Outreach Strategy & Action Plan 2019-20

CONTENTS

INTRODUCTION

1. This Outreach Strategy details the actions the New College of the Humanities will take to support increased higher education participation at the institution of those from under-represented groups.

2. It is provided as a supplement to the New College of the Humanities 2019-20 Access and Participation Plan, as required by the Office for Students. 2019-20 is the "foundation building" phase of this agenda. It provides the initial necessary key capabilities for the medium and longer-term, sustained activities and engagement through and beyond the College's next Access and Participation Plan (APP) and incorporates the new 2020-25 five-year strategy. Detail in this paper will inform and flow through to the 2020-25 APP.

KEY CONTEXT

3. New College of the Humanities (the College) is a recruiting provider with strong commitment to supporting access, retention, success and progression for students from all backgrounds.

4. As a new market entrant and small and specialist provider, the College recognises a range of challenges for recruitment and access, particularly for underrepresented student groups.

5. The College's original undergraduate fee level and the associated availability of student loans since 2015 have been significant barriers to engagement.

6. Despite this context, the College has always provided outreach activity as part of the recruitment effort, as well as having an excellent record in student success, support and progression. Maintaining excellence in these areas as the numbers and diversity of the student body increase will be closely monitored and a priority.

7.   As detailed in the Access and Participation Plan 2019-20 (APP 2019-20), the College has some existing areas of good practice in access and outreach upon which to build.

8.   The College, as a new provider, has a notable contribution to make to the sector, for example through the teaching and learning offer which has an integrated focus on employability, as well as the unique link to North American practice via its partnership with Northeastern University (NU). These 'value added' components provide excellent opportunities for students, and particularly to those students who are less likely to have ready access to such networks and experiences.

9.   In approaching the access and participation agenda, the particular challenges facing new and small providers are acknowledged, these include:

   9.1.   Lower levels of resource and existing institutional capacity.

   9.2.   Newness to the market.

   9.3.   Low base of existing partnerships and lack of visibility in the HE market, set against a large, established provider landscape.

   9.4.   An already fiercely competitive market particularly in relation to engaging the students targeted under the Access and Participation Plan.

10.   These considerations set the context for proportionality in the approach to developing strategy and practice.

EXISTING OUTREACH ACTIVITY

11.   A significant number of outreach events have been undertaken by the College. These activities match evidenced good practice approaches and are in common with other higher education providers. The College has always undertaken these activities to promote access to higher education and raise awareness within underrepresented groups of the advantages of studying at university.

12.   These programmes provide a foundation and will expand as the College's outreach activity develops. In the short term it is intended to offer these activities to an increased number of schools with student cohorts matching underrepresented target groups.

13.   Fuller details of the College's existing activity, including new activity that has been developed and implemented over the last year, are annexed. In summary, activities are:

   13.1.   External visits and talks

   13.2.   Visits to and experiences at the College

   13.3.   Collaborative "university experience" and awareness raising events

   13.4.   School competitions

OVERARCHING INTENTIONS

14. The College is committed to exploring ways to attract students from a wider range of backgrounds, schools and geographical areas. This strategy and action plan are integrated with the College's Marketing Business Plan, which is review annually.

15. Planned developments for outreach activity will build on existing work, strengthening those areas which have proved worthwhile, and developing new strands of activity in response to evidence from the data and emerging priorities. Such as:

    15.1. Increasing the provision and effectiveness of outreach activities.

    15.2. Developing strategic partnerships, networks and collaborations is key to this. The intention is to target, identify and engage with a range of stakeholders, including schools, colleges, HE networks, NCOP and other relevant organisations.

16. In 2019-20, foundations for effective, efficient practice in relation to the College's outreach activity will be built, with a clear focus on the identified gaps in participation and with a view to setting a trajectory for continuous improvement over the longer term.

17. While there is some existing activity upon which to build, this is very much the "foundation building" phase of this agenda. Actions taken in 2019-20 will drive the set-up and provide the necessary key capabilities for medium and longer-term, sustained activities and engagement through and beyond the College's next Access and Participation Plan, incorporating the new 2020-25 five-year strategy.

18. Given that the College is still building its foundations, it will seek to use sector examples of best practice and sector research and evidence applied to the College context. This will inform the development of effective new initiatives intended to increase the engagement of potential students from under-represented groups and support their progression into higher education.

19. Strengthening of governance and capacity is of key importance. The College has established a Fair Access and Participation Strategy Group (FAPSG), that includes an independent external adviser, to drive, lead and monitor widening access work across the institution. Access and participation is a theme in (early) discussions with Northeastern University (NU), and is a standing item at Executive Committee.

20. Widening participation was one of the responsibilities of the Recruitment and Admissions Officer, and the NCHNL Board has recognised that a dedicated role will enhance effectiveness of activity, monitoring and evaluation at the College. A full time Widening Participation Officer has therefore been appointed as from 1 August 2019.

21. Over time, broader and stronger practice will be achieved through institutional transformation and structural improvements that will benefit the access agenda. This will include:

    21.1. The development of contextual and supported admissions processes.

21.2. Further alignment of marketing, recruitment and employer and community engagement activity with access and outreach objectives.

21.3. Building on governance changes and increased data capability in this area, the College will provide leadership, advice and guidance related to planning, evaluation and monitoring for outreach and access performance. These capabilities, and associated metrics and reporting as part of a whole-provider, embedded approach, benefits from close attention and manageability given the small size of the College.

ASSESSMENT OF PERFORMANCE IN ACCESS

22. Refer to the 2019-20 Access and Participation Plan for full Performance Assessment.

23. The following summary data provides the assessment underpinning this Outreach Strategy and Plan:

Target group	NCH Performance	NCH Measure & Year	All Providers performance[1]	Gap	Priority?
Low participation neighbourhoods (POLAR)	8.5%	POLAR3 Q1&2 **Average** 2012-2018	-	-	-
	19.4%	POLAR3 Q1&2 2018	27.7% (POLAR4 Q1&2); 12% (Q1 only)	**-7.8%**	Yes
Black Asian and minority Ethnic learners	15.9%	All BAME **Average** 2015-2018	31.2% (2017-18)	**-15.3%**	Yes*
Mature learners (f/t)	10%	**Average** 2015-18	27.8%	**-17.8%**	TBC
Disabled students	13.9%	**Average** 2015-18	-	-	-
	25%	2017-18	14.6%	**+10.4%**	No
Care Leavers	No data collected	Will collect from 2019-20 onwards	-	-	TBC

The College also recognises that it will have further data analysis to undertake in respect of disaggregating ethnic groups and to nuance its understanding of performance and subsequent targeting of activity.

STRATEGIC AIMS AND OBJECTIVES

24. The strategic aims and objectives in this Outreach Strategy respond to priority gaps in performance that the College has identified in its performance assessment, noted above. In considering these gaps, one of

---

[1] Office for Students – Access and Participation Data Dashboard

the four OfS national Key Performance Measures (KPMs) is represented; this is KPM 1 regarding elimination of the gap in participation at higher-tariff providers between the most and least represented groups (Participation of Local Areas (POLAR4) quintiles 5 and 1 respectively) by 2038-39.

25. In setting the level of ambition in our Targets, the College considered the extent of the gaps in performance, setting higher ambition in areas with the widest gaps; and, the particular context of the College and its challenges and opportunities to achieving milestones, overall targets and ambition.

TARGET GROUPS

26. As a new provider, data collection and analysis has been limited in terms of the characteristics that have been featured and prioritised. Low student numbers and overall lack statistical significance make trends difficult to identify. There is clear recognition that robust data collection processes must be developed by the College in order to identify gaps in all of the identified underrepresented groups, and intersections of groups.

27. With the proviso that data on all groups is not yet available, from the existing data, the College has identified the following priority groups that the College will be targeting for access and participation work in 2019-20.

TARGET GROUPS:

Those from areas of low participation in higher education

28. Targeted schools and colleges with significant numbers of students in this target group will be approached and offered outreach activity. The College is currently exploring data and targeting a number of schools and colleges in the London area; this will develop over 2019-20 to an active target list.

Black, Asian, and Minority Ethnic students

29. The College only holds data for this underrepresented student group for most of its programmes from 2015 intake onwards. An average of 15.9% of its intake is from this underrepresented student group.

30. This group will be targeted through the identification of outreach schools, leading to a larger number of engagements and potential future enrolments.

Care Leavers

31. The College will monitor this group from the 2019-20 intake.

32. The College will investigate ways of communicating and engaging with care leavers in collaboration with other partners, potentially through a local National Collaborative Outreach Network or through care leaver support networks (e.g. the Virtual School).

Intersectionality and Other Groups

33. Other groups and those groups with intersections of disadvantage who experience barriers in higher education will not be targeted directly in 2019-20. Data capability will be enhanced to improve data collection for a broader

range of learner attributes for future monitoring and potential targeting. It is important to note that overall student numbers will continue to be relatively low for the next few years, with the associated challenges of meaningful interpretation of data.

AIMS AND OBJECTIVES

Access Targets

34. **Aim:** To increase the percentage students at the College from the least represented groups.

    Objective:

Access (average of the students from underrepresented student groups as % of total student intake)[2]		
	Current	2019
Areas of low higher education participation, household income or economic status	5.8%	12%

    This represents significant ambition for the College, bringing performance well above 2017-18 sector performance (12%).

35. **Aim:** To maintain a trajectory of continuous improvement in enrolment of BAME students, increasing the total percentage of undergraduate BAME students.

    Objective:

Access (average of the students from underrepresented student groups as % of total student intake)[3]		
	Current	2019
Students of particular ethnicities	16%	18%

OVERARCHING STRATEGIC MEASURES

36. In 2019-20, the College will concentrate on delivering a progressive framework of outreach activity and expanding outreach activity and its impact to increase participation from targeted under-represented groups, via increased outreach activity in target areas and with target groups and with collaborators (e.g. schools, colleges, third sector organisations).

37. The following table illustrates the College's headline Strategic Themes and Aims associated Measures.

Strategic Themes and Aims	Overarching Strategic Measures
1. Developing Institutional Capability	1.1 Building data capacity

---

[2] Current percentages are averages of the 2012 to 2018 intakes
[3] Current percentages are averages of the 2012 to 2018 intakes

Aim: To work across the institution to improve the understanding, cohesiveness, targeting, evaluation and monitoring, and overall effectiveness of the activities delivered under this Strategy and Plan. (NB. Part of whole-provider approach)	1.2 Establishing effective governance, leadership and resource
	1.3 Building institutional understanding of effective activities, which demonstrate impact on improving participation at the institution, of those from under-represented groups.
2. Development of Networks with others in the sector (including higher education providers and third sector organisations) Aim: To build networks, relationships and partnerships with key stakeholders, including schools and colleges, organisations and communities, to advance outcomes in participation at the College from under-represented groups.	2.1 Collaboration with other stakeholders
	2.2 Building partnerships with schools and colleges
3. Effective activities with target groups Aim: To deliver a range of progressive, impactful and increasingly collaborative outreach activities with target learners and collaborators.	3.1 Enhancing communications and provision of information
	3.2 Delivery of an evidence-based framework of outreach activity (see later), while continuing to develop more impactful activities for target learners in collaboration with key stakeholders (e.g. schools)
	3.3 Provision of intensive support to target learners.
4. Reducing barriers to Admission	4.1 Explore and develop Contextual Admissions process

38. A full and detailed version of this table, detailing further considerations and how the College will deliver these measures, is provided in the action plan – the "Actions".

DEVELOPMENT AND DELIVERY OF A FRAMEWORK FOR OUTREACH ACTIVITY

39. The College has considered a range of evidence-based practice in order to formulate its access measures to increase participation of those from target under-represented groups. This has enabled the construction of a Theory of Change model, which underpins the College's strategic measures related to outreach delivery and the associated activity plan.

40. The following model sets out the strategic framework and theory of change for the College's outreach work in 2019-20. It details the evidence base for activity, aligned to more detailed aims and outcomes the College intends to

influence over the shorter and longer term. Details of the evaluation measures are also provided.[4]

 40.1. The first series of Inputs deal with activity themes, these being the "5 As" of raising and supporting Aspiration, Awareness, Access, Affordability and Achievement[5] to higher education.

 40.2. The latter part of the table details Inputs by activity types to evidence the importance of methods such as on-campus experiences and use of student ambassadors.

---

[4] OfS (2019), Regulatory Advice 6 (setting a Theory of Change or logic model)
[5] Adapted from Anderson and Vervoon (1983); used in the [Uni]FIT resource (Applied Inspiration, 2014-2019)

THEORY OF CHANGE – FRAMEWORK FOR OUTREACH ACTIVITY

AIM: To increase the percentage of target learners from POLAR4 Quintile 1 and BAME backgrounds at the College.

Inputs	Evidence base	Outcomes: Short-term	Outcomes: Mid-term	Outcomes: Long-term	Impact	Measurements
THEME: Aspiration, Awareness Delivery of "Introduction to HE" and "HE Life and Learning" aspiration, awareness and confidence raising sessions with target schools and colleges, with target learners, particularly (but not limited to) Year 7 to Year 11.	Best practice across the sector points to the importance of "starting early", setting long-term, sustained engagement with target pupils (DBIS 2014; Younger et al 2018; Crozier et al 2010) Krutowski (2017) and Reay et al (2009) underline the importance of confidence building and awareness raising to influence and achieve positive attitudinal change in HE pathways considerations. Students from more advantaged backgrounds benefit from more effective information and guidance from	Raised awareness about higher education, including the College offer and opportunities available; building learner confidence, awareness and understanding about higher education generally.	Learners apply information to personal context and are able to challenge misconceptions and make informed choices about HE pathways, knowing the benefits of choosing HE.	Learners make choices to apply to HE, and specifically to the College, based on their understanding of HE study, their aspiration to enter HE, and with confidence that they know what is expected.	Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College.	**Short-term & Mid-term:** Aspiration and awareness surveys post-activities. **Long-term:** Number / % of applications to HE from target learners; Number / % applications to high-tariff providers; and, to the College; Learner feedback (survey/ focus group) **Impact:** Number / % enrolments to the College from target groups.

	schools, parents and broader networks.[6] Gatsby Benchmarks[7] 2, 3 and 7 recognise the importance of providing information about study and career choices; addressing the needs of each pupil; and, providing engagement with HE providers to inform choices.					
THEME: Access Delivery of "HE Access and Pathways" sessions with target schools and colleges, with target learners, particularly (but not limited to) Y9-13	Harrison (2017); Harrison and Waller (2018); Mangan et al (2010); and Whitty et al (2010) discuss developing learner's navigational capacity as a key component to accessing HE pathways and ensuring sustained progression along the pathway. Gatsby Benchmark 2 recognises the	Increased awareness of and aspiration to HE as a viable choice; improved awareness of specific pathway opportunities and requirements at the college. Increased awareness of non-traditional entry routes	Improved capacity to navigate application process. Increased awareness of eligibility criteria allows students to make informed choices. Learners apply information to personal context and are	Supports learners make informed choice in applying to HE, specifically the College, based on a secure understandings of the opportunities offered by HE programmes of study and its requirements.	Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College. Improved retention and progression rates of enrolling students due	**Short-term & Mid-term:** Aspiration and awareness surveys post-activities. **Long-term:** Number / % of applications to HE from target learners; Number / % applications to high-tariff providers; and, to the College; Learner

---

[6] OfS (2019) A-Z of Effective Practice, https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/low-higher-education-participation-household-income-and-socio-economic-status/
[7] https://www.gatsby.org.uk/education/focus-areas/good-career-guidance

	importance of providing information about study and career choices. The Sutton Trust has repeatedly pointed to the need to support learners at the point of application and access, as for example, personal statement writing is a barrier to entry for some target learners, along with being unclear about application and access route requirements. [8] A range of sector best practice and research evidences the need to provide clear information and guidance about routes to HE to meet learner needs and particularly to support non-traditional entry routes (DBIS 2014;	increases in turn aspiration to HE from candidates who might otherwise not consider it as a viable life choice. Highlighting the available IAG programme and resources allows and supports students to make informed choices about viable pathways; and access available support at each stage of the process.	able to challenge misconceptions and make informed choices about		to increased awareness of pathway requirements and suitability prior to application and enrolment.	feedback (survey/ focus group) **Impact:** Number / % enrolments to the College from target groups.

[8] https://www.suttontrust.com/newsarchive/admissions-process-barrier-poor-students/

	Sutton Trust 2008), providing a range of options to a diverse market. Also, to provide clear information about the entry requirements to enable learners to understand and achieve expected entry criteria.					
THEME: Affordability Delivery of "Affordability" sessions, exploring the cost of study and financial support available, with target schools and colleges, with target learners, particularly (but not limited to) Years 10-13	A range of research and literature provides strong evidence that, particularly for disadvantaged target learners and their influencers, finance is often a barrier to accessing HE (McCaig 2016; Callendar 2003; Hordosy and Clark 2018a; Hordosy and Clark 2018b; Clark et al 2017; Hordosy et al 2018; Crockford et al 2015).	Increased awareness of financial requirements of HE and financing options to help remove the conceptual fear of the 'barrier.'	Increased awareness of how to finance further study; improved capacity to navigate financial application process.	Supports learners in making an informed choice in applying to HE, specifically the College, based on secure understandings of the financial requirements and financing opportunities.	Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College. Improved retention and progression rates of enrolling students due to increased awareness of financial requirements	**Short-term & Mid-term:** Aspiration and awareness surveys post-activities. **Long-term:** Number / % of applications to HE from target learners; Number / % applications to high-tariff providers; and, to the College; Learner feedback (survey/ focus group)

					and financing opportunities.	**Impact:** Number / % enrolments to the College
THEME: Achievement (/Attainment) Delivery of sessions to support achievement and study skills with target schools and colleges, with target learners, particularly (but not limited to) Y10-13	Research has established clear links between levels of educational attainment in schools and colleges and access to HE (Sparks, LSE (1999); Raffo et al (2007); Berrington and Roberts (2016). This research indicates that attainment gaps appear very early in a child's life, particularly in underrepresented groups, and are likely to increase over time if not mitigated. The extant research body clearly identifies the links between raising attainment levels in schools and future HE participation (Chowdry et al	Raising attainment concomitantly raises understanding and aspiration as the learner recognises the link between current study, attainment and HE progression. Targeted learning strategies to close identified educational gaps increases the range of learning styles available to the institution and the student cohort. The evidence base indicates that diversity in available	Through supported learning strategies an increased understanding that progression is possible develops. As attainment gaps close, the student begins to see HE as a viable goal, improving motivation and interest in continued study.	Students that otherwise would not be aware of or aspire to HE are supported to reach entry criteria and encouraged to make HE a viable life option.	Learners attain the required entry qualifications to apply for high tariff providers. Learners are provided with the necessary tools and qualifications to make successful applications to the College. Increased successful applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College.	Evaluation of progression to appropriate KS benchmarks. Number / % enrolments to the College from target groups.

	(2008) and Crawford (2014). The OfS has set attainment raising as a key attribute of effective outreach practice based on this evidence. An institutional commitment to raising attainment by identifying, mitigating and closing the gaps in educational outcomes between underrepresented students and their peers is key to supporting students to develop effective learning and study techniques as early as possible in their educational journey.	learning strategies, styles, preferences and skills have a positive effect on attainment when practiced and applied.				
LEARNER FOCUS METHOD: On-campus Delivery of a range of on-campus experiences and	Learner-supplied qualitative evidence indicates that a feeling that university is not for them but for other groups influences the decision-making of under-represented groups.	Learners develop familiarity with, a sense of belonging to, and an understanding of the College environment and learning.	Learners establish points of contact for IAG, admissions, and potential mentors to help navigate processes and gain	Learners make choices to apply to HE, and specifically to the College, based on their understanding of the College environment, HE study, and their	Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds	**Short-term** Aspiration and awareness surveys post-activities. **Mid-term / long-term:**

| HE 'life and learning' tasters | Effective sector practice evidences the impact of providing target learners with opportunities to engage with, and experience, HE on university campuses. Such experiences enable and support learners to identify with HE as a possible option for them, building a sense of belonging (Thomas 2012; Ribera et al 2017; Astin 1999; Hoffman et al 2002), increasing confidence and awareness through lived experiences and increasing familiarity (Slack et al 2014; Flemming and Grace 2015)

Learners can build early relationships with the HE learning environment, its staff and students Thomas 2012; | Aspirations and motivation for HE participation are increased through positive on-campus learning and HE life experiences.

Learners establish points of contact for IAG, admissions, and potential mentors that help them understand that HE is a viable life choice, and negotiate process and requirements. | understandings of requirements, responsibilities and eligibility criteria in considering HE. | sense of belonging and 'fit'. | at the College. | Use Qualitative on-campus activity and enrolment data to establish progression to HE of targeted groups.

Number / % of applications to HE from target learners; Number / % applications to high-tariff providers; and, to the College; Learner feedback (survey/ focus group)

Impact: Number / % enrolments to the College |
|---|---|---|---|---|---|---|

	Osterman 2000; Thomas 2002; Trowler and Trowler 2010). This promotes a sense of belonging and connection to the HE community, decreasing the 'alien' and promoting the familiar (Smyth and Banks 2012; James et al 2016; Grant 2017).					
LEARNER FOCUS METHOD: Student ambassadors & Role Models Provision of a range of opportunities for target learners to engage with current HE students (ambassadors / HE 'Buddies' / Student or Staff Mentors)	The evidence base suggests that outreach activity delivered by, or with, university role models, such as ambassadors, buddies or student or staff mentors, is the most likely to have impact on target groups, including under-represented cohorts. The Sutton Trust (2015), Gartland and Paczuska (2007) and Roberts and Weston (2011) highlight the value ambassadors and	Raised learner awareness about higher education, including the College offer and opportunities available. Building learner confidence, awareness and understanding about higher education generally. Learners feel 'supported' through what	Learners are given individualised support and guidance that helps them apply information to their own personal context. They are supported in challenging their misconceptions, and empowered through dialogue with informed	Learners supported and empowered to make informed choice to apply to HE, and specifically to the College, based on a secure understanding of HE study, its requirements and the opportunity it offers. Ongoing 'buddy' or mentoring helps them transition to HE with confidence	Learners attain the required entry qualifications to apply for high tariff providers. Learners are provided with the necessary tools and qualifications to make successful applications to the College. Increased applications	It is difficult to structure and measure these relationships purely in quantitative terms, and although roles/ responsibilities need to be clearly defined, evidence shows that there is a danger that over-formalising the process may impact the value of these relationships (Hay (1995); Cordingley (2004);

role models carry and deliver in terms of positively influencing target groups. In providing authentic, accessible information, ambassadors, buddies and mentors offer support and guidance that can be crucial in informing and shaping learners' early experiences with HE. **Valuing the informal structure of ambassador-student relationships:** A key ingredient to the success of ambassador, buddy and mentor relationships appears to lie in their comparative lack of structure. This gives participants freedom to choose to define how relationships develop and the	can be an unfamiliar and isolating experience.	partners to make reasoned choices about HE pathways, knowing the benefits of choosing HE.	that they will be supported.	and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College.	Gartland and Paczuska (2007). **Short-term & Mid-term:** Aspiration and awareness surveys accompanying ambassador, buddy and mentor activities. Student / ambassador 'contracts' defining roles and responsibilities of each party, and timelines for key events (Open Days / draft statements / applications, etc). **Long-term:** Number / % of applications to HE from target learners. Learner feedback

| | responsibilities of each party. Defining these are key to the success of the interaction (Hay, 1995; Cordingley, 2004).

Research indicates that 'subject matching' between buddies, ambassadors and mentors can be significant regarding how their input is valued by students – with some reporting disappointment if the ambassador did not have detailed knowledge about the relevant subject area (Gartland and Paczuska, 2007: 122).

Students defined successful ambassadors as those who help practically, pragmatically and instrumentally (Archer and Yamashita, 2003; | | | | | (survey/ focus group)

Data on use of dedicated social media (twitter) or central mentor email account to allow students and administrators one point of contact and resolution.

Impact:
Number / % enrolments to the College from target groups. |

	Gartland and Paczuska, 2007). Other recorded benefits include increased achievement, results, awareness and aspiration. Empowering students to see themselves as potential university students. Providing an insight into the work they would be expected to produce; providing information about the university; identifying suitable courses (Gartland and Paczuska, 2007).					
LEARNER FOCUS METHOD: *Intensive, repeated experiences* Provision of intensive support to target learners – incl. Study Support,	**Responsive institutions:** Abbott-Chapman describe HEIs who are successful at widening participation as 'responsive' – they consider and respond to the needs of the harder-to-reach students,	Open Days / Masterclasses/ etc give raised learner awareness about higher education, including the College offer and opportunities available.	Learners develop secure understandings of academic and vocational study programmes and outcomes; their entry requirements; and their progression	Learners supported and empowered to make informed choice to apply to HE, and specifically to the College, based on a secure understanding of HE study, its	Learners are provided with the necessary tools and qualifications to make successful applications to the College.	**Short-term & Mid-term:** Pre- and Post- Aspiration and awareness surveys; accompanying ambassador, buddy and mentor

| Skills Workshops, Residential opportunities, Study Days. | and then devise strategies to equip students with the skills, competencies and study expectations necessary to participate successfully in higher education (Abbott-Chapman, 2011).

Masterclasses, Open Days, Taster Days raise awareness and achievement, giving students an insight into academic and vocational subjects but also key skills necessary to succeed in HE.

Delivered by academics and experts, they can stimulate interest and open learners to the possibility of engaging with hitherto unconsidered pathways of study as well as their current subject | The above builds learner confidence, awareness and understanding, 'demystifying' higher education generally. | criteria, empowering them to make informed choices about their HE pathway.

IAG helps them apply pathway information to their own personal context.

They are supported in challenging their misconceptions, and empowered through dialogue with informed partners to make reasoned choices about HE pathways, knowing the benefits of choosing HE. | requirements and the opportunity it offers.

Study Skills Workshops / Flexible Timetabling/ Alternate Learning Pathways give learners a certain amount of flexibility, supporting their engagement with HE when they have competing commitments. | Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds.

Improved retention and progression rates of enrolling students due to increased awareness course suitability, requirements and progression criteria. | evaluation (surveys).

Learner feedback (survey/ focus group)

Long-term: Number / % of applications to HE from target learners.

Impact: Number / % enrolments to the College from target groups. |
|---|---|---|---|---|---|---|

	areas (Action on Access, 2006e). They offer a flexible delivery model, as they can be run on campus or at the school. Evidence indicates that many students are put off applying to HE because they feel it is not for them. On campus, such activities help overcome the fear of the unknown, giving learners a 'feel' for what university life and learning might be like, introducing them to campus geography and demystifying the HE experience (Church and Kerrigan, 2011).					
ENABLING ENVIRONMENT METHOD: *Partnerships* Building outreach	The evidence base supports the development of collaboration and partnerships development (Reed et al 2015; Moore et	The College increases its visibility through school and college partners, offering a	Relationships are deepened and the College gains more exposure, delivering an increasing	As previous. School staff (particularly those advising learners) can talk	Increased successful applications and enrolments of target learners from	**Short-term & Mid-term:** Number/ depth of relationships with identified schools and colleges.

| partnerships with schools and colleges. | al 2013; Thompson (2008).

Research indicates that long-term engagement between schools / colleges and HEIs support effective outreach programmes (Gale et al, 2010; Moore et al 2013).

Thomas et al (2010) have indicated that a number of positive impacts derive from HEPs working in partnership with schools/colleges including: learner support; learner achievement; learner progression; school improvement; curriculum development; widening participation; governance; organisation of outreach activities inc. Masterclasses, Open Days, Taster Days, Ambassador, | different HE experience to target learners.

Increasing understanding of school and college priorities, environment, potential to offer activity and barriers to HE for target learners. Learning informs activity and practice development.

Developing relationships, which support access to and engagement with target learners. | number of events and related activity with target schools and learners.

The College can contextualise this learning, apply it to practice and offer renewed, increasingly impactful and relevant, outreach activity that benefits the learners and adds value to the school and its staff. | comprehensively about the College's offer and provide this information to learners, and connect them to a range of outreach events offered by the College. | POLAR4 Q1 and BAME backgrounds at the College from partner schools and colleges. | **Long-term:** Number / % of applications to the College from target learners from partner schools/ colleges

Learner feedback (survey/ focus group)

Impact: Number / % enrolments to the College from target learners from partner schools/ colleges.

Learner feedback/ surveys and case studies. |

	Buddy and Mentoring programmes; and programme design, delivery and evaluation.					
ENABLING ENVIRONMENT METHOD: Engaging Key Influencers Engagement with and provision of information and activity to other key influencers (e.g. teachers, parents)	Moore et al (2013) note the importance of reaching a wide range of 'influencers' including families, teachers, IAG providers and employers The evidence base suggests that the biggest driver of student aspiration and achievement is parental expectation and support. First-generation HEI applicants and attendees have to overcome significant cultural and expectation barriers to engage with HE. Effecting a culture change whereby the opportunities and possibilities offered by HE are	Increased awareness of and aspiration to HE as a viable choice; improved awareness of specific pathway opportunities, supports and requirements. Increased awareness of opportunities and entry routes increases in turn support and aspiration from candidates, families and cultural backgrounds who might otherwise not consider it as a viable life choice.	Supports learners make informed choice in applying to HE, specifically the College, based on secure understandings of the opportunities offered by HE programmes of study and its requirements. Students that otherwise would not be aware of or aspire to HE are supported to reach entry criteria and encouraged to make HE a viable life option.	Improved capacity to navigate application process. Increased awareness of eligibility criteria allows students to make informed choices. Learners attain the required entry qualifications to apply for high tariff providers. Learners are provided with the necessary tools and qualifications to make successful applications to the College.	Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College. Improved retention and progression rates of enrolling students due to increased awareness of pathway requirements and suitability prior to application and enrolment.	**Short-term & Mid-term:** Aspiration and awareness surveys post-activities. **Long-term:** Number / % of applications to HE from target learners; Number / % applications to high-tariff providers; and, to the College; Learner feedback (survey/ focus group) **Impact:** Number / % enrolments to the College from target groups.

	recognized by families, schools, teachers and universities is critical in creating improved outcomes. In some cases, a culture shift within the HEI is also required (HEFCE, 2001). To achieve this culture shift, the evidence suggests that programmes start early in schools. They indicate that change models need to involve the whole schools rather than individual classroom projects to be fully effective. In development, these programmes should engage with existing curriculum materials, be developed with the school leadership as part as the school's overarching strategic	Highlighting the available IAG programme and resources allows and supports students and families to make informed choices about viable pathways; and access available support at each stage of the process.	Learners are able to access ongoing support and encouragement from key influencers, who better understand and have engaged with the concept of HE and with the College.	Learners enabled and supported via key influencer networks, making choice, application and transition to HE a more viable option to which they are encouraged and given confidence.		

	development and work in tandem with school-community partnerships. In order to carry out the development, implementation and maintenance of such programmes requires the professional development of university staff and teachers (Gale et al, 2010).					
ENABLING ENVIRONMENT METHOD: *Contextual Admissions processes* Developing Contextual Admissions processes	Evidence shows students from disadvantaged backgrounds do at least as well, and sometimes better, in degree attainment, than comparable groups of more advantaged students (UCAS, Fair Education Alliance). Contextual admissions enables assessment of an applicant's prior attainment and potential, in the context of their	Contextual admissions policy and practice in place; awareness raising in target schools and with target learners. Learners are more confident about application and support available at HE and at the College, as	Learners are encouraged and confidence is built through recognition of non-traditional or extra-curricula qualities they possess, and how to use these to frame their choices about university, and detail them in applications. Learners are more likely to	Leaners are increasingly aware of, and are supported to make, applications that are considered via contextual admissions processes. Applications and information provided is increasingly more relevant and rigorous, demonstrating learner potential and prior	Increased applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College. Target learner applications reviewed via contextual admissions process.	**Short-term & Mid-term:** Number / % of applications assessed through contextual admissions process, by target group. **Long-term:** Number / % of applications via contextual admissions from target learners leading to number / %

	individual circumstances, and is an evidenced method of increasing, and making fair, access for students from disadvantaged backgrounds (OfS 2019; HEPI and Brightside 2017; Boliver et al 2017; Gorard et al 2019)

It promotes understanding of barriers and disadvantage at application, entry and transition (Gorard et al 2006; Banerjee 2018; Thomas 2012), allowing providers to admit students who may have otherwise not passed applications stage, in recognition of potential and distance travelled in education against a background of disadvantage. | they understand prior disadvantage will be recognised in application processes.

Teachers/ advisors understanding is raised and they become more confident about supporting higher learner aspirations. | make applications that are more aspirational (including to higher tariff providers and particularly the College), in knowledge that broader qualities, skills and context will be considered. Teacher/ advisor confidence and support is increased. | (disadvantaged) context.

Teachers and advisors are supported to encourage learners in making relevant applications. | | enrolments to the College.

Impact: Number / % enrolments to the College from target groups who would otherwise have been refused a place (based on grades only). |

ENABLING ENVIRONMENT METHOD: Collaborative Networks; sharing & learning from sector practice Development of Networks with others in the sector (including higher education providers and third sector organisations).	Strategic collaboration and partnerships can support outreach activity (Reed et al 2015; Moore et al 2013; Thompson (2008). A number of benefits can be realised through partnership working, including access to target learners; strengthening impact of activity; and realising efficiencies of scale/ established practice and experience. See "further considerations for collaborative practice" section below for more specific details.	The College accesses and is included in a range of activities with collaborators. Access to a broader target audience. Shared practice and learning exchange. Supports College understanding of effective outreach activity.	Relationships are deepened and the College gains more exposure, being involved in an increasing number of events and related activity. Training and development opportunities through the networks are realised, contributing to College staff understanding of effective practice. The College can contextualise this learning, apply it to practice and offer learning back through the Networks regarding specific needs/ opportunities of a specialist provider.	As previous. Network/ collaborator members can talk comprehensively about the College's offer and provide this information to learners at a wider range of events.	Increased successful applications and enrolments of target learners from POLAR4 Q1 and BAME backgrounds at the College, via collaborative activity and referrals/ signposting.	**Short-term & Mid-term:** Number/ depth of relationships with identified collaborators. **Long-term:** Number / % of applications to the College from target learners identified as participants in network activity. Learner feedback (survey/ focus group) **Impact:** Number / % enrolments to the College from target groups who have participated in collaborative activity.

THE ACTIONS

41. This section details the College's steps for implementation of this Outreach Strategy in practice. Implementation steps have been aligned to the Strategic Themes, Aims and Measures table (previous).

Strategic Theme and Aim:	1. Developing Institutional Capability Aim: To work across the institution to improve the understanding, cohesiveness, targeting, evaluation and monitoring, and overall effectiveness of the activities delivered under this Strategy and Plan.			
Strategic Measures	Short term	Short-Mid term	Longer term	Intended Outcomes
1.1 Building data capacity The College will continue to build data collection, analysis and application-to-practice capability.	*By December 2019* Data gaps in access and participation are identified. *September 2019 onwards* Accurate and detailed data is recorded for all students, identifying under-represented categories and target groups, in terms of application, enrolment, retention, success, and progression.	*By September 2020* Detailed data recording and analysis is embedded in the institution. *By December 2020* Additional data needs are explored, and measures put in place for collection.	*April 2021, onwards* Data is in use for targeting purposes, including at individual learner and whole school/ community level, and for planning and further developing activity. *Iterative process of review & improvement* Additional data needs are explored, and measures put in place for collection.	Improved understanding of the College's student body and performance /gaps, particularly in relation to under-represented groups. More effective and nuanced targeting of activity. Improved understanding of performance in context.
1.2 Establishing effective governance, leadership and resource As a new provider, the College recognises the need to establish a good	*By December 2019* New staff are in place and the FAPSG is fully functioning, with reporting and monitoring mechanisms up- and down-stream; and, leadership drives implementation of the 2019-20 APP and related Strategies, with a focus on	*By July 2020* Outreach is appropriately resourced with skilled and knowledgeable staff and expertise. A cross-institution governance and monitoring process and infrastructure, with toolkits (as identified in	*July 2020, onwards* Strategic development and implementation is ongoing, with an annual cycle of continuing development and improvement, including building staff knowledge, capability and expertise.	Embedding access and participation into core strategic thinking. Ensuring coherence and expectations across the institution.

internal infrastructure to support, embed and drive access & participation.	context and alignment with institutional changes and priorities (incl. Strategic Review). *By December 2019, ongoing to July 2020* Access and participation is aligned with marketing and communications, recruitment and admissions policies. Resources for outreach work, including staff and time needed, are identified and allocated.	the Outreach and Evaluation Strategies) is developed and operating.		
1.3 Building institutional understanding of effective activities, which demonstrate impact on improving participation at the institution, of those from under-represented groups	*September 2019 - June 2020* Staff development to include a series of workshops, providing an introduction to Outreach Strategy, rationale, contextual relevance and good practice. Min. 3 workshops/ training sessions delivered. *September 2019, ongoing* Continue to explore and provide briefings / committee updates on how the Access and Participation agenda applies in context, covering institutional considerations such as strategic alignment, whole institution approach, practical examples of good practice. Explore how	*September 2020, onwards (annually)* Ongoing training ensures that staff are kept up to date. Information and training regarding access and participation is included in induction for any new staff (professional and academic). *By April 2021* Undertaking at least one piece of research or market insight study, which may include key school stakeholders. Review the results of the first piece of market research.	*September 2021, onwards* Access and participation is fully embedded into core strategic thinking and broader monitoring at the College. *2021-22* Undertake at least one further piece of research or market insight study. *From September 2022, onwards* The practice of research and market insight findings are embedded, and aligned with annual reviews of outreach and participation strategy and outcomes and with other priorities at the College	Raise understanding of the outreach agenda in relation to access and participation. Raise understanding of what is required at the College based on current performance, theory of change and good practice/ research. Improve understanding of the College's market in relation to increasing access among identified target groups.

	contributions from across the College can be made. *December 2019, ongoing* Ensure mechanisms (as described in the Evaluation Strategy and this Outreach Strategy) are in place to gather/ receive and develop understanding from others in the sector, including the OfS and TASO-HE. Apply evidence and good practice to activity, in context.	Contribute at minimum 1 piece of evaluation/ insight or research to the TASO-HE (or other network) in respect effective access and participation activity relating to small, new providers.		
Strategic Theme and Aim:	2. **Development of Networks with others in the sector (including higher education providers and third sector organisations) to inform and enhance collaborative practice** Aim: To build networks, relationships and partnerships with key stakeholders, including schools and colleges, organisations and communities, to advance outcomes in participation at the College from under-represented groups.			
Strategic Measures	Short term	Short-Mid term	Longer term	Intended Outcomes
2.1 Collaboration with other stakeholders Collaboration opens doors to a wider range of outreach work with a broader focus, some of which may not be viable for a small provider.	*By October 2019* A variety of organisations (see *Further Considerations for Collaborative Practice,* Sections 41-55 below) will be considered to explore the potential for collaborative activity, particularly those which are a good 'fit' with the College, e.g. London Higher, NCOP e.g. Linking London, IntoUniversity, the Brilliant Club, Brightside.	*July 2019-August 2020* Collaborative activity is taking place on a regular basis with one or more organisations. Information about and ongoing consideration regarding further potential partners/ collaborative activity is updated to account for organisational change and budget. *From July 2019, ongoing*	*July 2020, ongoing* Collaborative partnerships and activity are established and feature annually in the College's outreach planning. Regular review and of partnership activity, including evaluation of events, etc. and the developing strategic needs and efficiency considerations of the	Increase opportunities for networking and sharing good practice. Information and awareness about the College, and outreach work, is disseminated to a wider audience and extended through networks.

	By December 2019 Positive links (e.g. meetings, membership, events) made with NCOP and one or more of the other organisations as appropriate and if viable. At least 1 collaborative activity undertaken with appropriate external partner. *By April 2020* Min. 2 further activities undertaken with appropriate collaborator /networks. *By July 2019* The College has reviewed and selected min. 1-2 external partners/ collaborators for ongoing joint activity into 2020-21. Based on evaluation and appraisal of practice over 2019-20 and emerging College needs regarding outreach provision.	The College participates in a range of collaborative activity (target min. 5 events per year). College outreach and leadership staff attend partner workshops/ meetings to further understanding about access and participation and outreach best practices, and to contribute to the discussions from the College's unique perspective, including provision of feedback into evaluation processes. The College is able to apply learning to practice in context.	College inform further and ongoing work with a range of partners.	Include groups which are harder to reach through networks. Access to target learners for engagement, through collaborative events.
2.2 Building partnerships with schools and colleges Closer partnerships with schools and colleges are desirable to ensure that the College is included in information given	*By September 2019* Schools and colleges targeted for activity using information about the numbers of students from under-represented groups, and other relevant targeting criteria. Min. 20 schools targeted. Pre-	*September – December 2020* Ongoing target school communications and relationship building. Additional 2 schools developing and agreeing formal partnership activity.	*September – December 2021* Ongoing target school communications and relationship building. Additional 2 schools developing and agreeing formal partnership activity.	Messages about higher education and the College become embedded in target schools. Collaboration with target schools and students improved; students experience

to students and outreach messages are consistent, and to allow for longer term and more intensive work with outreach target groups.	Communications, partnership process and activity model (offer) developed (using the Framework for Outreach) for rollout to target schools. *From September 2019* Communication with target schools and colleges to explore potential new activity and partnerships. Two schools are selected for formal partnership activity. *September 2019 – July 2020* Target school communications and relationship building. Target two schools developing and agreeing formal partnership activity. *July 2020* Review of school targets and partnership development to date; re-targeting and next steps for partnerships in 2020-21 developed as appropriate.	*December 2020 – July 2021* Ongoing communications and relationship building with schools on target list (n=12-20). At minimum, information and communications provision, and opportunity extended for schools to participate in up to 2 activities with the College. *July 2021* Review of school targets and partnership development to date; re-targeting and next steps for partnerships in 2021-22 developed as appropriate.	*December 2021 – July 2022* Ongoing communications and relationship building with schools on target list (n=15-25). At minimum, information and communications provision, and opportunity extended for schools to participate in up to 2 activities with the College. *July 2021* Review of school targets and partnership development to date; re-targeting and next steps for partnerships in 2022-23 developed as appropriate.	the College and HE life and learning.
Strategic Theme and Aim:	**3. Effective activities with target groups** Aim: To improve the range and appropriateness of outreach activities with target groups, including intensive support for target learners. To improve communication of the benefits of higher education as well as the College's offer and added value, including links to employment outcomes.			

Strategic Measures	Short term	Short-Mid term	Longer term	Intended Outcomes
3.1 Enhancing communications and provision of information As a new provider in a large, complex and established market, the College needs to ensure communications are effective and enhanced, with specific messages for target groups.	*May – December 2019* Communications and information in all formats for use in outreach work have been assessed and redesigned as necessary (print and web). Specific information is identified and produced for different age ranges and target groups.	*January to August 2020* New information for outreach is in use in all target schools and colleges, and for other target groups. The marketing and communications strategy aligns with Access and Participation principles. *September 2020 onwards* The College is using information and engagement with schools to inform and drive information/ materials provision, to support effective outreach practices.	*April 2021 onwards* Outreach information in all formats is updated on an annual basis and improves continually with input from schools, colleges and other key stakeholders, including feedback and development from students as part of the broader student consultation agenda (see Access and Participation Plan 2019-20).	Communications reach the right target audiences. Schools and colleges and other target groups better understand the College and its offer.
3.2 Increase the range of activities offered in outreach developing more, appropriate, activities for working with underrepresented groups.	*May – December 2019* Review the College's current outreach provision, and: • Develop an enhanced, evidence-based activity service 'menu' and design / implement related activity programmes & resources, based on the Outreach Framework (above).	*From September 2020, onwards* An enhanced, evidence-based 'menu' of activities has been designed and produced, with related activity, programmes and resources, and is in use. Partner schools receive a programme of appropriate activity which builds over the school year.	*2021-22 onwards* Regular outreach activity takes place with schools identified as formal partners, across three year groups. Min. activity per year is 4 engagements per target school/ college. Activity targets generally per year are c. 50	College outreach has a wider reach in terms of numbers and types of audience. Outreach is differentiated and has a clearer focus for the target groups.

	• Enhance the College's student ambassador programme to support delivery *January-April 2020* The existing outreach offer has been reviewed and updated with additional activity including for younger students (from Y9). A training programme is in place for student ambassadors, incorporating Access and Participation principles and issues. *October 2019 – July 2020* Target min. 2 activities each in up to 3 target schools, with target learners.	Regular outreach activity takes place with schools identified as formal partners. Existing schools are offered new or additional outreach activity. At least 10 new schools are receiving some activity. Identified partner schools receive appropriate outreach activity within at least three year groups. Min. activity per year is 4 engagements per target school/ college. Activity targets generally per year are c. 50 school/college-based activities and min.12 on-campus activities. Activity development and refinement is taking place, informed by partner school and college input and the results from evaluation practices (see related Evaluation Framework and Outreach Framework, above).	school/college-based activities and min.12 on-campus activities. Activity development and refinement continues, informed by partner school and college input and the results from evaluation practices (see related Evaluation Framework and Outreach Framework, above).	
3.3 Provision of intensive support	*June – December 2019* Consideration and development of a residential	*From September 2020, onwards*	*From September 2021, onwards*	Outcomes will depend upon the activities agreed but may

to target learners.	programme for target learners. *December 2019 – July 2020* Systems are agreed with two formally partnered schools for the selection of a limited number of students with high potential from target groups, and for the setting up, delivery and monitoring of activity for them via an agreed programme. *From April 2020* Delivery of some pilot intensive activity. The exact activities will be determined in collaboration with schools, however, may include, for example, mentoring, focused activities including residential activity, focused support around application to HE, student challenges, and employer engagement.	A full programme for selected students is in place, and agreed with min. 1 target school. This may include mentoring, study support, student challenges, employer engagement, focused support around applications, and residential activity. Student progress, attainment and destinations are tracked over time. Target min. 5 students New residential programme is being delivered, min. 3 target learners.	A rolling programme of intensive activity is in place, as a new group starts each year. Target min. 10 students per annum. New residential programme is being delivered, min. 5 target learners.	include improvements in the knowledge, confidence and achievement of target students More target students apply and progress to higher education and specifically to the College.
Strategic Theme and Aim:	**4. Reducing barriers to Admission** Aim: To reduce prior attainment (qualifications) as a potential barrier to admission, which is more likely experienced by target learners due to prior disadvantage. This acknowledges that GCSE/ A-level grades are not always an effective predictor of success in higher education, particularly where disadvantage is experienced; and that learners can be better assessed through a rounded consideration of their context, other achievements and skills, as a forward-looking measure of potential.			
Strategic Measures	Short term	Short-Mid term	Longer term	Intended Outcomes

4.1 Explore and develop Contextual Admissions process	*May – September 2019* In line with most selective institutions, the College will investigate methods for considering each application in terms of the educational experience and socio-economic circumstances of applicants. This may include consideration of equivalent qualifications, vocational routes, reduced offers or the development of special entry pathways. A Contextual Admissions Policy will be presented to Academic Board for approval. *By December 2019* The College's Admissions and Recruitment policies are reframed to include Access and Participation principles. A framework for making contextual offers is implemented. Alternative qualifications for entry are under consideration.	*January – September 2020* In addition to academic attainment, the educational and social context of applicants is considered on an individual basis and alternative offers and confirmations have been made. *June – December 2020* Partner schools are involved in highlighting potential. Alternative qualifications and/ or experience are identified for entry to specified courses.	*December 2020, onwards* Contextually based offers are routinely made to appropriate applicants. Alternative Level 3 qualifications and routes are built into the admissions system *Post 2021-22* A special entry pathway into the College has been developed for students with potential and is available to partner schools. Some applicants are made offers based on equivalent or alternative qualifications / experience.	More students from under-represented groups apply and progress to study at the College, via a broader more inclusive admissions system.

FURTHER CONSIDERATIONS FOR COLLABORATIVE PRACTICE

PARTNERSHIP DEVELOPMENT

41. A key strategic measure of this Outreach Strategy and Plan is the identification, targeting and development of selective networks, relationships and partnerships across the sector to enhance collaborative practice.

42. The College is actively seeking collaboration with other partners to support access and outreach activities. The College intends to investigate which of the many established organisations contributing to this agenda regionally and nationally would be a good fit for the College, considering the costs and benefits.

43. The following are examples under exploration and consideration, for the 2019-20 year:

The National Collaborative Outreach programme (NCOP)

44. Partnership with one of the regional groups involved in the National Collaborative Outreach Project (NCOP) would offer opportunities for collaborative outreach activities for groups not currently targeted by the College as well as information sharing, problem solving and networking opportunities which will would be of benefit for longer term planning. Linking London, as an example, is a partnership of universities, colleges, sixth form colleges, schools, awarding bodies, Jisc, the London Councils Young People's Education and Skills team and unionlearn. Partners work together to provide information and advice to young and adult learners studying A-level, BTEC and Access to HE Diploma qualifications. Participation would give the College a much broader reach in terms of potential applicants, including from mature students as well as the possibility of making links with local authorities and the Local Enterprise Partnership. The College's external independent adviser will support and inform decisions on most appropriate collaboration(s).

The Brilliant Club

45. A university access charity, The Brilliant Club Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials. In 2015, an independent control group evaluation of The Scholars Programme by UCAS showed that in the most recent cohort 58% of pupils eligible for free school meals secured a place at a highly-selective university compared to a national average of 11%. The objectives and methods of the Brilliant Club fit well with those of the College and preliminary discussions about opportunities for collaboration will be investigated.

IntoUniversity

46. This organisation provides 'local learning centres where young people are inspired to achieve'. Students participating either qualify for Pupil Premium, are eligible for Free School Meals, live in social housing, have a household income of £25,000 or less, or have been/are in care. In 2016, 75% of participating school leavers progressed to university.

Brightside

47. The Brightside organisation offers online mentoring for each stage of the student lifecycle. Undergraduate mentors are used to deliver the programme, which can be customised around existing outreach activities or used separately.

London Higher

48. London Higher is a charity offering a professional alliance of universities, colleges and good quality independent providers, and is active in promoting and supporting higher education within London, responding to government initiatives and providing information to members. The College would benefit from such a partnership in terms of organisational development and support.

SCHOOLS AND COLLEGES

49. As a major component of this strategy, the College is focusing on development of effective activities to improve participation through the development of relationships and partnerships with a manageable number of targeted schools and colleges.

Expanding the outreach offer

50. As detailed, the College already engages with some schools which have higher numbers of students from underrepresented groups, particularly from low socio-economic status and BAME backgrounds, but recognises the need for further engagement and has already taken steps to identify appropriate schools.

51. In 2019-20, the College's outreach strategy will focus on working with a larger number of targeted schools and pupils, and delivering a wider range of appropriate, evidence-led activity. This will allow additional outreach work to take place in the short term, with in-year milestones for delivery which can be built upon in future years.

Identification, targeting and development of relationships with schools

52. Development of school/college and higher education provider relationships is a symbiotic relationship. Schools/colleges benefit from having one or more higher education providers on which they can rely for advice and support, and which is close enough for students to attend visits and events. HE providers benefit because both staff and students become familiar with them, and trust can develop. This is likely to lead to them being regarded favourably. It is the case that many underrepresented student groups prefer or have to live at home, so forging relationships with local schools or those within travelling distance is logical.

53. The College will seek to establish partnerships with new selected secondary schools and colleges which have significant numbers of target students. There will be an enhanced outreach offer to these schools.

54. The College will initiate consultation with these schools about the development of strategies for the future to support underrepresented groups, including supporting attainment, starting outreach with younger age

groups and developing a cohesive longitudinal cycle of activity. This may also include the setting up of more formal school/College agreements leading to longer-term strategic partnerships and 'compact' or other admission agreements. The advantages to the College are the wider reach this offers and the opportunity to encourage more targeted young people to consider the College as their choice of provider. For schools, working with higher education is helpful, inspiring their students to aim for university and acquire more focused study skills, and in the potential for improving their examination results and progression data.

55. Over time, focus will be on the transition of underrepresented students through school and into the College and beyond, into the workplace, which will also provide a stream of role models for target groups into the future. Successful schemes at the College already exist for work experience and preparation for employment, with excellent opportunities and outcomes. It will be a priority to ensure that students recruited from underrepresented groups are able to benefit from these initiatives.

UNDERSTANDING THE IMPACT OF KEY INFLUENCERS

56. Key influencers on student decisions about higher education are parents, peers and community.

57. Family and other influencers (for example, peer group and community) may negatively influence students' aspirations which can also lead to negative effects on achievement and progression over time. First-in-family students with limited or no knowledge of university experience are generally less likely to view higher education as being an appropriate route. Activities with influencers are therefore important.

58. An enhanced outreach programme will include more activities designed to inform and influence these groups, with parental engagement a priority. If trained, undergraduate mentors can be useful role models.

59. Maintaining interest in progression to university is more likely where it sits alongside the development of attributes more likely to lead to success. In collaboration with schools, the College will explore broadening its offer to students in some schools to include study skills, challenges, and confidence building, in order to encourage those with high ability who are least likely to apply. Consideration will be given to mentoring as a vehicle for this, and the College will explore provision of mentoring training for current students, which could be delivered with collaborative partners such as Brightside. This also enhances the personal and wellbeing skills and employability of the College's current student cohort and increases awareness of barriers to HE faced by others.

60. For many underrepresented students, teachers are the only source of information about higher education, yet many have at best limited knowledge based on their own experience, and few have detailed knowledge of current systems and policies such as student finance. An offer of support for teachers in partner schools will be made, which may include teacher training or development sessions on university life, learning modes and the

curriculum; student finance; HE in England, types, offer and considerations (e.g. comprehensive small/specialist, etc.).

INTENTION TO DEVELOP CONTEXUAL ADMISSIONS

61. Arguably the greatest barrier to participation is attainment. Where a student has the ability to succeed but this is adversely affected by experience in or out of education, Contextual Admissions should be considered.

62. The College is actively researching contextual admissions, which includes individual consideration of applications and the provision of alternative offers where appropriate in the light of disadvantage. It may also involve working with school partners to identify disadvantaged applicants at an early stage and implement a special arrangement or compact agreement for students who are engaged with intensive outreach programmes.

MONITORING AND EVALUATION

63. Robust monitoring and evaluation are essential for assessing progress and to inform future direction and continuous improvement. Policies and procedures for undertaking this will be set up as soon as possible, using good practice guidelines as detailed in the College's Evaluation Strategy and Action Plan.

64. As previously stated, the College's investment in Quercus and a CRM will increasingly allow progressive targeting and evaluation of recruitment and transition-in activity; as well as support measures in success and progression. The College is committed to improving internal capacity around these databases.

65. All outreach activity undertaken, whether existing or new, will be closely monitored and evaluated, with regular analysis of outcomes. Working with new schools will allow evaluation to take place from an identified and measurable starting point which will be helpful in setting baselines from which to improve and for ongoing improvements to the College's outreach offer.

66. Please refer to the College's Evaluation Strategy and Action Plan for further details.

INVESTMENT

67. As a small provider and new to the market, the College is cognisant of proportionality. The College is committed as an institution to strengthening diversity and recognise institutional commitment will need to be made, with work embedded in practice.

68. In 2019-20, as per the College's Access and Participation Plan, the College has dedicated 25% of Higher Fee Income (HFI) to Access and Participation, which is approximately £75,000 (assuming student number predictions are met). Of this, the College has allocated 21.3% (approximately £16,000) to outreach.

69. The following table provides an anticipated breakdown of spend according to identified Strategic Initiatives. Please note this is provided as a guide only and may change as the College develops and progresses the different strands of activity:

Area	Approx. Budget	Notes
Developing networks, relationships & partnerships with stakeholders and schools	£8,000	Supplemented by institutional contributions
Increasing the College's outreach activity and its effectiveness	£8,000	Supplemented by institutional contributions
Developing contextual admissions	£0	Uses existing capacity

Title: Outreach Strategy & Action Plan					
Approved by: NCH at Northeastern Limited Board					
Version number	Date approved	Date published	Author	Location	Proposed next review date
1.0	May 2019	October 2019	Executive Dean	Academic Handbook, Widening Access and Participation	N/A

ANNEX A: EXISTING OUTREACH ACTIVITY

EXTERNAL VISITS AND TALKS

The College visits a wide range and number of schools, including schools from areas of lower student participation in higher education. One example of this work is a visit to Thomas Tallis School (a comprehensive co-educational school with over 1600 students, with a higher than average cohort of minority ethnic backgrounds and POLAR 3 quintile 1-2 students, and located in quintile 2 area for Adult HE qualifications and a quintile 1 area for Participation), where members of the recruitment team, accompanied by student representatives, gave talks to years 9, 10 and 11 on studying at university and how to make applications. As part of a developing relationship, this school has been targeted and offered further provision to visit the College for a subject taster events in first instance.

VISITS TO THE COLLEGE

College's current outreach activity includes welcoming schools, students and school staff into the College to hear about university courses, life and learning or to participate in workshops on a given subject. For example, the London School of Excellence (a school with a higher than average cohort of minority ethnic backgrounds and POLAR 3 quintile 1-2 students) and students via IntoUniversity have attended subject taster talks by the College's visiting professors and faculty on a wide range of topics, from competition law to philosophy. In addition, students have had presentations on more general topics such as 'what it is like to study at university' and 'how to apply'.

ESSAY COMPETITION

The College's Year 12 essay competition has provided a platform to broaden the appeal of the College to support access to higher education. In the most recent essay competition, 12% of entries were from students in POLAR4 Quintile 2 and 8% from students in POLAR4 Quintile 1. These illustrate a significant increase since the 2018 entry cycle, when only 6% of applicants were POLAR4 Q2 and 3% were Q1.

Furthermore, the grade boundary for shortlisting essays was lowered from A4 to B2 for entrants from Q! and Q2, meaning that 40 additional entrants from areas of low participation have had their academic work acknowledged and will experience encouragement and a taste of life at the College at the Essay Competition Award Ceremony.

COLLABORATIVE EVENTS

The College also works with other organisations in order to reach out to students from underrepresented groups. For example, in October 2017 in an event jointly hosted with University College London, the College hosted a University Celebration Day in collaboration with the Transformation Trust, an educational charity dedicated to opening doors of opportunity to young people across the country. Due to the limited room availability, it was not possible to host University days this year; however, for future academic cycles, these events will be scheduled in advance to ensure that the appropriate rooms are made available. The College will be exhibiting at the Rock Assembly in July 2019; this is an annual Futures Fair organised by the Transformation

Trust which attracts 10,000 students from APP schools nationwide as a strategy to maximise outreach movement.

The College has also worked with IntoUniversity; a charity determined to support students in achieving their potential by informing, mentoring and tutoring them throughout the student cycle. In February 2019, the College along with SOAS and Birkbeck, hosted a Primary student council trip for students of age 8-10. The event focused on raising aspiration through workshops and interactions with current university ambassadors.

BUILDING DATA CAPACITY

Historically, POLAR data was tracked once a prospective student submitted an application to the College. This meant that data analysis was only possible for applicants and direct communications could only be targeted by POLAR quintile once an application had been made.

In December 2018, the College updated its online forms so that wherever possible the postcode of any prospective residing in the UK is collected. The College simultaneously built a system, which looks up postcodes on the POLAR4 table, and adds the POLAR Quintile to the prospective student's record in the CRM. This will allow the College to collect POLAR data for the majority of UK prospective students from their initial contact with the College. The College will therefore be able to track and report on prospect acquisition and conversion by POLAR4 quintile.

In addition, it will be possible to deliver tailored and more relevant communications to prospective students in the lower participation areas earlier in the recruitment process, and to identify the marketing channels and content that is most successful in generating interest from areas of lower participation. The results of this tracking and evaluation will be used to inform Access & Participation activities throughout 2020, and to develop a more robust plan to support the achievement of the College's targets in the coming years.

It is important to note that the system is reliant upon prospective students entering their correct postcodes in a readable format, and is, thus, not 100% accurate. In addition, when the College transitions to CRM fully, the system will need to be rebuilt, as will also be the case when the next generation of POLAR is published by the OfS.

DIRECT MARKETING

In 2019, UCAS Pre Applicant Data (PAD) emails specifically targeted to students in POLAR Quintiles 1 and 2 proved successful in driving click through and conversion activity. As a result, the College will focus its UCAS PAD activity on students in Quintiles 1 & 2 for 2020 entry. In addition, POLAR Q1 and Q2 applicants and prospects have been sent emails reminding them of the College's bursary offers.