- When do schools/colleges, other providers plan and set their budgets for the following year?

**Suggested action/s:**
- Identify answers to the questions above and organise planning meetings with partners at a time far enough in advance to take account of all parties’ planning cycles.

**Suggested action/s:**
- Undertake an annual information gathering with all contacts to refresh contact details and preferred communication methods.
- Provide partners with an annual questionnaire asking for term and non-negotiable dates. Include roles and responsibilities and penalties, if appropriate, in partnership agreements (a template can be found in **Toolkit 1: Partnership**).
**Figure 9: Example outreach planning questionnaire**

[HE provider A] outreach planning questionnaire

The outreach programme is intended to support the progression of under-represented learners into higher education. HE provider A is keen to work with you so that our outreach programme and activities are well-planned, communicated and delivered at times that work for both of us.

We would be grateful if you would take some time to answer the following questions so that we can review how successful we have been in achieving this and what you and we can do to operate more effectively in the future.

### Contact

1. You provided the following contact details last year. Please update them to ensure that our outreach programme and activity information reaches the right people. Please indicate the preferred contact method (if relevant) in each case (highlight/circle/embolden):

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Telephone</th>
<th>Contact for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr A Bee</td>
<td><a href="mailto:a.bee@sch.uk">a.bee@sch.uk</a></td>
<td>0777 789123</td>
<td>Main contact</td>
</tr>
<tr>
<td>Mrs C Dee</td>
<td><a href="mailto:c.dee@sch.uk">c.dee@sch.uk</a></td>
<td>07888 881881</td>
<td>Mentoring project</td>
</tr>
<tr>
<td>Mr E Eff</td>
<td><a href="mailto:e.eff@sch.uk">e.eff@sch.uk</a></td>
<td>01234 789123</td>
<td>Finances</td>
</tr>
<tr>
<td>Ms G Aitch</td>
<td><a href="mailto:g.aitch@sch.uk">g.aitch@sch.uk</a></td>
<td>—</td>
<td>Access to the professions programme</td>
</tr>
</tbody>
</table>

### Planning

2. At what point in the year should we be working with you on planning next year’s programme to ensure that it aligns well with your:
   • Curriculum?
   • Calendar?
   • Extra-curricular provision?

3. We plan and set our budgets in [month/period]. When do you plan and set your budgets for next year’s provision?

### Communication

4. This year we communicated opportunities by:
   • meeting with you at our annual planning day
   • e-mailing you in April with the overall plan
   • publishing the specific dates/periods of activities in September
   • e-mailing you to confirm your bookings and the arrangements two weeks in advance.

   Please comment on how appropriate and successful this approach was. What changes would you like us to make, if any?

5. Did you receive the right information at the right time? Please explain.

6. Was the information clear and easy to respond to?

### Delivery

7. Please provide the term dates for your school for next year:

8. Please provide the dates of staff training and other non-teaching days for next year:

9. Last year you provided the following dates and periods when your learners were not able to engage in our outreach programme. Please update them for next year.

<table>
<thead>
<tr>
<th>Periods when learners are not available</th>
<th>Year group</th>
<th>Reason/notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>All year groups</td>
<td>Start of term</td>
</tr>
<tr>
<td>December 13-16</td>
<td>Years 11, 12 and 13</td>
<td>Mock exams/exam prep.</td>
</tr>
<tr>
<td>January 3 – 12</td>
<td>Years 12 and 13</td>
<td>Exams</td>
</tr>
<tr>
<td>May and June</td>
<td>Years 11, 12 and 13</td>
<td>Exams</td>
</tr>
<tr>
<td>July 4 – 15</td>
<td>Year 10</td>
<td>Work experience</td>
</tr>
<tr>
<td>July 11- 15</td>
<td>Years 7, 8 and 9</td>
<td>Enrichment week</td>
</tr>
</tbody>
</table>

Download an [Outreach planning questionnaire template](#)
This kind of questionnaire not only provides information that will help HE providers to run their outreach programmes effectively and efficiently, it prompts schools, colleges and other providers to consider the factors that will impact on their ability to engage.

**Costing outreach activities**

In 2007 the Department for Education and Skills (DfES) commissioned external consultants to undertake a cost-study of HE outreach activity. The study involved visiting 10 geographical areas and analysing over 90 different activities. The output from the study included the publication of a guide to costing activities that included a spreadsheet tool (Aimhigher, n.d.) to help in the assessment of the resources required to undertake WP activity.

Once target groups have been fixed and an estimate of the resource available for widening participation activity has been made, it is possible to consider the level and type of outreach activity that can realistically be offered. Allocation of resources to activities presents a useful starting point since resources available will always be scarce, relative to the needs of the target group.

Research (York Consulting Ltd, 2007) about the relative costs for different types of outreach activities indicates the difficulty in making generalisations about the costs of activities, as these will differ from one location to another.

**Outreach project mapping**

HE providers have differing resources, expertise and priorities that will influence what activities they are able to deliver within an outreach programme. It is important to ensure that the activities delivered respond to the learner outcomes developed and not vice versa. Figure 10 provides a simple project mapping exercise to attribute learner outcomes to the activity areas that the HE provider is able to offer.

---

**Project mapping**

Figure 10 uses example learner outcomes like those in the example HEPF curriculum map in Figure 5. Having plotted the learner outcomes down the left and the potential project areas across the top, HE providers can explore how each of the proposed projects could address the learner needs. At a basic level, identifying which areas could be appropriate to address each outcome is useful (indicated with a ‘yes’). Beginning to consider more detailed ideas about how the activity can address the outcomes enables the development of a more sophisticated understanding. There is an opportunity here to develop more learner-centred outreach activities.
A project mapping exercise like this could be undertaken by staff from different contributing departments in an HE provider to develop a shared plan and to enhance understanding of the overall aims between otherwise disparate teams. Similar benefits could be achieved with wider delivery partners or with the schools, colleges and other providers accessing the outreach programme if undertaken with them.

### Outreach project mapping

- Have any aspects of the learner outcomes been addressed twice?
- If so, are they repetitive or complementary?
- Have any aspects of the learning outcomes been missed?

### Deliver

This section focuses on exploring activities that may feature in outreach programmes, and provides two templates that prompt managers and practitioners to consider all elements necessary to ensure that learner outcomes remain central to delivery.

### Safeguarding children and young people

Everyone who works with children and young people has a legal responsibility for safeguarding them. The Children’s Act (1989) and (2004) make this duty clear. To ensure HE providers fulfil their responsibility in relation to keeping young people safe, they can do two things:
• discuss with the schools, colleges or other providers their safeguarding policies and practices and the HE provider’s part in implementing them

• develop their own safeguarding policies (e.g. ensuring that staff have CRB checks in place) and procedures to protect children and young people from harm as well as ensuring that staff know what to do if they have any concerns.

For more information about safeguarding, see the Department for Children, Schools and Families (DCSF) publication *Working Together to Safeguard Children* (DCSF, 2010) and Ofsted’s report *Safeguarding in Schools* (Ofsted, 2011).

**Using planning to inform outreach activity**

Having considered how to develop an outreach programme in the earlier section on planning, it is important to translate that thinking into the projects and sessions that have a direct impact on the needs of learners. **Toolkit 1: Partnership** covers some project management principles and tools that are relevant here, and **Toolkit 4: Evaluation** includes tools for building evaluation into programme planning and delivery.

**Categorising outreach activities**

Outreach activity can be grouped into the following broad categories (this has been drawn from the practice of the Aimhigher programme):

• campus visits

• master classes (for example subject enrichment)

• mentoring (with a wide variety of aspiration, awareness and attainment aims)

• residential (for example summer schools)

• information, advice and guidance (for example about courses, finances and university life).

As part of an agreed programme with schools, colleges and other providers these activity types are likely to look very different in different contexts as they are developed to reflect local needs. They may also overlap, for example, when learners visit the campus of an HE provider and, as part of the visit, engage in mentoring, a master class, or a finance information session.

Figure 11 details the activity types above and provides insights into the general learner outcomes areas they most commonly address: whether aspiration, awareness or attainment. It also gives examples of resources developed under the Aimhigher and LLN programmes, which are available in the *Widening Access and Student Retention and Success archive*, and links to other helpful sites.

The WASRS archive provides links to Word templates, PowerPoint presentations, PDFs, case studies, and other information that can all be downloaded freely. The archive is not exhaustive and, given the changing circumstances, there remains a need to continue to develop and share new activities.
Figure 11: Activity types

<table>
<thead>
<tr>
<th>Details</th>
<th>Common learner outcome areas</th>
<th>Examples and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus visits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Visits to university and college campuses to provide learners with direct experience. | **Aspiration:** inspiration and excitement about university/college life  
**Awareness:** first-hand knowledge of university/college life, campus environments, course delivery, accommodation. | **Preparation for Higher Education: Post-16 Resource Pack** provides a basic campus visit checklist (p.4) |
| **Master classes** | | |
| Knowledge and skills development sessions designed to enhance or extend school/college curriculum. | **Aspiration:** inspiration and excitement about learning at higher levels  
**Awareness:** knowledge and understanding of the nature of study at higher levels  
**Attainment:** direct attainment support by subject enrichment | **Flash Pack: Get yourself ready for HE** includes activities about different ways to learn, concentration, time management, note taking, exams, writing essays etc. |
| **Mentoring** | | |
| One-to-one or small group support from a trained mentor. Mentors are often current undergraduates, possibly from similar backgrounds to the mentees. | **Aspiration:** support with self-esteem, self-efficacy and resilience through role models/success stories.  
**Awareness:** support for exploring options, routes and HE preparation information (e.g. finance)  
**Attainment:** exam preparation, revision support or targeted learning support (e.g. reading partners). | **Making a difference through mentoring** (p.33). This publication provides a review of the mentoring programme run by the University of Hertfordshire as part of the Aimhigher programme between 2004 and 2008.  
**A School Guide to the Aimhigher Associates Scheme 2010-11**. This guide aims to provide further information about the Aimhigher Associates Scheme including how the scheme will work in school, what is expected of the associates and the benefits to the school.  
**Associates Scheme Session Guide** by Aimhigher Greater Manchester  
**Disability Mentoring Programme**  
A pack of resources for use with small groups introducing and exploring HE, with particular reference to issues for learners with disabilities. |
| **Residentials** | | |
| On-campus overnight experiences providing a fuller experience of university/college life. | **Aspiration:** overcoming fears and building confidence, ‘seeing yourself there’  
**Awareness:** insights into university/college life especially social life and accommodation. Often subject specific insights. | **Preparation for Higher Education: Post-16 Resource Pack Residentials Checklist** includes information about planning accommodation, and checks that need to be completed and where to find further information (p.5) |
Figure 11: Activity types (continued)

### Information, advice and guidance

Information, advice and guidance covers a wide range of resources and activities designed to grow an individual’s awareness of higher education in general, as well as provide assistance in making informed decisions about courses, institutions, finance, the application process and much more.

- **In the Know**: a guide for practitioners with responsibility for information, advice and guidance in relation to progression to HE, including advice, an example programme and activities.

- **Vocational tutors HE resource pack**: a guide to personal statements (p.39), lesson plan (p.43) and guidance on writing an academic reference (p.56)

- **Managing student finance**: up-to-date information on student finance is provided by Student Finance England

- **Budgeting while a student**: a detailed budgeting exercise for students

### Videos

Videos can provide valuable stimulus material for discussions to build awareness of HE options. Examples available on the Higher Education Academy archive include:

- ‘Don’t stop’ shows three videos on raising aspirations which are targeted at pre-GCSE, further education and 6th form students

- ‘GCSEs still to come’ describes post-GCSE options

- ‘The truth about going to university’ dispels some myths about going to university

- ‘Dare to dream’ includes support available to students with disabilities

- ‘Aim Higher: What’s Stopping You?’ addresses some of the reasons why learners may not be considering going to university

- ‘Value of a Degree’ includes a range of jobs made possible through degree study
Coordinating curriculum framework

The Award Scheme Development and Accreditation Network (ASDAN), a charitable social enterprise with awarding body status, has developed, with support from HEFCE, a suite of materials to support progression to and preparation for HE for learners from Key Stage 2 to Key Stage 5 in three challenge-based workbooks:

- Stepping Stones at Key Stage 2
- Key Steps at Key Stage 3
- Aimhigher short course at Key Stages 4 and 5.

The learner materials and supporting teacher guidance can provide a framework for the development of progression-related skills for HE. A significant advantage of the ASDAN programme is that thousands of secondary and primary schools nationally are registered centres, so many staff are already familiar with the framework and value the challenge-based approach. This is of particular benefit when working with many disadvantaged children and young people.

**ASDAN national demonstration project**

A HEFCE-funded national demonstration project in central England saw over 1,000 learners engage and over 600 gain awards by embedding HE preparation activity, including school-led and university-led elements, within school curriculum provision. Both primary and secondary schools have used the ASDAN materials to accredit learning outside the formal curriculum.

An [evaluation of the ASDAN project](ERS, 2011) is available.

**Project delivery**

A project delivery plan needs to be completed for each project in the outreach programme plan. This will ensure that managers and teams develop project objectives and sessions that support the overall learner outcomes. Without a clear link between learner outcomes at the programme level and those at the project level, outreach can revert to being activity-led where experiences are offered because they can be, rather than because they address an identified barrier to HE progression for the target learners.

The project delivery plan template (Figure 12) provides prompts for many of the questions WP teams might ask themselves when developing effective outreach projects. Completing each sections in the delivery plan will help HE providers ensure that the project delivers the learner outcomes assigned to it from the outreach programme. Institutional costs and the costs of staffing have been omitted.
**Figure 12: Project delivery plan**

<table>
<thead>
<tr>
<th><strong>Project title</strong></th>
<th>Mentoring for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timescale</strong></td>
<td>November to April</td>
</tr>
</tbody>
</table>

**Learner outcomes** (overall project outcomes from outreach programme plan)

Learners have:
- an understanding of the concept of a ‘progression journey’
- an introduction to HE to raise aspirations and motivation.

<table>
<thead>
<tr>
<th><strong>Activity type</strong></th>
<th>Mentoring</th>
</tr>
</thead>
</table>

**Target group/s** (include any relevant characteristics e.g. gender, ethnicity, age, subject area)

<table>
<thead>
<tr>
<th>Boys</th>
<th>Low participation neighbourhood</th>
<th>White British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description** (a brief description of the project)

A six-week semi-scripted small group mentoring project using current under-graduate volunteers from similar backgrounds to the mentees. Mentors act as role models to help mentees to consider higher education as an option and set appropriate goals for progression into post-16 study.

**Leadership and management**

**Internal**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wendy Partridge</td>
<td>Outreach programme co-ordinator</td>
<td>Overall project success, Budget approval, Project manager line management</td>
</tr>
<tr>
<td>Amy Higham</td>
<td>Mentoring project manager</td>
<td>Day-to-day project management, Partner coordination, Budget control, Delivery of outcomes to budget and timescale, Risk management</td>
</tr>
</tbody>
</table>
## External

<table>
<thead>
<tr>
<th>Name/Organisation</th>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs B, School A</td>
<td>Assistant head teacher</td>
<td>Learner selection, recruitment, and attendance. Providing suitable room. Learner discipline.</td>
</tr>
</tbody>
</table>

## Resources

### Budget

<table>
<thead>
<tr>
<th>Area/focus</th>
<th>Funding</th>
<th>Notes/restrictions/tolerances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>£3,000</td>
<td>Mentoring logbooks</td>
</tr>
<tr>
<td>Volunteer travel</td>
<td>£3,000</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>£6,000</td>
<td></td>
</tr>
</tbody>
</table>

## People

<table>
<thead>
<tr>
<th>Name/Organisation</th>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteers x 6</td>
<td>Mentoring</td>
<td>Attend training, manage session timings, mentoring, session administration.</td>
</tr>
</tbody>
</table>

## Materials/venues/infrastructure

<table>
<thead>
<tr>
<th>Resource</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logbooks</td>
<td>Amy will oversee updating and printing of this year’s version</td>
</tr>
</tbody>
</table>

## Project Session/Elements

<table>
<thead>
<tr>
<th>Session/element</th>
<th>Details (venue, delivery mode…)</th>
<th>Timescale/ Date</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HE is for you</td>
<td>School</td>
<td>January week 4</td>
<td>- be at ease, build good rapport&lt;br&gt;- believe that HE is an option for people like them</td>
</tr>
</tbody>
</table>
**Project delivery plans**

- Who is your key contact in each school, college or other provider?
- Who are the other people in each school, college or other provider who have responsibility for progression? For HE? For careers?
- Does your key contact have the authority to make decisions on behalf of the organisation? Or do they have access to those who do?
- Are there any fixed timescales within which certain outcomes or actions must be achieved?
- Are there any recruitment or training requirements?
- Are there safeguarding requirements you need to be aware of?

**Session delivery**

A session delivery plan needs to be completed for each session in a project to ensure the connection between outcomes at the overall programme level with delivery element.

Figure 13 provides prompts for the questions that need to be answered to develop a session that addresses learner outcomes relevant to the overall plan.

This sample session delivery plan details Session 1 of the example mentoring project in Figure 12 and illustrates how the overall project outcomes are translated into individual sessions. Using this kind of approach, WP teams can ensure that staff from other departments who are delivering sessions understand the overall purpose for outreach activities they are delivering, and achieve outcomes that support the overall programme plan.

**Figure 13: Session delivery plan**

<table>
<thead>
<tr>
<th>Project title</th>
<th>Mentoring for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timescale</td>
<td>November to April</td>
</tr>
</tbody>
</table>

**Project description**

A six-week semi-scripted small group mentoring project using current under-graduate volunteers from similar backgrounds to the mentees. Mentors act as role models to help mentees to consider higher education as an option and set appropriate goals for progression into post-16 study.

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group/s</td>
<td>(include any relevant characteristics e.g. gender, ethnicity, age, subject area)</td>
</tr>
<tr>
<td>Boys</td>
<td>NS-SEC 4-7</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
</tr>
</tbody>
</table>

**Management and delivery**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact (e-mail/telephone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Higham</td>
<td>Mentoring project manager</td>
<td><a href="mailto:a.higham@auni.ac.uk">a.higham@auni.ac.uk</a></td>
</tr>
<tr>
<td>Volunteers x 6</td>
<td>Mentor</td>
<td>See contact database for individual e-mails</td>
</tr>
</tbody>
</table>

**Session**

**Session title** | HE is for you | Session number | 1 of 6

**Learner outcomes**

**Outcome 1** | actively engage with the process and enjoy the session

**Evidence** | Start and finish ‘expectations’ post-it exercise

**Outcome 2** | believe that HE is an option for people like them

**Evidence** | Reflections in logbooks following ‘HE is for me because…’ exercise

**Session plan**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
<th>Outcomes</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10</td>
<td>If I were a sports car…</td>
<td>Post-its</td>
<td>- talking about themselves openly</td>
<td>- individual engagement</td>
</tr>
<tr>
<td>10 - 30</td>
<td>Draw a university student</td>
<td>Pens</td>
<td>- identify/ explore stereotypes</td>
<td>- discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flipchart paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 – 40</td>
<td>I made it</td>
<td>I made it case studies</td>
<td>- identify someone like me who went to HE</td>
<td>- feedback on changed perceptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- mitigate feelings of ‘HE is not for me’</td>
<td></td>
</tr>
<tr>
<td>40 – 50</td>
<td>Q&amp;A</td>
<td></td>
<td>- individual concerns aired and addressed</td>
<td>- immediate feedback</td>
</tr>
<tr>
<td>50 – 60</td>
<td>Draw me as a university student</td>
<td>Pens</td>
<td>- individuals visualise HE participation</td>
<td>- drawings and discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flipchart paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Download a [Session delivery plan template](#)
Reviewing an outreach programme is an essential element of delivery that helps HE providers to refresh each of the stages necessary to address identified learner needs. During the course of each planning and delivery cycle (usually annually) the needs of schools, colleges, other providers and their learners will change, as will the resources available for delivery.

For guidance on the evaluation of the impact of programmes and activities on learner progression, and the steps that make it possible, see Toolkit 4: Evaluation.

For guidance on the review of working relationships with the schools, colleges and other providers accessing an HE provider’s outreach programme, see Toolkit 1: Partnership.

Reviewing programme models

The Plan section of this toolkit introduces three example frameworks for developing and planning an outreach programme: an activity menu, a curriculum map, and the Progression Matrix. Which framework (or frameworks) an HE provider uses will depend on its strategic aims and objectives. A review allows HE providers to consider the extent to which the strategic aims and objectives have been met and how outreach could be enhanced by improving the existing approach or moving to a different model.

Figure 14 provides an example questionnaire for HE providers to use with schools, colleges and other providers accessing outreach to gather intelligence about their experience of the programme and ideas about how to make it more learner-centred, progressive and integrated.
The outreach programme is intended to support the progression of under-represented learners into higher education. [HE provider A] is keen to ensure that our programme and activities are designed and delivered in ways that maximise their impact by making them more:

- **learner-centred**: They address identified needs for the learners accessing them
- **progressive**: They are sequenced to reflect the developing needs of learners as they move through their progression journey
- **integrated**: They are coherent and complementary to the core curriculum and support experiences of learners in their school, college or other provider.

We would be grateful if you would take some time to answer the following questions so that we can review how successful we have been in achieving this, and what you and we can do to improve and have a greater impact on your learners’ success.

### Learner-centred

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Were the learner outcomes of our outreach programme clear to you?</td>
<td>Please explain.</td>
</tr>
<tr>
<td>2. Were the learner outcomes of our outreach programme appropriate for the learners who accessed them?</td>
<td>Please explain.</td>
</tr>
<tr>
<td>3. If no, why? If yes, please explain.</td>
<td></td>
</tr>
<tr>
<td>4. Which learner outcomes addressed in our outreach programme and activities were most important to you and your learners?</td>
<td></td>
</tr>
<tr>
<td>5. Are there particular learner outcomes that you feel were missing and you would like to see addressed in the future? Please give details.</td>
<td></td>
</tr>
<tr>
<td>6. What could you do to help us make our outreach programme and activities more learner-centred? Please explain.</td>
<td></td>
</tr>
</tbody>
</table>

### Progressive

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Was the sequencing of our outreach activities appropriate i.e. did they come in the right order to develop your learners step by step? (If you only accessed one or two activities, did the outcomes match the stage your learners were at?)</td>
<td>Please explain.</td>
</tr>
<tr>
<td>8. How could our outreach programme be improved to be more progressive?</td>
<td></td>
</tr>
<tr>
<td>9. What could you do to help us make our outreach programme and activities more progressive?</td>
<td></td>
</tr>
</tbody>
</table>

### Integrated

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. How well aligned were our outreach programme and activities to the school/college/other provider’s own curriculum and support experiences?</td>
<td>Please explain.</td>
</tr>
<tr>
<td>11. What could we do differently to make it easier for you to ensure that our outreach is more complementary to your curriculum and support experiences?</td>
<td>Please explain.</td>
</tr>
<tr>
<td>12. Did you provide any preparation or follow-up support for your learners before and/or after any of our experiences? Please give details.</td>
<td></td>
</tr>
<tr>
<td>13. What could you do to help our outreach programme and activities be more integrated with learners’ other curriculum and support experiences?</td>
<td></td>
</tr>
<tr>
<td>14. Any other comments?</td>
<td></td>
</tr>
</tbody>
</table>

Download an [Outreach programme review questionnaire template](Outreach programme review questionnaire template)
This kind of questionnaire can provide not only valuable intelligence for the enhancement of HE providers’ outreach, but prompts schools, colleges and other providers to consider their central responsibility for supporting it as part of their learners’ overall progression journeys.

Reviewing outreach

- To what extent did the year go to plan?
- How did you respond to the things that didn’t go to plan? With what outcomes?
- What planning activity or process could have enabled you to identify or prepare for some of the issues that arose during the year before they happened?
- What changes will you make to the planning and delivery process in next year’s plan?
- What went particularly well?
- What contributions did your partner schools, colleges and other providers make to the things that went well?
- How will you acknowledge and thank them for their contributions?
- How will you celebrate the successes with them?
- How will you make your service even better next year?
References

All of the links below were last accessed in December 2013.


Aimhigher (n.d.). ‘Activity costing template’. Available from: www.heacademy.ac.uk/resources/detail/aim_higher/Aimhigher_Costs_Completed_Example

Aimhigher (n.d.). *Dare to Dream* (Video). Available from: www.heacademy.ac.uk/resources/detail/aim_higher/Aimhigher_vimeo_dare_to_dream


Aimhigher (n.d.). GCSEs Still to Come? (Video). Available from: www.heacademy.ac.uk/resources/detail/aim_higher/Aimhigher_vimeo_GCSE_still_to_come

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Aimhigher Healthcare Academy (n.d.). *Budget Quiz*. Available from: www.heacademy.ac.uk/resources/detail/aim_higher/AHPP_Finance_test


Aimhigher West Area Partnership (n.d.). *What’s Stopping You? and Value of a Degree* (Video). Available from: www.heacademy.ac.uk/resources/detail/aim_higher/Aimhigher_vimeo_whats_stopping_you


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- Higher Education Academy
- HEFCE
- Hereford College of Arts
- Kent and Medway Progression Federation
- Kingston University
- London Borough of Barking and Dagenham
- OFFA
- Sheffield College
- St Angela’s Ursuline School
- St Mary’s University College
- The Open University
- UCAS
- University of Birmingham
- University of Bristol
- University of Cumbria
- University of Derby
- University of Greenwich
- University of Leicester
- University of Sussex
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASDAN</td>
<td>Award Scheme Development and Accreditation Network</td>
</tr>
<tr>
<td>BERA</td>
<td>British Educational Research Association</td>
</tr>
<tr>
<td>CEIAG</td>
<td>Careers education, information, advice and guidance</td>
</tr>
<tr>
<td>CURDS</td>
<td>Centre for Urban and Regional Development Studies</td>
</tr>
<tr>
<td>DBIS</td>
<td>Department for Business, Innovation and Skills</td>
</tr>
<tr>
<td>DCLG</td>
<td>Department for Communities and Local Government</td>
</tr>
<tr>
<td>DfE</td>
<td>Department for Education</td>
</tr>
<tr>
<td>DfES</td>
<td>Department for Education and Skills</td>
</tr>
<tr>
<td>EBLO</td>
<td>Education Business Link Organisation</td>
</tr>
<tr>
<td>EFA</td>
<td>Education Funding Agency</td>
</tr>
<tr>
<td>FE</td>
<td>Further education</td>
</tr>
<tr>
<td>FFT</td>
<td>The Fischer Family Trust</td>
</tr>
<tr>
<td>FSM</td>
<td>Free school meals</td>
</tr>
<tr>
<td>GLA</td>
<td>Greater London Authority</td>
</tr>
<tr>
<td>HE</td>
<td>Higher education</td>
</tr>
<tr>
<td>HEFCE</td>
<td>Higher Education Funding Council for England</td>
</tr>
<tr>
<td>HEI</td>
<td>Higher education institution</td>
</tr>
<tr>
<td>HEPF</td>
<td>Higher Education Progression Framework</td>
</tr>
<tr>
<td>HESA</td>
<td>Higher Education Statistics Agency</td>
</tr>
<tr>
<td>IAG</td>
<td>Information, advice and guidance</td>
</tr>
<tr>
<td>IMD</td>
<td>Index of Multiple Deprivation</td>
</tr>
<tr>
<td>IMRaD</td>
<td>Introduction, methods, results discussion</td>
</tr>
<tr>
<td>ITT</td>
<td>Initial teacher training</td>
</tr>
<tr>
<td>LLN</td>
<td>Lifelong Learning Network</td>
</tr>
<tr>
<td>LPN</td>
<td>Low Participation Neighbourhood</td>
</tr>
<tr>
<td>LSC</td>
<td>Learning and Skills Council</td>
</tr>
<tr>
<td>MAT</td>
<td>Multi-agency team</td>
</tr>
<tr>
<td>NEETS</td>
<td>Not in education, employment or training</td>
</tr>
<tr>
<td>NS-SEC</td>
<td>National Statistics Socio-Economic Classification</td>
</tr>
<tr>
<td>OFFA</td>
<td>Office for Fair Access</td>
</tr>
<tr>
<td>POLAR</td>
<td>Participation of Local Areas</td>
</tr>
<tr>
<td>SEN</td>
<td>Special educational needs</td>
</tr>
<tr>
<td>SFA</td>
<td>Skills Funding Agency</td>
</tr>
<tr>
<td>SMART</td>
<td>Specific, measureable, attainable, relevant and timely</td>
</tr>
<tr>
<td>SSCLLN</td>
<td>Skills for Sustainable Communities Lifelong Learning Network</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering And Maths</td>
</tr>
<tr>
<td>STEMNET</td>
<td>Science, Technology, Engineering and Mathematics Network</td>
</tr>
<tr>
<td>UPN</td>
<td>Unique pupil number</td>
</tr>
<tr>
<td>UTC</td>
<td>University Technical Colleges</td>
</tr>
<tr>
<td>WASRS</td>
<td>Widening Access and Student Retention and Success</td>
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<tr>
<td>WP</td>
<td>Widening participation</td>
</tr>
<tr>
<td>WPSA</td>
<td>Widening Participation Strategic Assessment</td>
</tr>
<tr>
<td>WPSS</td>
<td>Widening Participation Strategic Statement</td>
</tr>
</tbody>
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