

#CCI\_Orientation

How can Higher Education reach wider to be  
accessible to more and different learners  
through the use of an outreach mapping  
tool?

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London

8 & 9 NOVEMBRE 2018





# What identity crisis? Roles and Responsibilities

- **Continuum**, Director, Centre for Widening Participation Policy Studies – University of East London [www.uel.ac.uk/continuum](http://www.uel.ac.uk/continuum)
- **Action on Access**, Director, WP National Co-ordination Team [www.actiononaccess.org](http://www.actiononaccess.org)
- **Forum for Access and Continuing Education (FACE)**, Chair – Practitioners' Network [www.f-a-c-e.org.uk](http://www.f-a-c-e.org.uk)
- **Bologna Social Dimension and Lifelong Learning Working Group** – UK Representative <http://www.ehea.info>
- **Malmo University, Sweden** – Guest Professor 2010- present



# Policy Convergence

## Cooperation and Partnership in Sweden

- Advisor to the Swedish Government's Special Committee on Recruitment to Higher Education 2002-04
- Comparative Study and report Bridging the Gap: Widening Participation in Sweden and England 2005
- Appointed as Guest Professor at Malmo University 2010-present
- Conference, seminar and advisory inputs and contributions to WP events and meetings throughout Sweden over the last decade
- International Policy and Practice exchange –City/University, London, Malmo

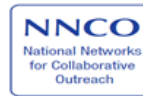




# Case study 1: NNCO/ Linking London- Mapping outreach research partnership

## ■ Partners:

- University of East London
- University College London
- University of Greenwich
- Ravensbourne
- Linking London
- NNCO- HEFCE



## ■ NNCO scheme details:

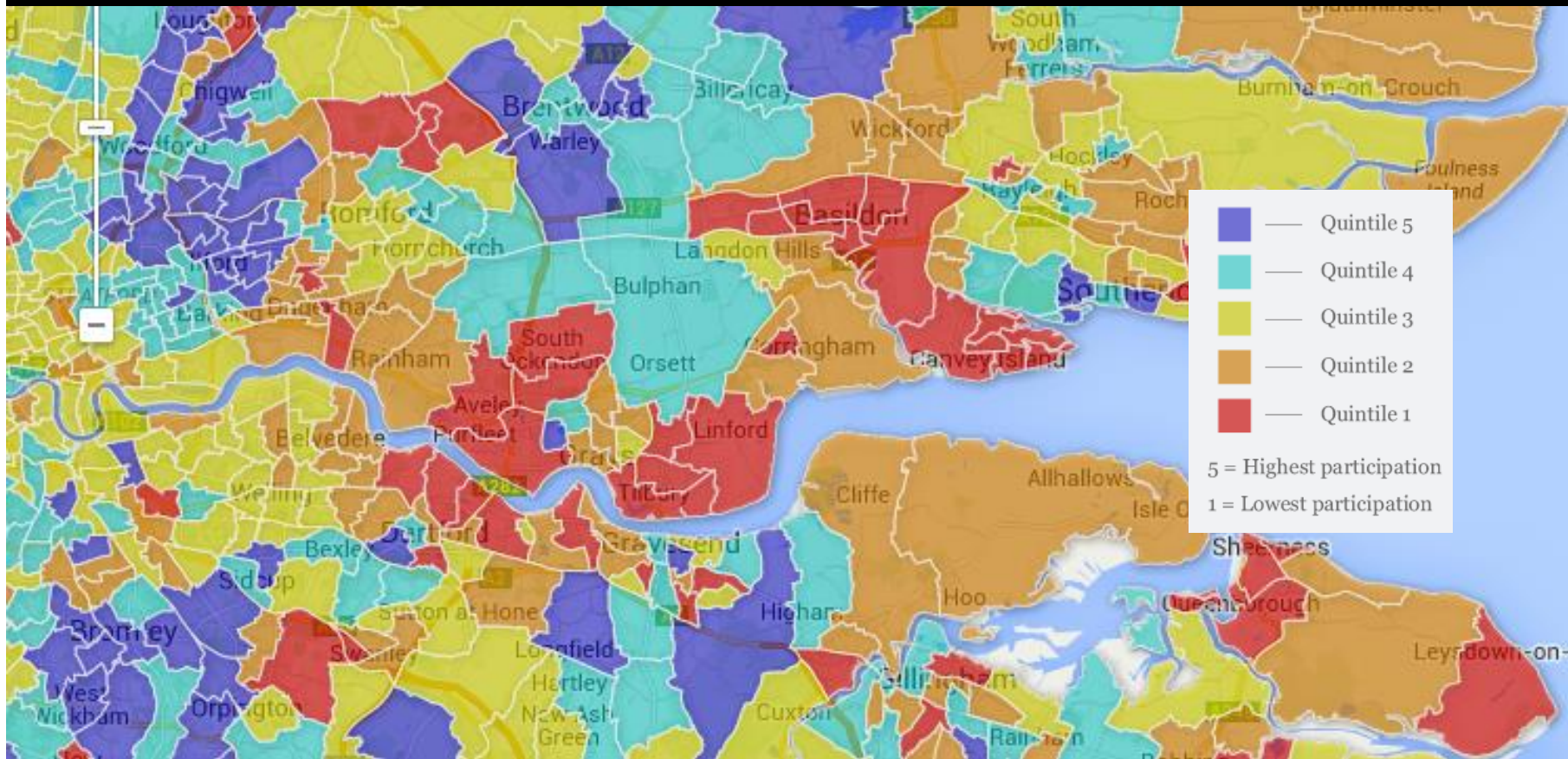
- Explicitly aims to encourage more young people into Higher Education
- Nationally coordinated approach to work with schools, colleges and HEIs
- Scheme involves around 4,300 secondary schools and 200 universities and colleges
- 33 local and 3 national networks to support SPoCs
- HEFCE funding £22m for 2 years

# ➤ Three strand project partnership (Developing the Map)

- Reaching Wider – East: UCL & UEL
- Reaching Wider – London: University of Greenwich & UEL
- Reaching Wider – creative industries: Ravensbourne & UEL
  - Suite of three research projects examining the outreach offer taken up by schools and colleges in East London (and eastward from London), pan-London, and a smaller bespoke piece of research examining creative industry subject area outreach

# ➤ Hot and Cold HE participation spots

The eastern arc of low HE participation- Reaching Wider -East strand



Source: HEFCE- Polar data

# REACHING EAST & REACHING LONDON

**Step 1:** Select Local Authority from Filter 1

**Step 2:** Select school from Filter 2. **NB Only select one school at a time for correct data.**

Data sources can be found here: <https://goo.gl/GCAGL7>

## **FILTER 1:** Select Local Authority

Newham

## **FILTER 2:** Select school

Brampton Manor Academy

### **Brampton Manor Academy**



TYPE: Academy Converter  
 STREET: Roman Road  
 LOCALITY:  
 ADDRESS:  
 TOWN: London  
 POSTCODE: E6 3SQ  
 WEB: <http://bramptonmanor.net/>  
 TRUSTS: Brampton Manor Trust  
 PHASE OF EDUCATION: Secondary  
 ADMISSIONS POLICY: Comprehensive (secondary)

GENDER: **Mixed**  
 NUMBER OF PUPILS: **1736**  
 NUMBER OF GIRLS: **870**  
 NUMBER OF BOYS: **865**  
 % of pupils known to be eligible for FSM (Performance Tables):  
**55.10%**  
 % of pupils who are disadvantaged: **77.00%**

### **GCSEs Results 2013-2015**

% of pupils achieving 5+ A\*-C or equivalents including A\*-C in both English and mathematics GCSEs - 2013: **76.00%**  
 % of pupils achieving 5+ A\*-C or equivalents including A\*-C in both English and mathematics GCSEs - 2014: **65.00%**  
 % of pupils achieving 5+ A\*-C or equivalents including A\*-C in both English and mathematics GCSEs - 2015: **76.00%**

### **A Levels**

Number of students at the end of KS5: **81**  
 % of A level students achieving at least 3 A levels at A\*-E **100.00%**  
 % of A level students achieving 3 A levels at grades AAB or higher **51.00%**

Numbers into HE 2012/13:  
 Numbers into HE 2013/14:  
 Numbers into HE 2014/15: **61**

Average point score per A level entry expressed as a grade **B+**  
 Average point score per vocational entry expressed as a grade **NE**

### **POLAR Profile KS4 only (2013/14 data)**

Quintile 2 Total	<b>4%</b>
Quintile 3 Total	<b>20%</b>
Quintile 4 Total	<b>74%</b>

### **Top HEI in 2014/15**

**TOP HEI** : 0134 King's College London: **8**  
**2ND HEI**: 0118 The University of Essex: **7**  
**3RD HEI**: 0139 Queen Mary University of London: **7**

### **Ethnicity**

White ethnic origin including Irish and other White Backgrounds **18.10%**  
 African Backgrounds **20.20%**  
 Caribbean Backgrounds **3.90%**  
 Any Other Black Background **3.30%**  
 Indian and any other Asian background **10.20%**  
 Pakistani and Bangladeshi Backgrounds **32.00%**  
 Mixed Backgrounds **6.20%**  
 Chinese Background **0.30%**  
 Traveller communities (Irish heritage, Gypsy and Roma) **0.30%**  
 Unclassified and any other Background **5.40%**

### **Number and Type of outreach activities school participated in (Average =11):**

HE Application Support	<b>1</b>	<b>25</b>
Subject Taster	<b>6</b>	
Summer School (including non-residential)	<b>11</b>	
Unknown	<b>1</b>	
Campus Visit	<b>3</b>	
Masterclass	<b>1</b>	
Placement	<b>1</b>	
Subject Specific Talk	<b>1</b>	

Partners:





# Project outputs- 2015/17 (Mix methods approach)

- Provide an in-depth understanding of the delivery and impact of outreach work in the East of London and pan London area, through the mapping exercise (year one)
- Gaps, needs and capacity analysis (year two)
- Culminates in a seminar series in 2016/17 which will bring together all outreach partners and stakeholders
- Sustainability planning
- Launch of the Reaching Wider open access targeting tool
- Highlighting the value and impact of partnership and cooperation
- <https://goo.gl/fk8GLo>

# What Works

- Early intervention
- Sustained interventions like summer schools
- Whole year groups (to avoid self selection of learners who are already going to HE)
- HEIs going into schools
- Subject based taster sessions

# OUTREACH IN 9 STEPS

Schools  
Colleges  
6th Forms



HIGHER EDUCATION **hefce** FUNDING COUNCIL FOR ENGLAND

**CONTINUUM** **UEL** University of East London

**UCL** National Network for Collaborative Outreach

**LINKING LONDON**

Continuum- Centre for Widening Participation Policy Studies  
e: [continuum@uel.ac.uk](mailto:continuum@uel.ac.uk) | [www.uel.ac.uk/Research/Continuum](http://www.uel.ac.uk/Research/Continuum)

## Case study 2:

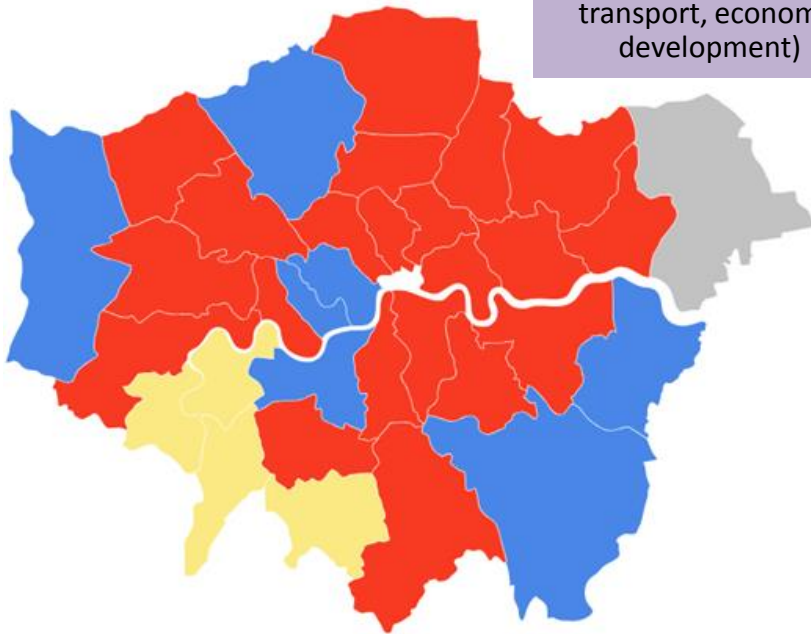
# ➤ City and University cooperation- The HE journey of young London residents (18-24 yrs)

- Project Partners:
  - University of East London
  - London Borough of Newham
  - London Councils (33 boroughs)
  - Malmo University/ City
- Project background and collaboration:
  - Pilot project between LBN and UEL
  - 2012 Initial data report
  - 2013, 2014, 2015, 2016 and 2017 Pan-London report
  - 2018 report to be launched in December



# > London Context

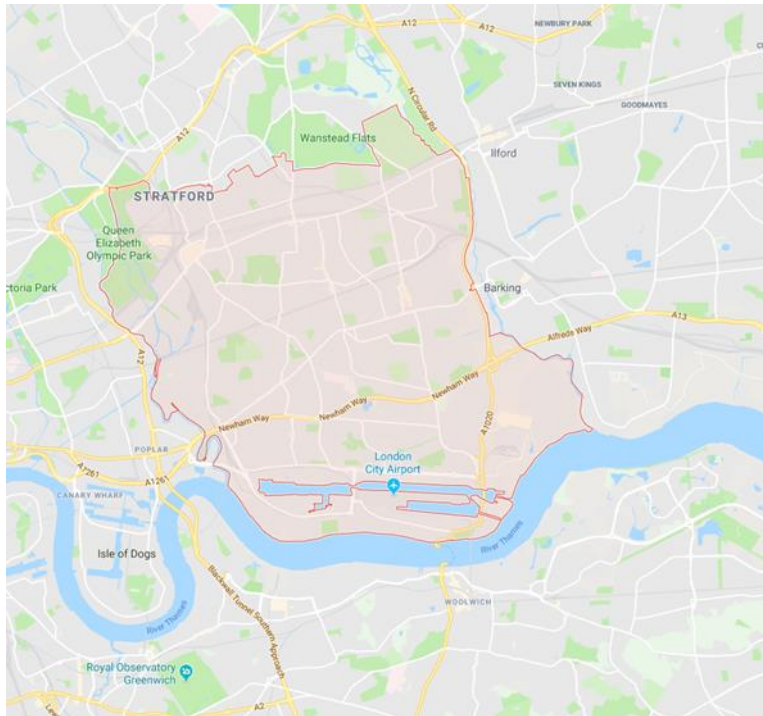
**City-wide government** - elected London Mayor (strategic planning, policing, fire service, transport, economic development)



**Local government** - 33 local authorities (local planning, housing, waste collection, council tax collection, education, libraries, social services, local planning, consumer protection, licensing, cemeteries)

- Population of 8.3 million
- Total area of 611 square miles
- Largest number of community languages spoken in Europe
- Over 300 languages spoken in London schools
- One of the world's most ethnically diverse cities
- More than 3,000 schools, 42 colleges and 47 universities
- Generates more than a fifth of the total UK economy

# ➤ London Borough of Newham Overview



**Education and skills are key drivers of socio-economic change and employment in Newham**

- Large local authority in east London with a population of over 318,000
- 3<sup>rd</sup> most deprived local authority in England (IMD)
- Highest birth rate in the UK & youngest population in the UK
- This impacts on education system and future education planning
- Most ethnically diverse population in the UK (36 % Asian, 35 % White, 25 % Black or Black British)
- High percentage of residents with no or low-level qualifications
- Highest unemployment in London (10.8 %), London (7.1 %), UK (6.5 %), and high youth unemployment.
- 11,700 people unemployed

# ➤ Project background and collaboration (City wide analysis)

- Good local research undertaken by Newham and the University of East London showed a potential way forward (London Councils)
- A partnership approach- offering the ‘scale’ of London provided researchers with:
  - The opportunity to work on city- wide analysis
  - Sufficient scale to deliver robust information from the HESA Student Return and the Destination of Leavers from HE Survey

## Project outputs and outcomes (Developing understanding)

- Detailed data report with policy commentary and borough level summaries
- Report based on HESA student returns and Destination of leavers from HE survey
- Time series analysis with six year trend
- LBN investment in 6th Form provision for STEM to enhance HE progression – opened in September 2014 based on trend data from 2012 report





# Dissemination and project impact (Making a difference)

- Political briefing based on the data report was sent out to 1,861 elected local councillors – Does Higher Education investment pay off for young Londoners?
- Briefing paper to all London MPs
- Launch event December 2013 at UEL attended by 50 plus professionals from local authorities, further and higher education as well as schools and employers
- Follow-up report on the impact of increased tuition fees on HE participation launched at UEL in July 2014
- Presentation at Action on Access-UUK-OFFA-HEFCE summit
- Presentations at borough 14-19 groups across London
- Most recent report being used by London Enterprise Panel to inform thinking about European Social Investment Fund programmes
- Improving quality of key decisions across the boroughs

## Concluding comments

- Understanding the importance of partnership working schools and HE to Widening HE participation
- Building the evidence base of the HE Journey in Malmo/London
- Mobilising the research and development capacity of HE to contribute to the public good
- Connecting students, staff and communities to support HE progression

# CONFÉRENCE DE COMPARAISONS INTERNATIONALES

ÉDUCATION À  
L'ORIENTATION

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## Further Information and contact details:

Continuum website:  
<https://www.uel.ac.uk/research/continuum>

Email: [j.storan@uel.ac.uk](mailto:j.storan@uel.ac.uk)

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