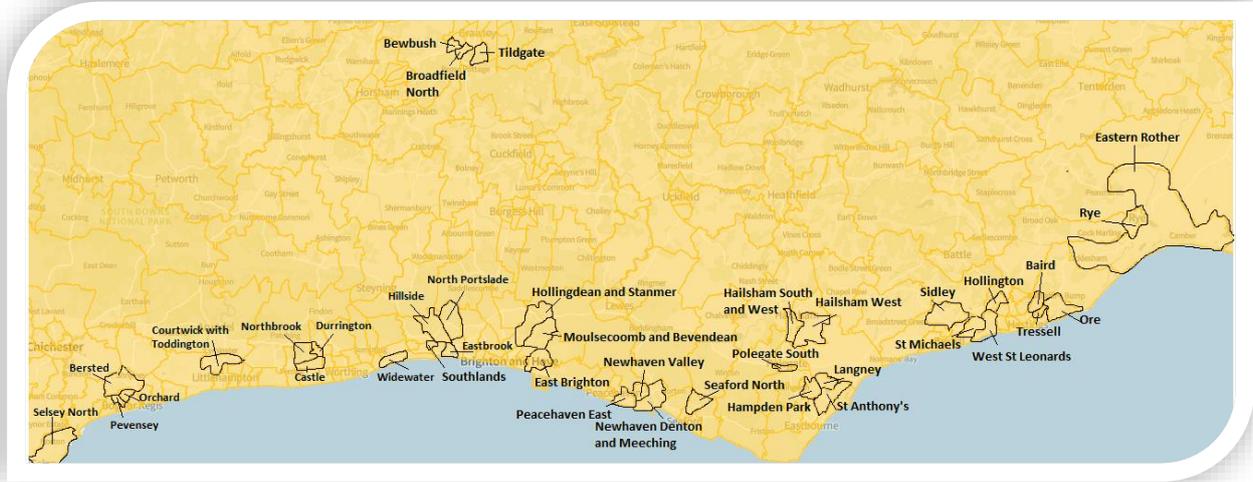


SLN:COP Phase 1

January 2017 – July 2019

Programme Summary



Over the course of NCOP we have funded a diverse range of programmes and activities that have enabled us to meet the core criteria of NCOP: To engage 20% of our cohort residing in identified wards in years 9-13 on a sustained and progressive programme, and to help 'close the gap' and increase by a third nationally, the number of NCOP learners progressing into higher education. NCOP also aimed to increase the number of young people from ethnic minority backgrounds entering into HE as well as address the under-representation of young white men from disadvantaged backgrounds accessing HE.

As one of 29 consortium delivering NCOP we have far exceeded national targets engaging with 44% of our NCOP learners and through the hard work of our SLN:COP partnership, our programme has had far reaching impact benefitting over 8000 thousand learners across Sussex.

We developed our NCOP gradually, and carefully through collaborative consultation to ensure a fair and equal approach. This was at times challenging owing to differing priorities, but through our historic network we were fortunate to forge shared aims, missions and processes around NCOP. By learning through, and with our partnership we successfully developed a localised and responsive offer with the following over-arching aims:

- Gain a better understanding of vulnerable groups and the barriers that they face in accessing, and remaining in higher level learning
- Provide a flexible and responsive offer, which can be tailored and offer a broad-range of activities dependent on learner need, and their families/carers/communities to enable progression into Level 4+ learning
- Offer a mixed methodology of delivery of outreach and study, with some taking place online, at school, in the community, at FE/HE, in a work environment
- Support attainment raising and skills development in young people to support and enable progression
- Provide access to funds to overcome practical barriers, such as transport and subsistence
- Develop sustained and progressive programmes which can reach out to young people and support their journey through education
- Monitor and evaluate what is meaningful and effective through impact research

A transparent and robust application process was put in place with clear supporting rationale for all funded programmes. Not all funded activity was successful in Phase 1 and some projects were discontinued into the second tranche. Key successes have predominantly been as a result of strong collaboration and positive working relationships, consultative processes, robust monitoring and project management, and nuanced

programmes designed to meet the wide-ranging needs of learners. This document provides an overview of what has taken place in each region.

Resources:

A number of videos have been produced to either raise awareness of some projects or be used as resources and sharing of good practice – in particular we'd like to draw your attention to the following:

Parents Talk HE

A series of 4 short films from our Parent Ambassadors talking about some of their experiences as parents in supporting a child into, and through university:

<https://www.sussexlearningnetwork.org.uk/projects/short-films-parents-talk-he/>

Maths in FE

A promotional video explaining the programme and research behind the CPD can be viewed here:

<https://youtu.be/pLeU5YfLaAQ>

Go Further Peer Mentoring

A short video explaining and promoting the peer mentoring programme can be viewed here:

https://www.youtube.com/watch?time_continue=1&v=mF_goFCFvtQ

Go Further – Tom's Story

A young carer at East Sussex College Group talks about how he has benefited from NCOP in a short video:

https://www.youtube.com/watch?time_continue=2&v=WbPTQiESgU

Aiming High (young carers)

This short video from the Carers Centre talks about the work we are doing to explore perceptions and issues young carers may face when thinking about higher education:

<https://www.youtube.com/watch?v=8u1GoPdOPRE>

BAME Mentoring Toolkit

This has been developed to support schools who are engaged with the programme and offers guidance to sustain their own BAME peer-mentoring programme:

https://www.sussexlearningnetwork.org.uk/wp-content/uploads/2018/03/BAME-Mentoring-Programme_Schools-Toolkit.pdf

Supporting Care Experienced Students: Guide for College Staff

This toolkit was developed from an Innovation Fund strand with East Surrey College and provides guidance on supporting care experienced students through college and into higher level study:

<https://www.sussexlearningnetwork.org.uk/wp-content/uploads/2019/10/Supporting-Care-Experienced-Students-Guide-for-College-Staff-4.pdf>

SLN:COP in East Sussex

SLN:COP set out in East Sussex to work in a region of the county with comparatively high levels of students meeting NCOP eligibility criteria. 43.6% of wards in East Sussex are in the bottom two POLAR 4 quintiles compared with 35.2% of wards in West Sussex and 33.3% of wards in Brighton and Hove¹

Through consultation with schools, sixth form colleges, further education colleges (FECs) and community partners, we discovered that some of the key issues in the area affecting NCOP cohorts in the area were:

- Attendance
- Parental engagement
- Attainment at Key Stage 4
- Low levels of motivation
- High levels of mental health issues
- Access to impartial IAG
- CPD support around Maths and English GCSE re-sits. This is a particular issue across Sussex FECs with an estimated 2,300 students in FECs retaking their Maths GCSE or Functional Skills Level 2 for the second or third time. At least 25% of these students are from NCOP wards.

Our response was to provide a mixed programme consisting of; staffing in FECs, direct funding for priority schools with large NCOP cohorts and a range of projects and suppliers to help resolve some of these issues delivered by universities, providers and community partners.

We partnered with schools, sixth form colleges and FECs to provide a rich and broad offer of activity to raise awareness of and aspiration to Level 4+ qualifications as well as academic support in a variety of different formats. This included:

- NCOP coordinators in FECs and the Go Further Programme
- NCOP Liaison coaches in FECs to provide one-to-one intensive support for NCOP students
- Higher Education Champions in 11-16 schools
- MyTrust Transition Programme
- University Parent Ambassadors
- A range of projects, programmes and suppliers
- Direct funding to enable schools and sixth forms to create their own bespoke interventions tailored to their specific needs

Schools:

- SLN:COP provides support to enable 13 schools to work with their local FECs, university widening participation teams, Department for Education Opportunity Area Leads and Careers and Enterprise Company Enterprise Advisers by funding, training and supporting in-school HE Champions.
- A team of University Parent Ambassadors are available in the area to attend parents evenings and other parent facing events.
- Direct funding to devise and deliver in-house interventions around mentoring, revision, motivation and a range of other bespoke activities.
- Fund interventions for schools with small NCOP cohorts – ie. transitions project run by MYTrust.

Sixth form colleges:

- NCOP eligible students offered additional CEIAG, intensive UCAS support.
- Bursaries to attend open days with their families.
- In-college funding to attend UCAS conventions and other HEI events and tasters.

¹ Institute for Employment Studies

Further Education Colleges: (FECs)

SLN:COP works in the East Sussex College Group which has the largest cohort of NCOP students of all the FECs in Sussex and Plumpton College. There are currently two coordinators based in Eastbourne and Hastings and two liaison coaches. NCOP eligible students are offered an intensive programme of CEIAG including one-to-one UCAS support, discretionary bursaries, mentoring and other bespoke activities and interventions identified by the coordinators to benefit NCOP students. In addition the coordinators offer impartial information advice and guidance to feeder secondary schools, particularly around transition for in-coming Y11 NCOP cohorts. A peer-to-peer mentoring scheme set up and run by the NCOP coordinators was a particular success in Phase One and will be continued in Phase Two.

Plumpton College provided UCAS support for internal NCOP students as well as offering CEIAG outreach around the land based sector to local schools and colleges. SLN:COP has supported curriculum development with a FdSc in Sustainable Agriculture which will be offered to students from 2020.

Funded Projects and Programmes:

- **MyTrust Transition Programme**
SLN:COP funds Mytrust to run a transition programme for NCOP students in East Sussex schools who have been identified as disengaged and struggling to make the transition from both Y10 to Y11 and Y11 to Y12. The programme worked with nearly 800 eligible students in 2018/19 and was welcomed by participating schools. The programme will run again in 2019/20 with similar targets.
- **BAME Mentoring Programme**
An identity based mentoring programme for BAME learners in Years 9-11. The programme is delivered by the University of Brighton and offers a six-week one-to-one mentoring programme between learners and HE students. Within the definition of BAME, the student and pupil group for this programme is specifically 'pupils and students of colour'. The term 'people of colour' encompasses all categories of people who do not identify as 'white'. Parent and carer engagement and CPD training for staff (Unconscious Bias, Conscious Inclusion) is included. In addition, a peer-to-peer mentoring programme which allows schools to run a mentoring programme internally to sustain the work is offered to participating schools. Schools engaged:
St Catherine's College, Seaford Head, Ratton School, Hastings Academy, Peacehaven Community School and The Eastbourne Academy in Phase One and is currently being delivered at Willingdon in Phase Two with further schools awaiting confirmation.
- **Role Models Project**
An HE student led mentoring project that trains University of Sussex students in participatory facilitation to create and deliver workshops in local schools. The project aims to create a safe and supportive space for young people to feel comfortable exploring topics within PSHE such as mental health and wellbeing, digital technology and social media, body image and self-esteem, gender and sexuality, masculinity, race and discrimination, healthy relationships and consent. The programme is five weeks in school with a final session at the university. In Phase One it was delivered to Peacehaven Community School and Seahaven Academy. For Phase Two, we are developing a Role Models Academy which is a peer-to-peer programme that will allow schools with Y12 and Y13 learners to run the programme themselves. We are also working with the University of Sussex Students Union to share the model with other universities.
- **Maths in FE**
The Maths in FE project offers bespoke CPD to FEC Maths teachers who face challenges across the colleges in supporting their students to achieve a pass in GCSE Maths. The Maths team from the School of Education University of Brighton offers a coaching model to Maths Champions in each college, who offer support and training within their Maths teams. The project is also developing CPD resources for Maths lecturers.

Suppliers:

A range of carefully chosen suppliers have been offered to a selection of schools based on a number of criteria, these are:

- Bryantson Square Unlock programme – aspiration raising
- Future First – alumni programme
- Unifrog – online destinations platform
- GoSketch! – arts and sports extra-curricular club
- Speakers Trust – public speaking organisation

SLN:COP in West Sussex

SLN:COP set out in West Sussex to work in a region of the county with comparatively high levels of students meeting NCOP eligibility criteria. In particular, the coastal strip of West Sussex and Crawley have both high levels of income deprivation and low levels of access to higher education.²

Through consultation with schools, sixth form colleges, further education colleges (FECs) and community partners, we discovered that some of the key issues in the area affecting NCOP cohorts in the area were:

- Attendance
- Parental engagement
- Attainment at KS4
- Low levels of motivation
- High levels of mental health issues
- Access to impartial IAG
- CPD support around Maths and English GCSE re-sits. 1000+ students retaking Maths each year at Chichester College Group colleges.
- Additional support was needed for progression to higher education information advice and guidance.
- Curriculum development at Level 4+ was also identified as a priority and courses are currently in development to allow progression to HE.

Our response was to provide a mixed programme consisting of; staffing in FECs, direct funding for priority schools with large NCOP cohorts and a range of projects and suppliers to help resolve some of these issues delivered by universities, providers and community partners.

We partnered with schools, sixth form colleges, further education colleges and community organisation to provide a rich and broad offer of activity to raise awareness of and aspiration to Level 4+ qualifications as well as academic support in a variety of different formats. This included:

- NCOP coordinators in FECs
- NCOP Liaison coaches in FECs to provide one-to-one intensive support for NCOP students
- Higher Education Champions in 11-16 schools.
- Direct funding to enable schools and sixth forms to create their own bespoke interventions tailored to their specific needs

Schools:

- SLN:COP provides support to enable 10 schools to work with their local FECs, university widening participation teams and Careers and Enterprise Advisers by funding, training and supporting in-school HE Champions.
- A team of University Parent Ambassadors are available in the area to attend parents evenings and other parent facing events.
- Direct funding to devise and deliver in-house interventions around mentoring, revision, motivation and a range of other bespoke activities.
- Fund interventions for schools with small NCOP cohorts – ie. revision programme at Chatsmore High School

² Institute for Employment Studies

Sixth form colleges:

- NCOP eligible students offered additional CEIAG, intensive UCAS support.
- Bursaries to attend open days with their families.
- In-college funding to attend UCAS conventions and other HEI events and tasters.

FECS:

- SLN :COP funds 4 posts in the Chichester College Group covering Chichester, Crawley, Brinsbury and Worthing to provide additional support and IAG to progress onto L4+ courses including HE, apprenticeships and work-based professional courses. Staffing includes liaison coaches who run peer-to-peer mentoring schemes.
- Strong A Level and BTEC mentoring programme providing support with study skills across a variety of subjects.
- A programme of impartial IAG offered to NCOP priority schools in the area.
- Funding for an outreach coordinator based at GBMet College Northbrook to provide IAG for internal NCOP students and to offer a range of subject-specific outreach activities to NCOP priority schools. In 2018/19 this included eight short courses / summer schools for local students from schools but also through community contacts and settings in music production, photography and art. Over eighty Arts Awards were awarded last year.

Funded Projects and Programmes:

- **BAME Mentoring Programme**

An identity based mentoring programme for BAME learners in Years 9-11. The programme is delivered by the University of Brighton and offers a six-week one-to-one mentoring programme between learners and HE students. Within the definition of BAME, the student and pupil group for this programme is specifically 'pupils and students of colour'. The term 'people of colour' encompasses all categories of people who do not identify as 'white'. Parent and carer engagement and CPD training for staff (Unconscious Bias, Conscious Inclusion) is included. In addition, a peer-to-peer programme which allows schools to run a mentoring programme internally to sustain the work is offered to participating schools. Schools engaged: Ifield Community College and Crawley College in Phase one. In Phase Two we are working with the University of Chichester to develop a possible model that will allow us to deliver to schools in the west of the county.

- **Maths in FE**

The Maths in FE project offers bespoke CPD to FEC Maths teachers who face challenges across the colleges in supporting their students to achieve a pass in GCSE Maths. The Maths team from the School of Education University of Brighton offers a coaching model to Maths Champions in each college, who offer support and training within their Maths teams. The project is also developing CPD resources for Maths lecturers.

- **Green Energy Project at The Regis School**

The Regis School were supported to provide NCOP funding for a STEM Green Energy Project which enabled NCOP students interested in automotive engineering to take part in a national project.

Suppliers:

A range of carefully chosen suppliers have been offered to a selection of schools based on a number of criteria, these are:

- Bryantson Square Unlock programme – aspiration raising
- Future First – alumni programme
- Unifrog – online destinations platform
- GoSketch! – arts and sports extra-curricular club

SLN:COP in Brighton and Hove

SLN:COP set out in Brighton and Hove to work in a region of the county with comparatively high levels of students meeting NCOP eligibility criteria – particularly in two wards in Brighton. The ward with the lowest participation rate to HE in Sussex is Hollingdean and Stanmer.³

Through consultation with schools, sixth form colleges, further education colleges (FECs) and community partners, we discovered that some of the key issues in the area affecting NCOP cohorts in the area were:

- Attendance
- Parental engagement
- Attainment at KS4
- Low levels of motivation
- High levels of mental health issues
- Access to impartial IAG
- CPD support around Maths and English GCSE re-sits.
- Additional support was needed for progression to higher education information advice and guidance at GBMet College Brighton.

Our response was to provide a mixed programme consisting of; staffing in FECs, direct funding for priority schools with large NCOP cohorts and a range of projects and suppliers to help resolve some of these issues delivered by universities, providers and community partners.

We partnered with schools, sixth form colleges, further education colleges and community organisation to provide a rich and broad offer of activity to raise awareness of and aspiration to Level 4+ qualifications as well as academic support in a variety of different formats. This included:

- NCOP coordinators in FECs
- NCOP Liaison coaches in FECs to provide one-to-one intensive support for NCOP students and run mentoring programmes including training student mentors
- Higher Education Champions in 11-16 schools.
- Direct funding to enable schools and sixth forms to create their own bespoke interventions tailored to their specific needs

Schools:

- SLN:COP provides support to enable 10 schools and sixth form colleges to work with their local FECs, university widening participation teams and Careers and Enterprise Advisers by funding, training and supporting in-school HE Champions.
- A team of University Parent Ambassadors are available in the area to attend parents evenings and other parent facing events.
- Direct funding to devise and deliver in-house interventions around mentoring, revision, motivation and a range of other bespoke activities.

Sixth form colleges:

- NCOP eligible students offered additional CEIAG, intensive UCAS support.
- Bursaries to attend open days with their families.
- In-college funding to attend UCAS conventions and other HEI events and tasters

Further Education Colleges (FECs):

- SLN:COP provides funding for two part-time members of staff at GBMet Brighton to develop and deliver a series of interventions to internal students to support progression to L4+ as well as a small outreach programme to NCOP priority schools in the local area.
-

Funded Programmes and Projects:

³ Institute for Employment Studies

- **Role Models Project**

The Role Models Project is an HE student led mentoring project that trains University of Sussex students in participatory facilitation to create and deliver workshops in local schools. The project aims to create a safe and supportive space for young people to feel comfortable exploring topics within PSHE such as mental health and wellbeing, digital technology and social media, body image and self-esteem, gender and sexuality, masculinity, race and discrimination, healthy relationships and consent. The programme is five weeks in school with a final session at the university. For Phase Two, we are developing a Role Models Academy which is a peer-to-peer programme that will allow schools with Y12 and Y13 learners to run the programme themselves. We are also working with the University of Sussex Students Union to share the model with other universities. In Phase One it was delivered to Cardinal Newman Catholic School, Patcham School, PACA, Longhill School and Hove Park School. In Phase Two it will be delivered to Cardinal Newman Catholic School, Patcham School, Longhill School and Hove Park School

- **BAME Mentoring Programme**

An identity based mentoring programme for BAME learners in Years 9-11. The programme is delivered by the University of Brighton and offers a six-week one-to-one mentoring programme between learners and HE students. Within the definition of BAME, the student and pupil group for this programme is specifically 'pupils and students of colour'. The term 'people of colour' encompasses all categories of people who do not identify as 'white'. Parent and carer engagement and CPD training for staff (Unconscious Bias, Conscious Inclusion) is included. In addition, a peer-to-peer mentoring programme which allows schools to run a mentoring programme internally to sustain the work is offered to participating schools. The programme delivered to Dorothy Stringer School, Hove Park School, Blatchington Mill School and Cardinal Newman Catholic School in Phase one and is currently being delivered at BACA and Varndean School in Phase Two with a further school to be confirmed.

- **Maths in FE**

The Maths in FE project offers bespoke CPD to FEC Maths teachers who face challenges across the colleges in supporting their students to achieve a pass in GCSE Maths. The Maths team from the School of Education University of Brighton offers a coaching model to Maths Champions in each college, who offer support and training within their Maths teams. The project is also developing CPD resources for Maths lecturers.

- **HE Champions Programme for Children in Care**

SLN:COP worked with Brighton and Hove County Council to develop an HE Champions Mentoring Programme. The programme is for children in care interested in progressing to university and allows them the opportunity to be mentored by a care leaver at university or who has recently graduated. Alongside this programme, we developed CPD sessions and materials for professionals engaged with children in care. Two toolkits have been developed, one focusing on schools and the other on FE Colleges. The toolkits are currently being finalised and will be disseminated amongst our partners and nationally through our networks.

- **Streets Ahead Programme**

Initially developed by Brighton and Hove County Council, reached over 700 NCOP eligible students in Phase One and was continued in Phase Two aiming to reach a further 700 students. The programme provides NCOP students with intensive CEIAG including one-to-one careers interviews, group work, follow-up activity and support with UCAS and apprenticeship applications.

Suppliers:

A range of carefully chosen suppliers have been offered to a selection of schools based on a number of criteria, these are:

- Bryantson Square Unlock programme – aspiration raising
- Future First – alumni programme
- Unifrog – online destinations platform
- GoSketch! – arts and sports extra-curricular club

Pan Sussex Programmes

University Parent and Carer Ambassador Programme

The University Parent and Carer Ambassador programme was developed in Phase One as a new and innovative approach to working with parents and carers of NCOP eligible students. The programme uses parents and carers who have children at priority NCOP schools and who are supporting older children at university to talk to other parents and carers and share their experiences of applying to and supporting children at university. In Phase One the ambassadors attended over 40 events at schools, universities, further education colleges and community settings to share their experiences of choosing a university, the application process and their insights into student finance. The ambassadors offer a neutral space for parents and carers to share their concerns with other parents and the programme has also provided a supportive community amongst our own ambassadors.

We filmed 4 of our ambassadors talking about different HE topics which has been a popular resource in schools and colleges <https://www.sussexlearningnetwork.org.uk/projects/short-films-parents-talk-he/>

Innovation Fund

This was developed in Phase One as a new approach to encourage partnerships between universities, community organisations and a wider network of further education stakeholders to develop a series of outreach programmes based in community and alternative settings that seek to address and tackle barriers of progression into higher level learning. The first funding stream invited applications to address ways for partnerships to bring together community knowledge with academic perspectives to support targeted young people to explore and address their aspirations for the future, their views of post 18 study programmes and the challenges and barriers associated with engaging with these. In this round of funding eight projects were funded:

- Beyond the school gates - Mentoring support for excluded students and their families
University of Sussex, University of Portsmouth and West Sussex Parent Carer Forum
- Care Leavers reaching university – Shaping best practice through strategy and reform
University of Brighton, The Bridge and Brighton & Hove City Council
- Graffiti – a new approach for year 12 learners – Exploring visual culture in a HE setting
University of Chichester and Outside In
- Growing STEM – Community outreach for parents and toddlers
University of Chichester and West Sussex County Council
- LGBTQ Youth and access to HE – Addressing challenges, empowering voices
University of Brighton, University of Sussex and Allsorts Youth Project
- Refugee Background Students moving through HE – Understanding challenges through action research
University of Sussex, Sanctuary on Sea and Hummingbird Project
- Bounce Down: Music Production – Blending creative skills with soft outreach
GB MET College, Audioactive and University of Brighton
- Sussex Writes – Creative writing as a powerful outreach tool
University of Sussex, Little Green Pig and Beacon Academy

In the second round of funding we asked for application addressing specific vulnerable learner groups and changed the requirements to allow schools and colleges to bid without university involvement. We funded seven projects:

- *Me to You – LGBTQ and Best Practice in Schools*
- *AllSorts Youth Project and St Catherine’s College*
- *Tackling Poor Attendance – Understanding issues through parental engagement*
- *Joff Centre and Peacehaven Community School*
- *Young Carers Research Project – Influencing University Policy*
- *The Carers Centre and University of Sussex*
- *Supporting Children in Care and Care Leavers – Alternative Pathways to HE through a Forest School Approach*
- *Brighton & Hove City Council and Plumpton College*
- *Gypsy, Roma and Travellers – Exploring cultural voice and learner choice*

Families, Friends and Travellers, Hailsham Community College and University of Sussex

- *Young people in supported accommodation – Understanding barriers to HE Brighton & Hove Foyer and GB Met College*
- *Community and family based counselling – A new approach to improving attendance Vardean School, Brighton Aldridge Community Academy, Person centred counselling and psychotherapy.*

Recommendations and outcomes from phase one are being developed into good practice guides to share with our partners. In Phase Two we will be developing the fund further to address key areas of work which link with the research areas we have or are undertaking. These include, but are not restricted to, working class, attendance and mental health.

Access Your Future

We worked with The University of Sussex to deliver a programme called Access Your Future. The programme aimed to approach the widening participation problem from an alternative perspective with learners taking part in a series of workshops to teach appropriately pitched research skills – such as ethics, producing questions, interview skills, interpreting data – which students then used to research attitudes and perspectives toward higher education in their communities and schools. The project continues to be developed by the University of Sussex to feed into Widening Participation policy from the view of the learner.

Much more information about all of our projects can be found on our website
www.sussexlearningnetwork.org.uk