

CARE TO GO HIGHER: EQUIPPING KEY INFLUENCERS OF CARE- EXPERIENCED YOUNG PEOPLE



Uni Connect
Programme



GO HIGHER
West Yorkshire

A GO HIGHER WEST YORKSHIRE
EVIDENCE REPORT

REPORT BY NATALIE ALDRIDGE





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“It would be interesting to see, if we all got taught what we got taught, how many questions would be raised and how many more children would end up in higher education because the foster parent felt empowered to ask the right questions.”

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DEFINITIONS

Corporate parenting: This term broadly refers to the ways in which local authorities 'should approach their responsibilities for looked after children and care leavers' (Department for Education, 2018).

Corporate parenting workforce: This term is used by Go Higher West Yorkshire to encapsulate all staff who live, work with or support young people in care or care leavers, as part of local authorities' corporate parenting duty.

Key influencers: This is a term commonly used within widening participation with reference to the people who have the most influence over young people's choices (e.g. parents, carers, teachers).

Virtual school: This is the statutory department within every local authority with responsibility for ensuring that 'looked after children and young people are doing well in their education' (National Association of Virtual School Heads, 2020).

Widening participation: This is the common term used to describe the strategies and outreach undertaken by higher education providers to 'promote equal opportunities for underrepresented groups' (Office for Students, 2020a).



EXECUTIVE SUMMARY

It is essential for higher education providers and local authorities to work together in the interests of achieving the best outcomes for care-experienced children and young people. In this report, Go Higher West Yorkshire (GHWY) shares impact and insights from the evaluation of an innovative training programme for adults who live or work with young people in or leaving care. The programme is designed to equip these key influencers to support care-experienced young people to make informed choices about their educational progression.

Drawing upon our evidence-based approach to sustained, immersive, bespoke training, GHWY finds that the programme has a strong impact on participants' knowledge, understanding and perception of higher education, particularly in relation to the care-experience. Furthermore, the report shows that participants engage more strongly with the influence they can have over young people, and their ability to advocate for young people's potential, as a result of participating in the programme.

This report therefore advocates for a collaborative approach to widening participation which engages meaningfully with whole communities and their specific lived experiences. Likewise, local authorities are encouraged to work with partnerships of higher education providers to ensure their corporate parenting workforce has high expectations for young people's futures, exposure to a broad range of HE provision, and is well-equipped to support their informed choices.

Key findings

1. As a result of attending the programme, key influencers trust higher education providers to care for their young people.
2. Key influencers had little prior knowledge of college-based higher education but assess this option as highly valuable to care-experienced young people.
3. The programme has helped key influencers to recognise and articulate the potential that care-experienced young people show.
4. Foster carers highlight the importance of being equipped to advocate for young people and ask the right questions of other professionals.

Recommendations for higher education providers

1. Work together to collaborate with local authorities and provide engaging and immersive progression-focused CPD to foster carers, children's home support workers, personal advisors, and social workers.
2. Utilise evidence to tailor higher education outreach and training materials to the care-experience, addressing bespoke needs, experiences, and concerns.
3. Use the language of your audience – HE providers as 'caring' institutions is a powerful concept in this context.
4. Highlight and celebrate the strengths of your local area – communities may not know about the diverse HE environments or labour market opportunities on their doorstep. This is best delivered collaboratively with a range of HE providers to support informed choice at a local level.

Recommendations for local authorities

1. Celebrate foster carers, children's home support workers, personal advisors, and social workers as allies and powerful sources of influence over the choices young people make about their future.
2. Work with partnerships encompassing a broad range of higher education providers to train and equip your corporate parenting workforce to be able to support young people's progression to higher education. Training should be recognised and endorsed as valid CPD to motivate participation.
3. Ensure processes such as Personal Education Planning produce aspirational goals and empower the corporate parenting workforce to advocate for young people's skills and potential.



"When you've actually seen something, young people tend to believe you more... 'my worker's had an insight on that', or 'she's been to that university, so maybe what she's saying is right'."

Leaving care worker



INTRODUCTION

Improving care leavers' access to higher education (HE) is a high priority within the widening participation to HE agenda, as ratified by the Office for Students (OfS, 2020b). At local authority level, promoting high aspirations and the best outcomes for care leavers features as a statutory corporate parenting principle (Department for Education, 2018). As asserted by Harrison (2017: reporting to NNECL), greater connectivity between local authorities and HE providers can support care-experienced young people's transition into higher education. It is therefore vital, and highly logical, for both sectors to work together and develop evidence-based practice in the interests of care-experienced young people.

As a partnership of 13 higher education providers in a common locality that seeks to reduce inequalities in HE access, success and progression, Go Higher West Yorkshire (GHWY) is ideally placed to facilitate sustainable cross-sector collaboration and innovation. As part of Care to Go Higher ¹, GHWY has worked in partnership with local authorities to deliver a CPD programme for members of the corporate parenting workforce.

During the programme, participants are equipped to support care-experienced young people to make informed choices about their educational progression. For delivery of the pilot, foster carers, children's home support workers and personal advisors in Leeds and Bradford were invited to attend a series of six training sessions held on HE campuses. The programme was offered free of charge to local authorities and delivered using staff resources within GHWY.

Delivery of the programme combines bespoke classroom-based learning with on-campus experiences to inform first-hand perceptions and perspectives about the higher education experience and its value. Experiences include meeting care-experienced students and support staff, campus tours and 'graduating' from the programme.

This report considers learning-based, attitudinal, skill-based and experiential outcomes of the programme. It also discusses deeper insights and implications which have emerged from the programme delivery and evaluation. The findings discussed are therefore relevant to a cross-sector audience interested in promoting a community approach to social mobility and reducing inequalities for care-experienced young people.

¹ GHWY's strand of work dedicated to supporting HE access, success and progression for care experienced young people.



CONTEXT

GHWY's design of this programme is informed by several strategic principles, which are underpinned by evidence from literature and insight from colleagues across sectors. In addition to these principles, the value of GHWY's multi-layered local collaborative approach is embedded throughout this report. Collaboration between HE providers enables greater reach across local areas and supports innovative approaches to outreach (Bowes, 2019: reporting to OfS). Drawing upon higher education providers' diverse environments and expertise without a recruitment focus is therefore key to the programme approach, as is working alongside local authorities from the outset to design a programme that supports local need and maximises long-term desired impact.

Sustainable impact

Working with key influencers, who support multiple young people, can have a long-lasting positive impact. It can also reach more young people than delivering outreach in an equivalent format to young people themselves could achieve.

Young people experiencing inequality are more likely to rely on informal IAG² from social networks and key influencers, as 'cognitive load' can affect decision-making (Gandy et al., 2016). Carers have been shown to have an important supporting role for care leavers entering the world of work and navigating careers (Gilligan and Arnau-Sabates, 2017). Further, young people can experience 'moments of inspiration', during which they look to key influencers to support their decision-making (The Careers & Enterprise Company, 2016).

However, there is evidence to suggest that a proportion of the corporate parenting workforce holds low aspirations for care-experienced young people, as well as insufficient knowledge and experience of HE needed to support care leavers on this path (The Who Cares? Trust, 2012). Working alongside local authorities adds credibility to the programme as a valuable CPD opportunity, allowing the HE sector to support a cultural shift in community attitudes and knowledge as well as contribute to local skill development.

² Information, advice and guidance

Contextualised approach

It is important to look beyond an understanding of 'what works' in programme development and evaluation, paying closer attention to the circumstances involved which can explain the phenomena being investigated (Wong, 2018). In this case, being care-experienced has a significant impact on young people's circumstances, needs and identity during their transition to higher education (Bluff et al., 2012). In fact, students largely report basing their choice of HE provider on its reputation for supporting care-experienced students (O'Neill et al., 2019).

Ellis and Johnston (2019) therefore recommend that HE providers train local authority staff to know about the support in place for care-experienced students in HE. Concurrently, tailoring higher education outreach to address the unique needs and experiences of care-experienced young people theoretically equips key influencers to advise and guide young people based on their specific circumstances. These informed conversations also seek to support young people's potential to succeed in HE by developing a sense of awareness and preparedness for the experience they can expect upon entry.

Immersive outreach

Where parents and carers have misconceptions and negative attitudes towards higher education, this is typically correlated with limited personal experience of it (ICM Unlimited, 2019: reporting to OfS). Welcoming community influencers into local HE spaces helps to establish a feeling of belonging and newly situates these spaces within communities' sense of place (Formby et al., 2020a). Diverse interactive experiences which immerse key influencers in campus life and introduce inspirational guest speakers are therefore a fundamental feature of this programme.

Additionally, it has been evidenced elsewhere that sustained widening participation interventions and group learning generates significant impact (The Sutton Trust, 2014) and nurtures participants' retention, confidence and sense of community (Masika and Jones, 2016). By scheduling several bite-sized CPD sessions over six months, programme learning and context familiarity can be developed and embedded over a sustained period.



METHODOLOGY

Intended outcomes of intervention

The strategic approach is broadly designed to have a positive impact on:

- 1. High aspirations of and for care-experienced young people
- 2. The support care-experienced young people receive to plan for and access higher education
- 3. The support care-experienced young people receive to succeed and thrive in higher education.

In relation to the programme design, its combined features sought to produce measurable improvements to the following indicators:

Outcome type	Indicator
Learning	Knowledge related to higher education
	Understanding of the care-experience in higher education
Experiential	Experience of higher education
	Access to expertise in higher education
Attitudinal	Aspirations for care leavers
	Perceived value of higher education
Skill-based	Engagement with support role
	Feeling equipped to support choices

Evaluative approach

GHWY employed a mixed methods approach to evaluating the programme, taking influence from a realist evaluation approach which explores 'how, why and in what circumstances' an intervention works (Pawson and Tilley, 1997). Social and spatial context plays a key role in understanding the value and impact of a bespoke mechanism such as this programme. This report explores this by building on findings from GHWY's Uni Connect programme³, which puts context at the heart of its evaluation of outcomes and mechanisms (Formby et al., 2020b).

Quantitative data

- Pre- and post-programme baseline survey data measuring overarching outcomes
- 6x pre-and post-session baseline survey data measuring focused outcomes

Data analysis

For both survey types, the mean average was calculated for pre- and post-survey responses⁴ to determine impact across all participants. In the next section, mean averages are presented alongside the spread of responses⁵ to demonstrate a nuanced understanding of impact in line with the small sample size. Baseline data was also analysed against attendance and demographic data to attempt to contextualise impact in different circumstances. However it must be noted that once data is disaggregated, sample sizes are too small to report significant insight.

Qualitative data

- Focus group completed with a selection of foster carer participants
- Case study interviews completed with a cross-section of participants
- Reflective logs completed by all participants (but only a small sample were analysed)
- Observational testimonial from local authorities and facilitator reflections

Data analysis

Transcripts from focus groups and interviews were thematically analysed using NVivo software, producing key insights which mapped against intended outcomes as well as identifying unintended outcomes. Themes and key insights were then analysed alongside quantitative data to identify the strongest evidence of impact.

³ Uni Connect, funded by the Office for Students, is a national initiative designed to reduce gaps in higher education participation through local collaboration.

⁴ Baseline scales measured responses from 1-10, '1' being the lowest score and '10' being the highest.

⁵ In each graphic, the purple line represents the spread and the pink dot represents the mean average.



"It's been really nice to see the kind of life that she's going to have."

Foster carer



FINDINGS AND IMPACT

When analysing the outcomes data and insight collected for the programme evaluation, four key themes emerged as representative of the greatest programme impact and implications. Each links directly to the intended outcome framework, highlighting key baseline data, participant insight and analysis.

Theme 1: Understanding of the care-experience in higher education

As a result of attending the programme, key influencers trust higher education providers to care for their young people

The clearest impact relates to the programme's bespoke nature, with participants strongly reporting an increased understanding of the support available to care leavers in HE. Prior to starting the programme, participants held deep misconceptions that HE providers (especially larger universities) are unsupportive environments. By learning about the support that is offered to care-experienced students throughout the student lifecycle, participants were able to develop a sense of trust that all providers foster a 'caring' environment. Meeting designated care leaver contacts and care leaver students themselves helped to reinforce these messages.

Key data

Participants' understanding of what higher education is like for care-experienced young people



Participants' understanding of the role HE providers play in supporting the transition of care-experienced young people into HE





"My perception was she was going to be just left to struggle... I just thought that she got thrown in the deep end and left to it."

Foster carer



"I trust the universities to do it, I think that's a big thing that came out of it, it came across so well in the course as well that there are people within the unis that have got [care leavers'] wellbeing in the foreground."

Foster carer



"It was lovely to hear that some of the bigger universities still have that care-driven policy."

Foster carer

Theme 2: Knowledge and experience related to higher education

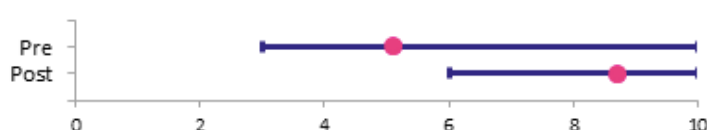
Key influencers had no prior knowledge of college-based higher education but assess this option as highly valuable to care experienced young people.

Participants reported significant increases in their knowledge of higher education options, routes and processes. They held many misconceptions about student finance and the available routes to study HE. Perhaps most pertinently, most participants had no prior knowledge of HE available in college-based settings. Seeing and experiencing life in HE for themselves, in diverse settings, enhanced participants' self-perceived ability to advise young people and advocate for the type of HE that might suit them best. This was particularly true for participants who had no personal experience of studying in HE, although all participants, regardless of background, made progress here.

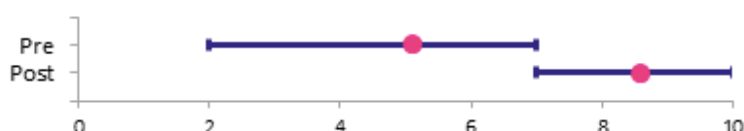
Experiencing the diversity of HE in West Yorkshire helped to break down stereotypes of university settings which may not appeal to some care-experienced young people. Alongside developing an understanding that larger institutions can be highly supportive environments, this exposure to smaller, more intimate college-based HE was reassuring to participants. It led them to reflect on the availability of diverse local options for care-experienced young people who may prefer to study closer to their support network at home.

Key data

Participants' knowledge and understanding of the student experience



Participants' knowledge and understanding of the different types of and routes into HE





"You can actually say to a young person: 'alright, you might not do it this way, but there is a way in, you don't have to necessarily do it the traditional route'."

Foster carer



"When you've actually seen something, young people tend to believe you more... 'my worker's had an insight on that', or 'she's been to that university, so maybe what she's saying is right'."

Leaving care worker



"I quite liked the fact that we got to see the different types of learning environments. Children or young adults thrive in different types of environments."

Foster carer

Theme 3: Aspirations for care leavers

The programme has helped key influencers to recognise and articulate the potential that care experienced young people show.

Baseline data suggests that as participants' pre-programme aspirations for care leavers were high, impact for this intended outcome is relatively low. However, qualitative data suggests that the programme has provided participants with new skills and perspectives which challenge their original assertions.

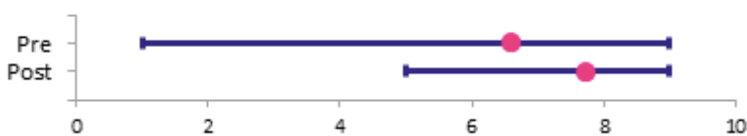
Key influencers have been equipped to recognise and articulate the potential young people show by identifying young peoples' positive life skills and relating this to their potential for further and higher education. Participants report that young people and caregivers need this sort of support to nurture high expectations and aspirations for their future, while raising awareness of HE as a viable goal.

Key data

Participants' familiarity with the tools they can use with young people to set goals and plan for the future



Participants' perception that higher education is a realistic option for care-experienced young people





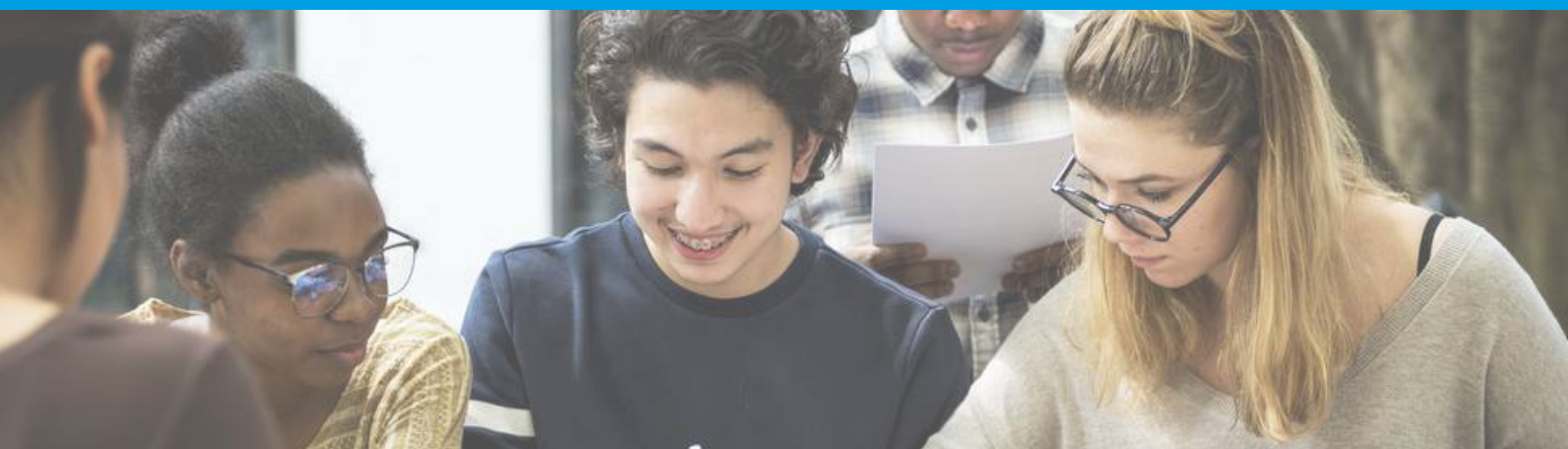
"[I'm] quite keen that we cascade [learning tools] down to foster parents and they can say: 'actually our child says things like this' or 'our child has the potential, so let's start looking at things'."

Foster carer



"I think back to the students we met, who didn't get the support; we need to know we're passing the right information on and at the right time."

Children's home support worker



"We are doing them a disservice if we can't say to them 'you don't have to go [into a low skilled job] you don't have to do that and if you want to think about further education and university it's not out of your realms'."

Foster carer

Theme 4: Engagement with support role

Foster carers highlight the importance of being equipped to advocate for young people and ask the right questions of other professionals.

Statistical data reveals little impact in relation to participants' own perception of their role as a key influencer. However, during interview, participants (particularly foster carers) discussed the value of the knowledge gained to challenge wider assumptions about care-experienced young people and advocate for their potential.

Despite their own high aspirations for young people, many participants report a wider systemic culture of negative stereotypes and low expectation for children in care. Participants see opportunity for them to utilise their new skills and insights in statutory settings (such as Personal Education Planning meetings) in addition to engagement with young people themselves. Foster carers felt strongly that they could positively contribute to young people's pathway planning, so long as they are equipped to do so.

Key data

Participants' familiarity with the tools they can use with young people to set goals and plan for the future



Participants' perception that higher education is a realistic option for care-experienced young people





"It would be interesting to see, if [all foster carers] got taught what we got taught, how many questions would be raised and how many more children would end up in higher education because the foster parent felt empowered to ask the right questions."

Foster carer



"It equips you better to have those conversations with school because a lot of foster carers don't, they don't have that knowledge, and they don't have sometimes that courage really that it needs."

Foster carer



"These questions should be asked and it's never asked. It's only if you've got a foster parent who's going to say 'well actually...!'"

Foster carer



CASE STUDY

Jenny has been a foster carer for nine years. She looks after two teenage girls who, following constant encouragement from Jenny, have recently been excelling academically. The eldest was thinking of applying for higher education at the time Jenny started the course.

Before joining the course, Jenny had little experience of higher education in a campus setting and little understanding of how it works. She decided to take the training so that she would be able to give the girls all the information they needed to enable them to reach higher education. She also had many concerns about finances and was not sure how the girls would ever afford to go.

"I had a lot of myths in my head, lots, which I was surprised about."

Although she had doubts at first about how much she would benefit from it, Jenny's experience on the course has provided her with many new insights about what higher education can be like and the processes involved. She discovered how student finance works for care leavers, which relieved many of her worries.

Jenny also found out about all the support that is available specifically for care leavers in higher education, which she discussed with the girls between sessions. This helped her to advise her eldest foster daughter to 'tick the box' on her UCAS application, ensuring she had access to support from the very start.

Jenny thinks many other professionals should do the training to make sure they have high aspirations for children in care, which she feels is sometimes lacking. She really values being able to advise and guide the girls. She feels knowledgeable about everything they need to do to reach higher education and feels highly optimistic about their futures.

"It's been really nice to see the kind of life that she's going to have really. It feels good, does the atmosphere. That makes me feel more secure that she'll survive."



DISCUSSION

The evaluation of GHWY's Care to Go Higher CPD programme has revealed significant impact related to participants' ability to support the educational progression of care-experienced young people. In this context, becoming 'equipped' to support young people's decisions is a multidimensional process and is therefore measured by the sum of its parts rather than the whole. Learning, attitudinal, skill-based and experiential training elements have combined to produce holistic impact on participants. As a mixed methods study, specific outcomes thematically arising from a combination of the quantitative and qualitative evidence are the focus of the report.

Interpreting and understanding the nuances which lead to positive outcomes for participants has been an important feature of this evaluation. For example, the concept and language of 'care' came through strongly in the qualitative data, highlighting the lens through which the corporate parenting workforce developed positive responses to all higher education environments. Here, 'habitus' (see Bourdieu, 1977) plays a significant part in shaping participants' perspectives and their reflexive understanding of the support offered by higher education providers. Further, developing a nuanced approach to understanding participants' aspirations and expectations for their young people revealed layers of implicit reflection about the influence they can have. This subsequently led to unintended insights related to their perceived roles as advocates for young people's potential and the wider impact they can have in their communities.

The contextualised nature of the programme, and the associated collaboration with local authorities, has been central to its impact. A bespoke approach to higher education outreach, which is tailored and marketed to its audience, supports applied reflections and ensures relevance and relatability for the recipients. Raising awareness of a broad range of HE routes and diverse local HE environments, as well as addressing care-specific misconceptions, all contribute to developing a workforce of key influencers which is better informed, experienced and equipped to guide young people's informed decision-making based on their circumstances.

Alongside the intended outcomes of the programme, qualitative evaluation with participants and collaboration with local authorities has identified opportunity for cross-sector impact on policy more wide-reaching than originally anticipated. Participants recognise the influence they can have over young people and other professionals, which raises new questions about the structures in place to allow them to realise this effectively.

Working closely with local authorities, GHWY has the opportunity to ensure that local processes reflect the aspirational messages delivered in the programme and empower its newly equipped workforce. As demonstrated by the commitment made by Leeds Virtual School (below), this is an

ambition shared by local authorities. Perhaps most pertinently, cross-sector collaboration has enabled local HE outreach and corporate parenting to move forwards simultaneously in the same direction, in line with sector guidance (Centre for Social Justice, 2019; Ellis and Johnston, 2019; Harrison, 2017).

Building on GHWY's wider approach, as discussed by Formby et al. (2020a, 2020b), the Care to Go Higher CPD programme brings widening participation into local, specialised communities and

"As the Virtual School Head, I hope to incorporate this collaborative piece of work as an on-going, key element of our overarching delivery and action plan."

*Jancis Andrew, Head of
Leeds Virtual School*

gives well-positioned supporters the tools to harness their influence over young people's self-efficacy and their educational choices. Engaging with the situational context of target audiences in this way allows widening participation programmes to integrate with their communities (Formby et al., 2020a) and to address their genuine concerns, often justifiably founded in structural inequality (Harrison, 2018).

The successful outcomes generated by the Care to Go Higher CPD programme therefore invite policymakers and practitioners to think carefully about how higher education outreach engages with communities and audiences, and what it is that they need to hear.



RECOMMENDATIONS

For higher education providers

- 1 Work together to collaborate with local authorities and provide engaging and immersive progression-focused CPD to foster carers, children's home support workers, personal advisors, and social workers.
- 2 Utilise evidence to tailor higher education outreach and training materials to the care-experience, addressing bespoke needs, experiences, and concerns.
- 3 Use the language of your audience – HE providers as 'caring' institutions is a powerful concept in this context.
- 4 Highlight and celebrate the strengths of your local area – communities may not know about the diverse HE environments and labour market opportunities on their doorstep. This is best delivered collaboratively with a range of HE providers to support informed choice at a local level.

For local authorities

- 1 Celebrate foster carers, children's home support workers, personal advisors, and social workers as allies and powerful sources of influence over the choices young people make about their future.
- 2 Work with partnerships encompassing a broad range of higher education providers to train and equip your corporate parenting workforce to be able to support young people's progression to higher education. Training should be recognised and endorsed as valid CPD to motivate participation.
- 3 Ensure processes such as Personal Education Planning produce aspirational goals and empower the corporate parenting workforce to advocate for young people's skills and potential.



NOTES ON EVALUATION

- This programme has been designed and evaluated throughout with impact in mind. GHWY has drawn upon a variety of cross-sector evidence to inform the strategic approach and has worked alongside local authorities to maximise relevance for the primary audience (key influencers) and secondary audience (care-experienced young people). This provides a robust narrative of evidence for the programme design.
- The evaluation has combined statistical and qualitative evidence from participants to determine levels and nature of impact throughout the programme's six-month duration. Where strong impact has been identified from both types of enquiry, this has formed the basis of our reporting. Further, where qualitative data has revealed unanticipated impact and/or insights, these have been reported to support the continued production of evidence across sectors.
- Being a pilot intervention, the sample population and size for evaluation was relatively small (<20). Reported impact is therefore not generalisable but makes significant suggestion of impact for this type of innovative outreach. The sample size also makes disaggregation difficult, although a couple of suggestions have been made about context-related impact.
- Longitudinal impact has not yet been measured, however GHWY remains in touch with participants as 'alumni' via an online network. In collaboration with virtual schools, plans are being drawn up to establish an effective methodology for tracking longer term impact for future cohorts of participants and their beneficiaries.



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APPENDICES

Appendix A: About Go Higher West Yorkshire

Go Higher West Yorkshire (GHWY) is a partnership of 13 higher education providers across West Yorkshire which seeks to reduce inequalities in higher education access, success and progression. This is facilitated by a dedicated central team of staff to enable collaboration in relation to widening participation outreach and higher level skills engagement.

Each higher education provider subscribes to Go Higher West Yorkshire as a member institution. Our 13 HE members are:

- Bradford College
- University of Bradford
- Calderdale College
- University of Huddersfield
- Kirklees College
- University of Leeds
- Leeds Arts University
- Leeds Beckett University
- Leeds College of Building
- Leeds City College
- Leeds Conservatoire
- Leeds Trinity University
- Wakefield College

As an organisation we work closely with schools, local authorities, community groups, employers, and the Leeds City Region Local Economic Partnership to enable true collaboration.

To find out more about our collaborative initiatives, current projects and strands of work, including the Uni Connect Programme, please visit our website www.gohigherwestyorks.ac.uk. You can also follow us on Twitter @GoHigherWY.

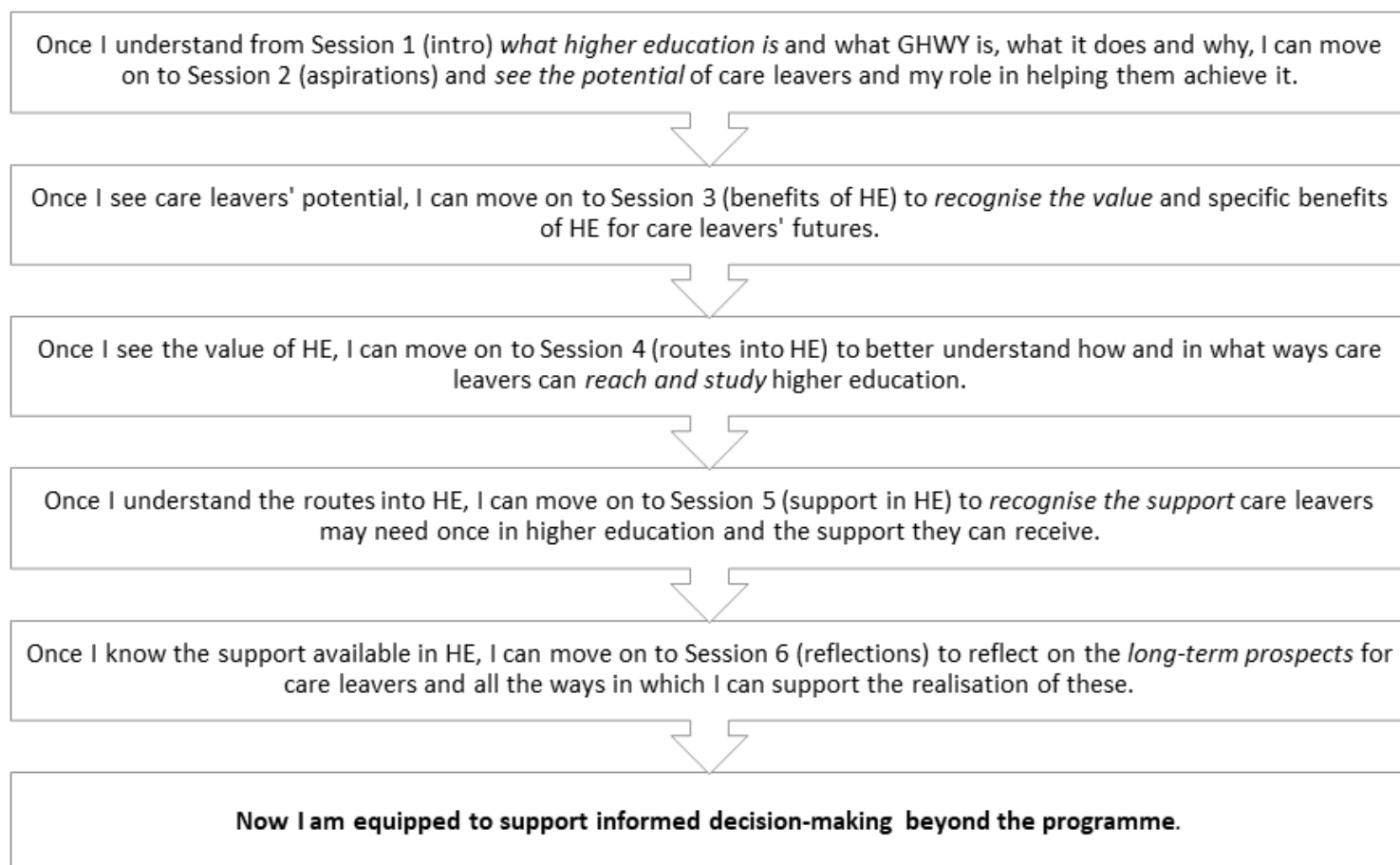
Appendix B: Mapping of programme outcomes, indicators and measures

PROGRAM ME STAGE	SESSION	OUTCOME TYPES	INDICATORS	MEASURES
Early	Session 1 - Introduction	Learning	Knowledge related to HE	I have a clear idea of what I hope to gain from the programme
		Experiential	Experience of HE	I can identify and dispel common myths about HE
		Attitudinal	Engagement with support role	I have good knowledge and understanding of the student experience
	Session 2 – Raising Aspirations	Skill-based	Feeling equipped to support choices	I am familiar with the tools I can use with young people to set goals and plan for the future
		Attitudinal	Aspirations for care leavers	I can critically reflect on my own aspirations for care experienced young people
		Attitudinal	Engagement with support role	I am motivated to fulfil my role in supporting informed decision making
Mid	Session 3 – Benefits of HE	Learning	Knowledge related to HE	I have a good understanding of what a HE learning environment is like
		Attitudinal	Perceived value of HE	I have good knowledge and understanding about the benefits of HE
		Skill-based	Feeling equipped to support choices	I feel equipped to discuss the benefits of HE with care experienced young people
	Session 4 – Routes into/through FE/HE	Learning	Knowledge related to HE	I have good knowledge and understanding of the different types of and routes into HE
		Learning	Knowledge related to HE	I have a good knowledge and understanding of the finance and applications process
		Learning	Understanding of the care experience in HE	I understand the role HE providers play in supporting the transition of care experience young people into HE

		Learning	Understanding of the care experience in HE	I have good knowledge and understanding of the support available to care leavers in HE
Late	Session 5 - Support available	Attitudinal	Engagement with support role	I am motivated to fulfil my role in supporting wellbeing in further and HE
		Skill-based	Feeling equipped to support choices	I feel equipped to discuss with care experienced YP the support they may need in further and HE
	Session 6 – Conclusions and reflections	Attitudinal	Perceived value of HE	I feel positive and encouraged by graduate opportunities available for care leavers
		Experiential	Experience of HE	I have good understanding of the feeling of achievement and success associated with graduation
		Attitudinal	Engagement with support role	I have a clear idea of how I will build upon my learning in the programme
Overarching	Pre-post programme	Learning	Knowledge related to HE	I have excellent knowledge related to accessing higher education
		Learning	Understanding of the care experience in HE	I have an excellent understanding of what higher education is like
		Learning	Understanding of the care experience in HE	I have an excellent understanding of what higher education is like for care experienced young people
		Skill-based	Feeling equipped to support choices	I feel well equipped to support care experienced young people's choices about progression and/or higher education
		Attitudinal	Perceived value of HE	I think that higher education is a valuable opportunity for care experienced young people
		Experiential	Experience of HE	I have excellent firsthand experience of a higher education environment
		Attitudinal	Aspirations for care leavers	I think that higher education is a realistic option for care experienced young people.

Appendix C: Theoretical journey of change at individual level

Logic





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