

## **Mapping HE Outreach in Cumbria- Provision and School Needs- 2019/20**

This report will provide detail on the method of collecting mapping data for stage one and two of the mapping process; the methodology will describe and analyse the structure of data collection methods and its distribution, along with our approach to coding and analysis of the data collected.

The report will also provide detailed commentary on the first two stages of mapping, by individually reviewing findings from the Partner mapping spreadsheet (stage one), the school and college outreach spreadsheet (stage two), and the school and college needs questionnaire (stage two). The report will analyse and compare findings in order to draw conclusions about the current picture of HE outreach in Cumbria and offer suggestions for the development of outreach activity in the county.

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## 1. Introduction

As part of the second phase of the Office for Students (OFS) Uni Connect programme, Hello Future conducted a comprehensive mapping exercise in order to gain; an accurate picture of Higher Education (HE) Outreach available to young people in Cumbria, and a detailed understanding of the HE outreach needs of Cumbrian schools and colleges. The multistage mapping process took place between the academic years of 2019/20 and 2020/21, and formed part of the work covered by the Outreach Hub introduced at the start of this phase.

In June 2019, the OFS published guidance on the phase two of the National Collaborative Outreach Programme (now known as Uni Connect), the guidance stated that the OFS will provide support for local collaborative outreach hubs operating across England. The OFS expect these hubs will;

- Help teachers and advisors find out about the HE outreach activity available in their area
- Support schools and colleges in areas of low participation to access higher education outreach
- Provide a platform for other local collaborative activity

Office for Students (2019: 7)

Further guidance stated, in order to support schools and colleges partnerships must

*“Engage schools and colleges to understand their outreach needs, by completing a mapping exercise and discussing current coverage with all partners”*

Office for Students (2019: 29)

Based in this guidance Hello Future set out to map HE outreach provision through the following stages;

- **Stage One- Partner mapping-** current HE outreach activity delivered by partner HEPs
- **Stage Two- school and college mapping-** HE outreach provision accessed by Cumbria schools and colleges, and HE outreach needs
- **Stage Three- Industry mapping-** outreach activity delivered by Cumbria employers (such as BAE, Nestle, and GEN2)
- **Stage Four- Non partner HEP mapping-** provision delivered by non-partner HEPs (based outside of Cumbria) in Cumbria

Along with mapping the outreach activity offered by partner institutions who operate in Cumbria, and outreach received by Cumbrian school and colleges, we chose to include Cumbrian industry outreach, and activity delivered Higher Education Providers (HEPs) outside of the partnership. This will provide us with a full picture of the activity on offer in Cumbria, which we can use to support schools and colleges in accessing activity and influence existing and future activity in the county.

The mapping exercise has allowed us to collect valuable information that is being used to; support signposting by providing outreach information for our delivery team and Hello Future website, support Cumbrian schools and colleges by reviewing their needs and facilitating access to outreach provision on offer. The mapping also provides us with a detailed understanding of the current outreach provisions in Cumbria, giving us the ability to strategically develop new collaborative activity based on gaps provision and school and college need.

## **2. Methodology**

### **2.1. Stage one- Partner Outreach Mapping**

The purpose of stage one mapping was to gather specific detail on the HE outreach being offered by our partner institutions, which include; 4 Universities, 7 Further education Colleges, 3 industry partners. Mapping focused on outreach activity on offer in the academic year 2019/20 (Pre COVID 19), and activity delivered in 2018/19 where a full year was needed to gather comparable delivery location data.

To get our desired complete picture of HE in Cumbria we requested from our partners specific detail relating to nature of their outreach offer including the format and content of activity, who it was delivered by, who was delivered for, and where was it delivered (in the academic year 2018/19).

#### **2.1.1. Format**

To support partner engagement in this mapping task we aimed to make providing the required data as administratively simple as possible, and in reviewing the level of detail that we wanted gather, a Microsoft Excel spreadsheet was the most appropriate programme to use as a mapping document. This was also based on partner familiarity with Excel and the function of collecting and displaying large quantities of data in number and text format.

The spreadsheet that was initially developed (this was further developed through 3 rounds of data cleaning) included both free type fields where partners could provide as much detail as they wished and restricted fields where partner had to select from a number of dropdown options. Free type fields were used for partners to provide a name and description of the intervention. Keeping these sections open allowed partners to provide full descriptions of

their activity, which we would then clean and code once received. Free type field were also used where it was not possible to predicted responses in order to prepopulate drop down field, this included the name of the department responsible for delivering the intervention, and detail on the interventions target demographic and location.

Restricted fields were used to gather specific detail on the nature of the intervention, this included; intensity of the intervention from the following options, full day, multi-day, multiple intervention programme, short intervention (up to 3 hours). These options were developed based on existing understanding of HE outreach activity and the types of interventions typically offered. Type descriptors as used in HEAT (Higher Education Access Tracker), from the following options; exhibition, general HE information, HE campus visit, HE subject insight, mentoring, multiple, non-student, open day, other, skills and attainment, and summer school. Collaboration, was the intervention developed or delivered in collaboration with another institution or partner? Yes or no. Target age group, school year group (year 7-13), mature/ post 18, parent or carer, teacher and advisor. Gatsby bench marks, does the invention support or achieve any of the Gatsby benchmarks? Dropdowns from 1-8. Restricted field also asked partners to highlight whether the intervention supports any of the priority areas outlined by the Cumbria Local Enterprise Partnership.

The mapping document also included detailed guidance on how to complete, with each question being broken down for clarity (Appendix 1).

### **2.1.2. Distribution**

Mapping documents were distributed via email to key contacts within partner institutions, well established relationships had been developed with these key contact with regular communications taking place prior to distribution. To support engagement, the mapping process was discussed in detail with partners ahead of distribution in August 2019.

### **2.1.3. Coding and cleaning**

As mentioned in 2.1.1 some fields within the mapping document were purposefully left open for partners to complete with full detail, data would then need to be coded and cleaned ahead of presentation and analysis.

This process had two distinct rounds;

Round One (Cleaning)- This involved cleaning the first data set that partners provided of their outreach activity, checking that each intervention inputted had all the information requested and the descriptions gave full detail of the intervention. Mapping documents were then returned to partners with requests for further detail or clarity where required, along with requests for further data where fields were left incomplete.

Round two (Coding)- Once mapping documents had been returned from partners with the additional requested data from round one, round two and the coding process could begin. Full intervention descriptions were broken down and coded into identified themes that

emerged from the data, this included; presentations, workshops, masterclasses, programmes, campus visits, exhibitions, community events, mentoring, open days, taster days. Where interventions had a specific focus these were also pulled out and recorded on the mapping document, these included academic subject and non-academic focus areas such as; Student life, Introductions to HE, Student finance, Routes into HE.

The mapping document asked partners to provide detail on the location of the outreach intervention, specifically where had the intervention been delivered in the 2018/19. Locations were coded into the following categories; on campus, school and college name, and community location name. A postcode for each location was then added in order to map where outreach interventions took place, the 'off campus' category was only used where interventions were offered off campus but no location data (school or college name) was available due to lack of uptake.

Although time consuming this process allow us to accurately code interventions into appropriate categories whilst ensuring partners weren't restricted in their responses. The process of coding and cleaning took place between the points of first receiving data back from partners in October to December 2019.

#### **2.1.4. Presentation**

Following the completion of the cleaning and coding process in December 2019, the first opportunity to present finding back to partners was at the following partnership meeting on the 22<sup>nd</sup> January 2020. The purpose of presenting findings back to partners was to aid the development of new collaborative outreach interventions, by identifying gaps and overlap in provision, and by sharing best practice and experience of school and college engagement. New activity development was supported by funding made available through the Outreach Hub.

To effectively present the data to partners Tableau software was used, this gave a clear illustration of the outreach provision available in Cumbria by highlighting delivered activity on a map of the county (see Figure 1). The software also allows data to be displayed in graphs and charts that can be manipulated using filters to identify and compare specific elements of interventions, such as; provider, types descriptor, and location.

## **2.2. Stage Two- School and college Outreach Mapping**

Stage two mapping had two distinct elements; school and college outreach mapping and school and college needs mapping.

The purpose of the school and college outreach mapping was to identify the HE outreach provision that Cumbrian schools and colleges accessed in the academic year 2018/19. This would confirm the outreach provision delivered by partners (as identified in the stage one) and provide detail of outreach provision delivered institutions from outside the county.

### **2.2.1. Format**

To gather the data for the school and college outreach mapping, the same Microsoft Excel mapping document used in the partner mapping exercise was used with school and colleges. The document was amended slightly to include provider name, all the coding drop downs were left on to ease coding and cleaning of the data.

### **2.2.2. Distribution**

Stage two mapping was distributed via email through the area operational teams, this utilised the existing strong working relationships that have been established with school and college contacts. These contacts mainly consist of careers leaders in school and colleges or teachers with a careers focused role, some contacts also make put part of their schools senior leadership team. The area team cover the four areas of Cumbria; Carlisle and Eden, West Cumbria, Furness, and South Lakeland, within these areas are 39 secondary school and 5 further education colleges.

Mapping documents were distributed in October 2019 with responses requested by the end of November. This deadline was later pushed back to the end of December and again to the end of February. The deadline extensions were a result of a limited initial response from schools and colleges. This was a learning point in terms of the timing of the distribution of data collection and time required to complete mapping documents.

### **2.2.3. Coding and cleaning**

The process of coding and cleaning data during this stage of the mapping process was much more straightforward. This was due to the application of learning from stage one by including the coding drop downs in the spreadsheet. Some cleaning and categorisation was required to get a comparable data set, but there no need to request further detail from contributing school and colleges.

### **2.3. Stage two- School and college needs mapping**

The second element of the school and college mapping aimed to identify school and college needs and preferences about HE outreach. The purpose for gathering this data is to gain a clear understanding of the HE needs in the county and to support the development of new outreach provision that meets the identified needs.

#### **2.3.1. Format**

To gather this information on school and college needs, a questionnaire was developed using Microsoft Forms. The programme allowed school and college contacts to complete the questionnaire online through a distributed link, and once complete responses came directly back to Hello Future.

In designing the questionnaire, the aim was to make it as easy as possible to complete whilst gathering quality data. The questionnaire included multiple choice questions, ranking questions and open questions for school and colleges to provide full responses. Questions focused around the extent to which needs are met, format and content preferences of interventions, desired outreach activities and content, along with the accessibility to and understanding of HE outreach.

The questionnaire template is available online at;

[https://forms.office.com/Pages/ShareFormPage.aspx?id=HdsntliZ0U-OplrDsnzwDzntPNK3YYhGj1Sgc54iW\\_ZUOFdPODFBOUILTDILMjdJUDc1RkhSOVdGWi4u&sharetoken=JvAdEKpo4KND4xEf1uDX](https://forms.office.com/Pages/ShareFormPage.aspx?id=HdsntliZ0U-OplrDsnzwDzntPNK3YYhGj1Sgc54iW_ZUOFdPODFBOUILTDILMjdJUDc1RkhSOVdGWi4u&sharetoken=JvAdEKpo4KND4xEf1uDX)

#### **2.3.2. Distribution**

The school and college needs questionnaire was distributed using a web link along with the school and college outreach mapping document as described in section 2.2.2.

### **3. *Date Analysis***

Preliminary analysis of data took place immediately after collection of the three methods described above, through this process some initial patterns and themes were identified. The Partner Outreach Manager (mapping lead) conducted this first stage of data analysis independently through observation to gather an empirical view of the findings. These findings were shared with partners along with an opportunity for partners to review the data set and conducted their own analysis, however time for partner analysis was limited and may have restricted their ability to develop full conclusions.



Full analysis of data was carried out once stage 1 and 2 were complete, this allowed for cross-examination and comparisons across the data sets. This analysis was supported by two other members of the team who reviewed each data set and provided commentary on each element of the mapping findings. This commentary was then reviewed and compared with initial findings to develop the final findings detailed below.

## **4. Findings**

Mapping findings give a clear picture of the HE outreach activity being delivered in Cumbria, it gives detail of the geographical spread of the activity offered and its nature in terms of content, format and target audience. The mapping also highlighted some interesting findings on both what schools and college are receiving, what their needs are and what they would like to receive.

### **4.1. Stage One- Partner Outreach Mapping**

#### **4.1.1. Provider, department, and location**

All partners had detailed outreach programmes to be included in the mapping exercise, these programme were more extensive with university partners when compared to Further Education (FE) and industry partners. All four university partner identified as having outreach intervention by both a central recruitment and widening participation (WP) teams, along with subject specific academic lead recruitment. However, recruitment and WP teams, whose primary function is the delivery of HE outreach, delivered the majority of interventions. Outreach interventions offered by all FE partners were delivered by teams and individuals with marketing and student service roles, where the delivery of HE outreach was not the sole focus of their position.

Finding on outreach location offers an indicative view of the HE outreach delivery in the academic year of 2018/19, some partners were unable to offer complete data sets on the location of the their outreach activity. Similar to the universities, our industry partners for the NHS offer outreach delivered by dedicated outreach teams with the support of individuals in subject focused roles.

All partners offer HE outreach on campus and remotely at off campus locations such as school, colleges and community setting, along with industry locations such as hospitals and power stations. A breakdown of intervention type and location is given below in section 4.1.3.2.

The highest number of outreach interventions offered in the county came from the University of Cumbria (UoC) with outreach activity being delivered off campus in all four areas of the county, and on campus out of the three campuses they have in the county. Other university partners offering outreach in the county focus on the southern area with interventions being delivered in South Lakeland, Furness, and some delivery in the Whitehaven area on the West coast.

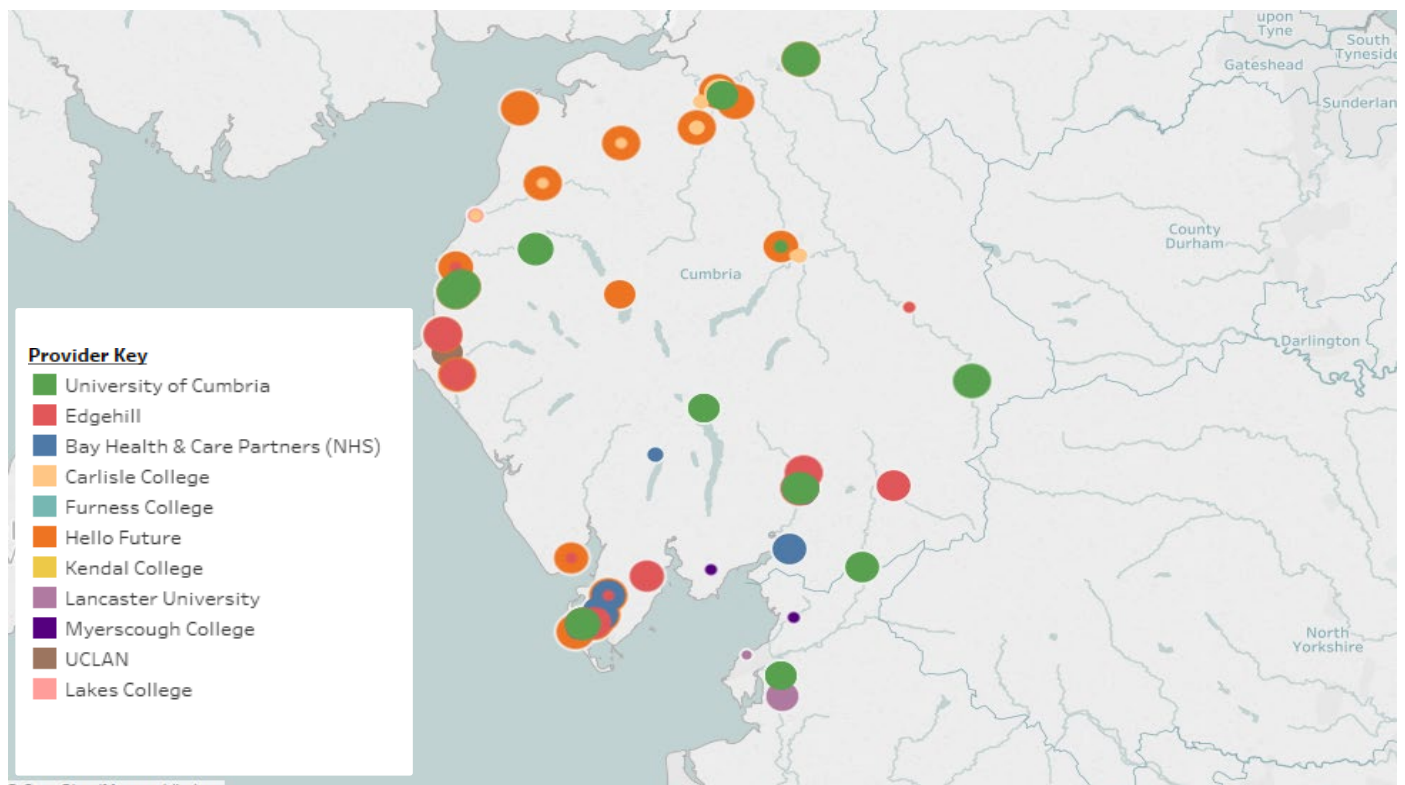


Figure 1. Intervention location- mapping of partner intervention 2018/19

#### 4.1.2. Interventions type (Type descriptor)

Across the intervention types as a whole, the most commonly delivered appeared to be subject tasters, presentations and workshops, with summer schools being delivered by all university partners but not as frequently. This is to be expected given the length of these interventions types, and the number of subjects on offer.

Subject-specific interventions are common across all university partners; with shorter interventions being more common than full taster days. Subject-specific interventions are more prominent in the work of Edge Hill, University of Central Lancashire (UCLAN) and Lancaster University; with UCLAN and Lancaster University evidencing a higher number of full-day tasters. UCLAN evidences a high number of science/STEM tasters while Lancaster focusses primarily on social sciences, arts and management school courses.

Lancaster University approach subject specific outreach through the delivery of multi-day programmes; focussing on specific subjects and departments; adopting a more intensive approach to increase access to particular subjects.

While subject-specific programmes are also delivered by UOC and Bay Health Care, they are not as commonly used as an approach and are largely focussed on access to HE and skill development. UCLAN and Edge Hill offer subject-specific tasters [shorter than a full programme], their offer largely comprises of more regular, but shorter interventions, including HE-specific workshops.

UOC, UCLAN and Edge Hill appear to take a broad approach; with greater focus on the delivery of a multitude of short (and less intensive) workshops on progression and application to HE, while UOC and Edge Hill indicate the delivery of a number of presentations of the same nature.

FE colleges' most frequent activity includes the delivery of presentations and careers fairs. Institutionally, when thinking about presentation content, Carlisle College and Lakes College largely focus on their HE/FE offer, while Kendal College appear to focus more prominently on progression to higher education and post-16/18 choices support. Comparatively, university partners, namely Edge Hill and UOC, offer presentations regarding financial and application support, as do NHS Health Care.

Mentoring is not widely offered by partners with only UCLAN, UOC and Kendal College offering mentoring programmes.

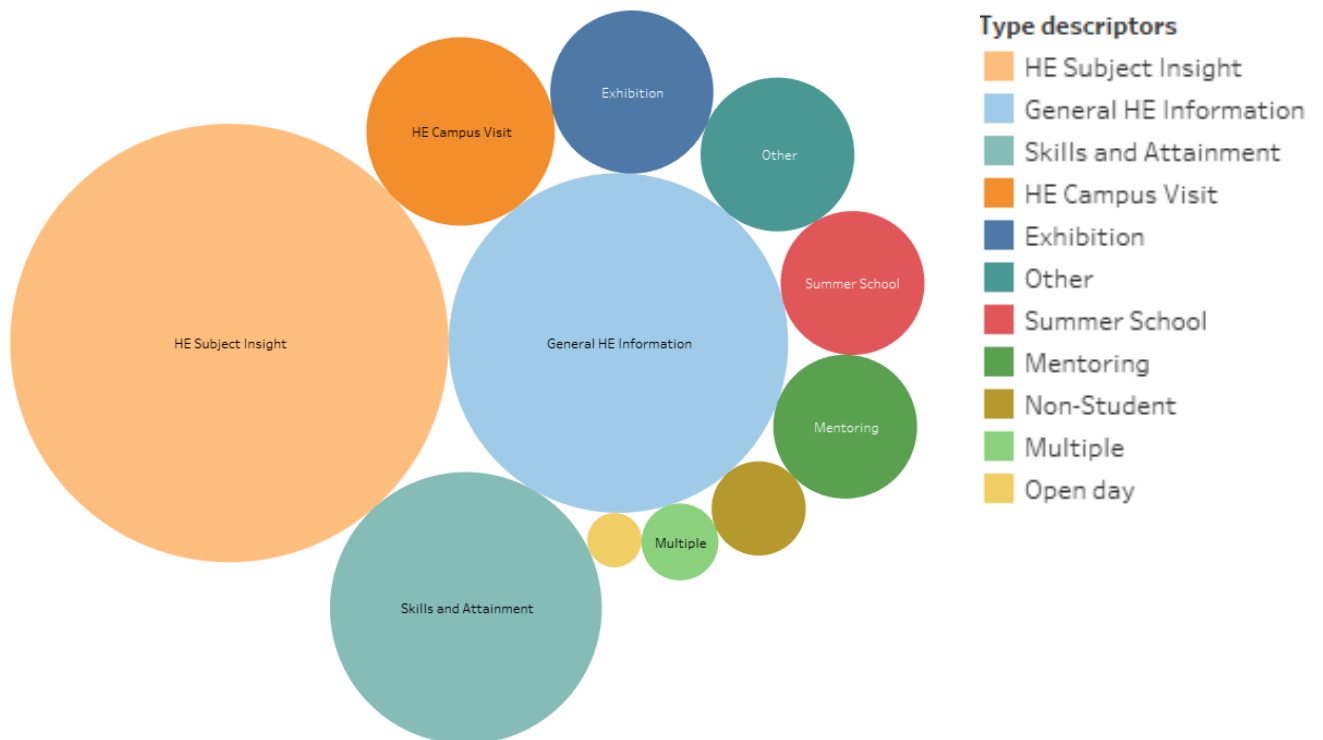


Figure 2. Intervention type- proportion of interventions by type

### 4.1.3. Subjects- Academic and non-academic

#### 4.1.3.1. Academic:

Subjects popular across 2+ institutions: English and Creative Writing, Performing Arts, Music, Media, Architecture, Fashion, Law, Criminology, Policing, Psychology, Business, Physics, Biology (3+), Chemistry, Forensic Science, Medicine, Health (largely by Bay Health & care), Sport & Geography.

Lancaster deliver a multitude of subject-insight sessions not covered by other institutions, including: politics, philosophy, religion, accounting and marketing as well as the arts subjects. These are delivered in the form of Challenge Days, Masterclasses and “Access to” programmes. UOC are unique in their delivery of Biomedical science, conservation, forestry, and zoology.

Edge Hill deliver a broader range of subject-specific sessions via shorter interventions, while UCLAN largely focus subject-specific delivery on STEM and science-based topics.

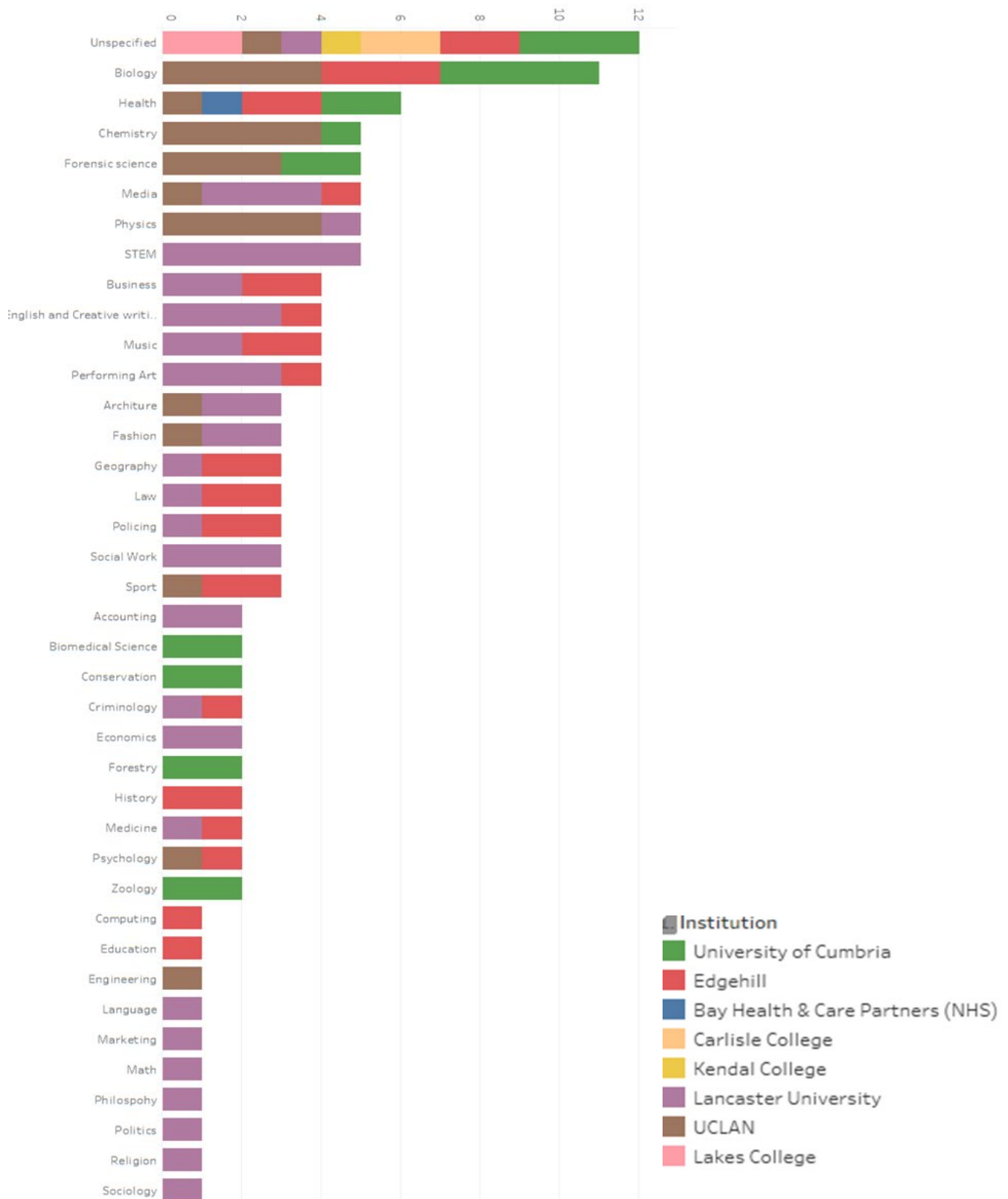


Figure 3. Academic subjects- the subject break down of all HE subject insight interventions

#### 4.1.3.2. Non-academic

Alongside their broad range of subject-specific sessions, Edge Hill deliver the highest quantity of non-academic interventions, particularly those focusing on student finance and UCAS applications. Lancaster University do not deliver any non-academic interventions.

UOC deliver a higher number of non-academic sessions in comparison to their academic; focussing specifically on UCAS applications and interview skills. Comparatively, UOC offers the least provision in subject specific workshops, in terms of the variety of subjects covered.

Bay Health largely deliver skill-based interventions.

The most commonly delivered non-academic subject include; HE Introduction and routes/courses. This is delivered across the HEIs (besides Lancaster), but also delivered by colleges to outline their HE offer, except for Kendal College, who deliver more non-academic interventions based on decision-making and career planning.

Student life sessions are scarcely delivered across all institutions. This would align with the schools questionnaire (stage two mapping) in which teachers requested that schools meet more people who have accessed different HE routes not just university and ranked student life low in terms of perceived value.

Application support and student finance is largely delivered by HEIs comparatively to FE colleges.

FEs non-academic offer is largely focussed on HE introductions, with fewer interventions in finance, UCAS applications and skill development.

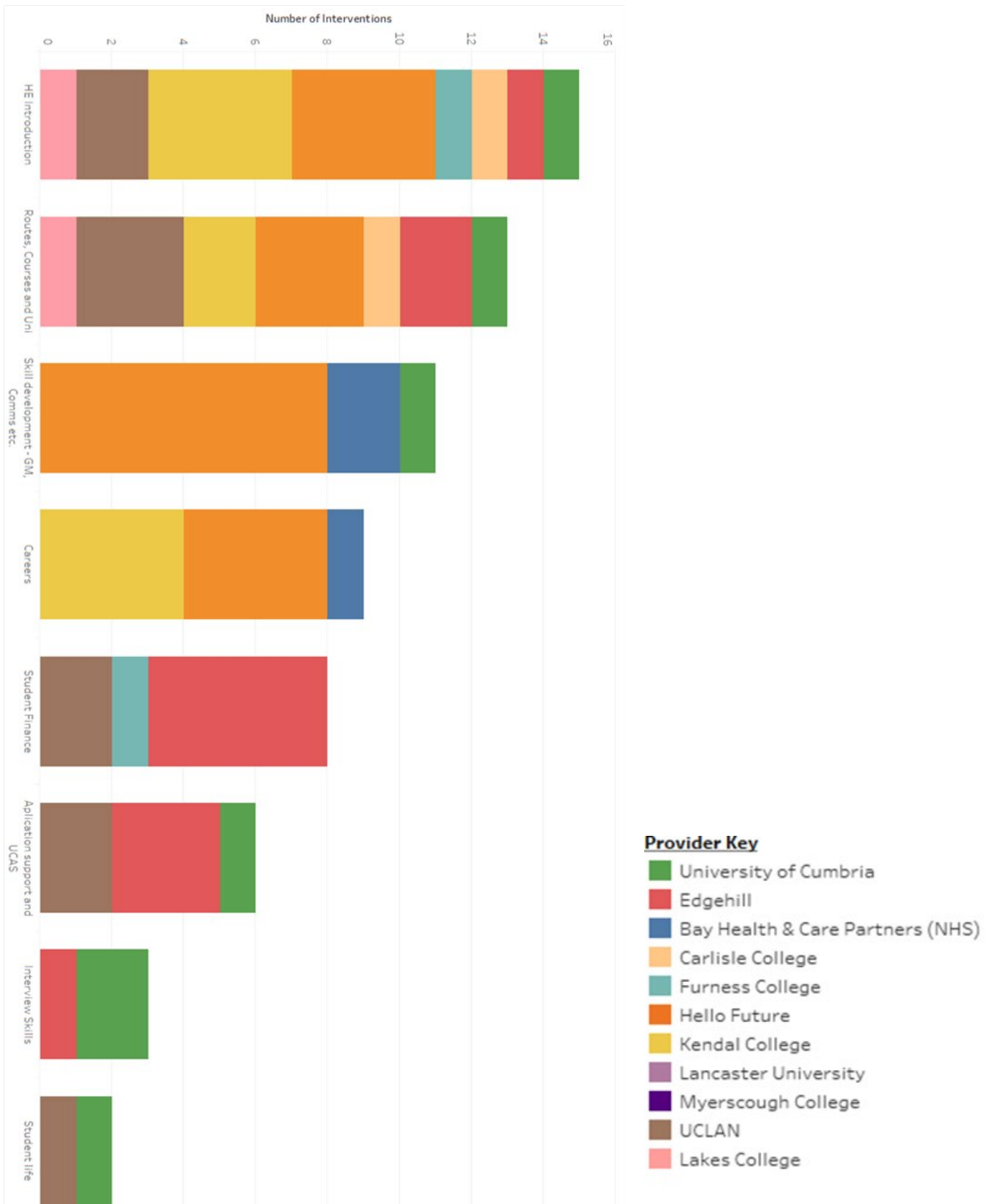


Figure 4. Non-academic subjects- Topics covered by non-academic workshops and presentations

#### 4.1.4. On campus vs. off-campus

Of all partners, Lancaster University and Furness College deliver more on-campus activities than off-campus. While UCLan and Edge Hill demonstrate both approaches, with subject-specific sessions more likely run on campus. UOC deliver a high number of workshops and presentations off campus, and subject-tasters on campus – their high frequency of both is likely due to their locality and access to schools and colleges. UCLAN and Edge Hill deliver more non-academic sessions off-campus. It is difficult to decipher the accuracy of this given some activities are categorized as delivered “on campus and in schools or college” due to limitations in the data received.

Bay Health Care largely deliver subject-specific and non-academic subjects primarily off-campus. While Lakes College, Carlisle College, and Myerscough deliver several “HE/FE offer” sessions off campus. It is unclear whether Kendal College deliver subjects on or off campus given their ambiguity of “in school/college” location descriptor, again due to a lack of delivery data.

Overall, there appears to be more “off campus” than “on campus” activity (including “the descriptor on campus and in schools or college” in both categories).

#### 4.1.5. Intensity

The most common intensity type was short interventions (up to 3hrs; including presentations and workshops), followed by full day activities.

Short interventions- When delivered by FEs and Bay Health Care, Short interventions are largely non-academic/HE access focussed (e.g. Application support and UCAS/ Routes & Courses). However, short interventions delivered by university partners are largely focussed on subject-specific content; suggesting a difference in priorities, most likely due to specific outreach and institutional targets. Of the university partners Lancaster University deliver a relatively smaller number of short interventions (this aligns with discussion above).

Full day activities- Full day activities largely come in the form of events, careers fairs, subject taster days and open days. Lancaster and UOC offer a variety of subject-focussed taster-days while Edgehill offer full day interventions dedicated to careers/HE fairs. Carlisle College also offer a high number of full day interventions – primarily through careers fairs.

Multi-day- Lancaster University deliver the highest number of “multiple intervention” programmes, followed by Bay Health and Care. Multiple intervention programmes appear to be focussed on a specific group (i.e. “care leavers”) and increasing HE access (i.e. “Careers insights, Access to [department], Edge into Action, Work experience programme, Headstart”)

Multi-day programmes are offered by all four HEIs alongside Bay Health – although not at the same frequency.



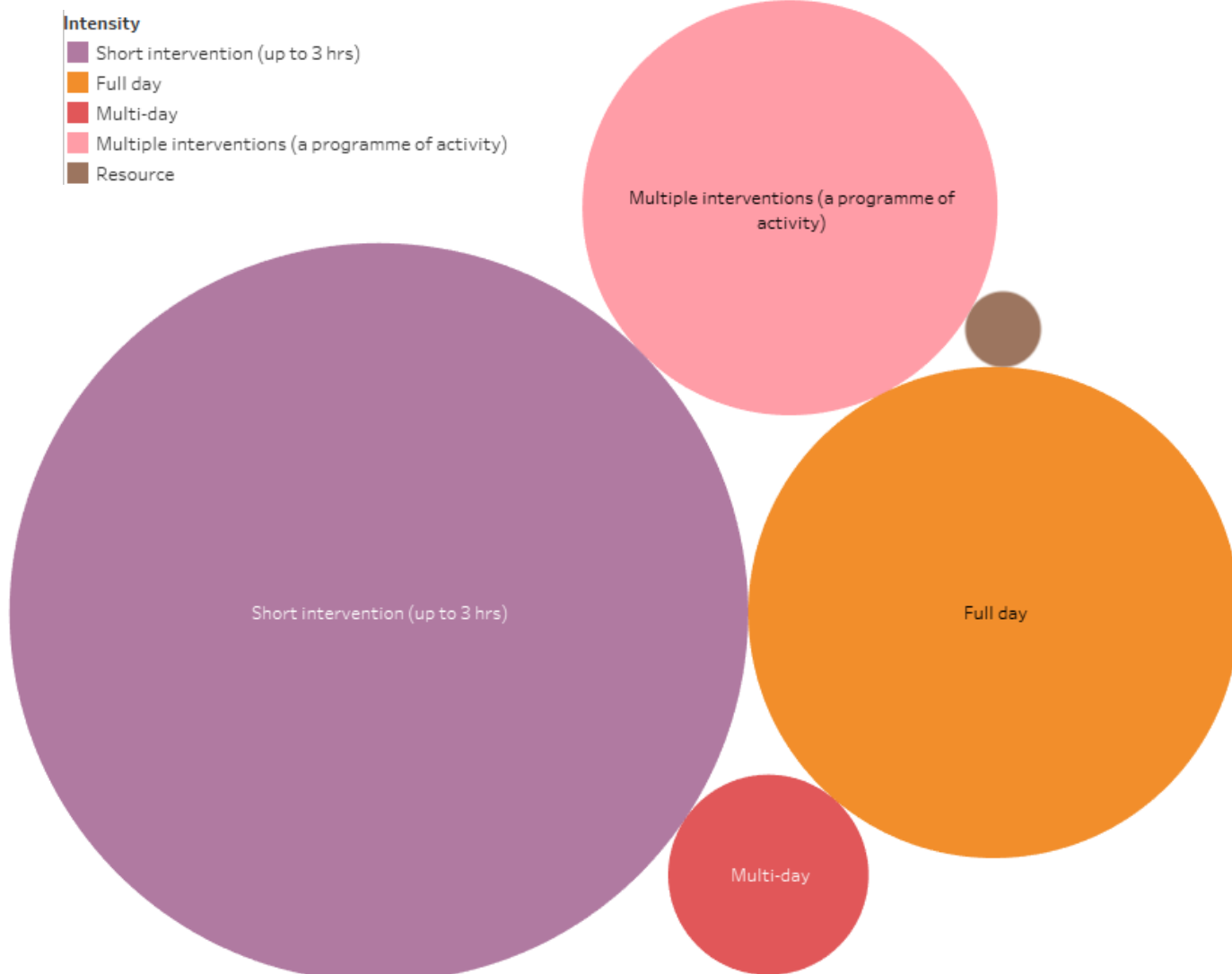


Figure 4. Intervention intensity- proportion of all interventions by intensity

#### 4.1.6. Year groups

Partners offer outreach interventions across a range of age groups including those for; mature learners, parents and carers, teachers, and primary school groups. However, the focus of partner interventions is on year groups 9-13, the largest number of interventions are targeted at year 12 audiences, with all four university partners putting the most focus on the year group when compared to other age groups. Edge Hill demonstrated the biggest focus on year 12 and 13, this indicates greater attention being put to those year groups approaching the university recruitment cycle. Whilst UCLan, Lancaster University, and UoC have more of an even spread across year 9-13.

Of the FECs Carlisle College only offer outreach to year 12 and 13, whilst Kendal College only offer activity to year 10 and 11. Myerscough and Furness College offer interventions across all ages groups (year 9-13) while lakes only offer activity for year 13 students.

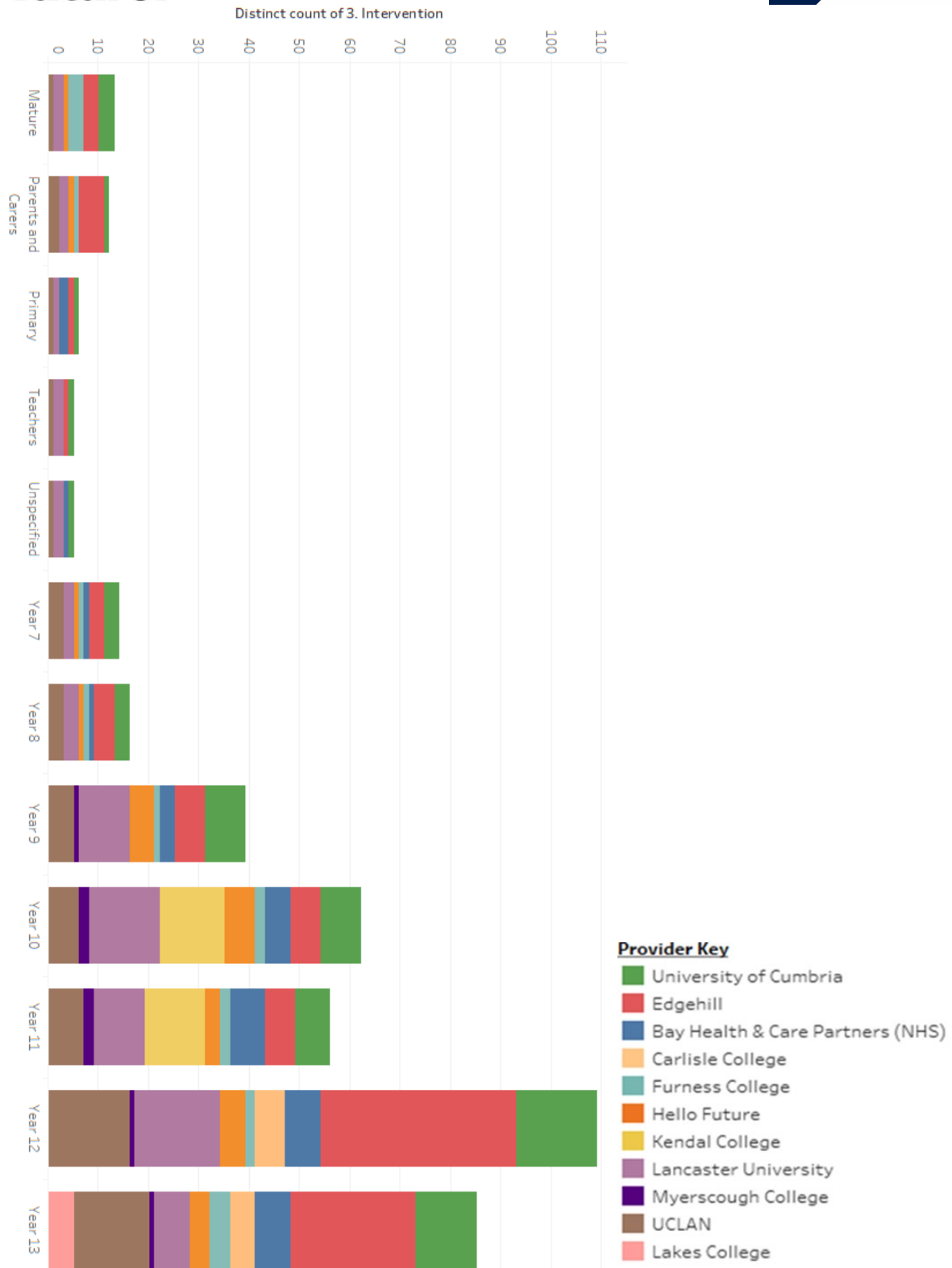


Figure 5. Year group- target year group of all interventions.

#### 4.1.7. Gatsby benchmarks

Gatsby benchmarks were identified in the Good Careers Guidance report by the Gatsby Foundation (2019), who outline 8 benchmarks that school careers guidance teams must meet. The eight benchmarks are;

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Partners were asked to identify which of their interventions support school in achieving any of the eight benchmarks.

As expected the majority of interventions offered support benchmark 7 'encounters with further and higher education providers' with all partners offering interventions that support this benchmark. All benchmarks were covered by partner interventions, with the secondary focus being around benchmark 4 'linking curriculum learning to careers' with all university partners supporting along with Lakes College, Myerscough, and Bay health.

UoC, Edge Hill, Lancaster University and UCLAN offer support for benchmark three 'addressing the needs of each learner'. Bay Health were the only partner to support benchmark one 'a stable careers programme' this may indicate that they are the only partner with capacity within their role to support this benchmark.

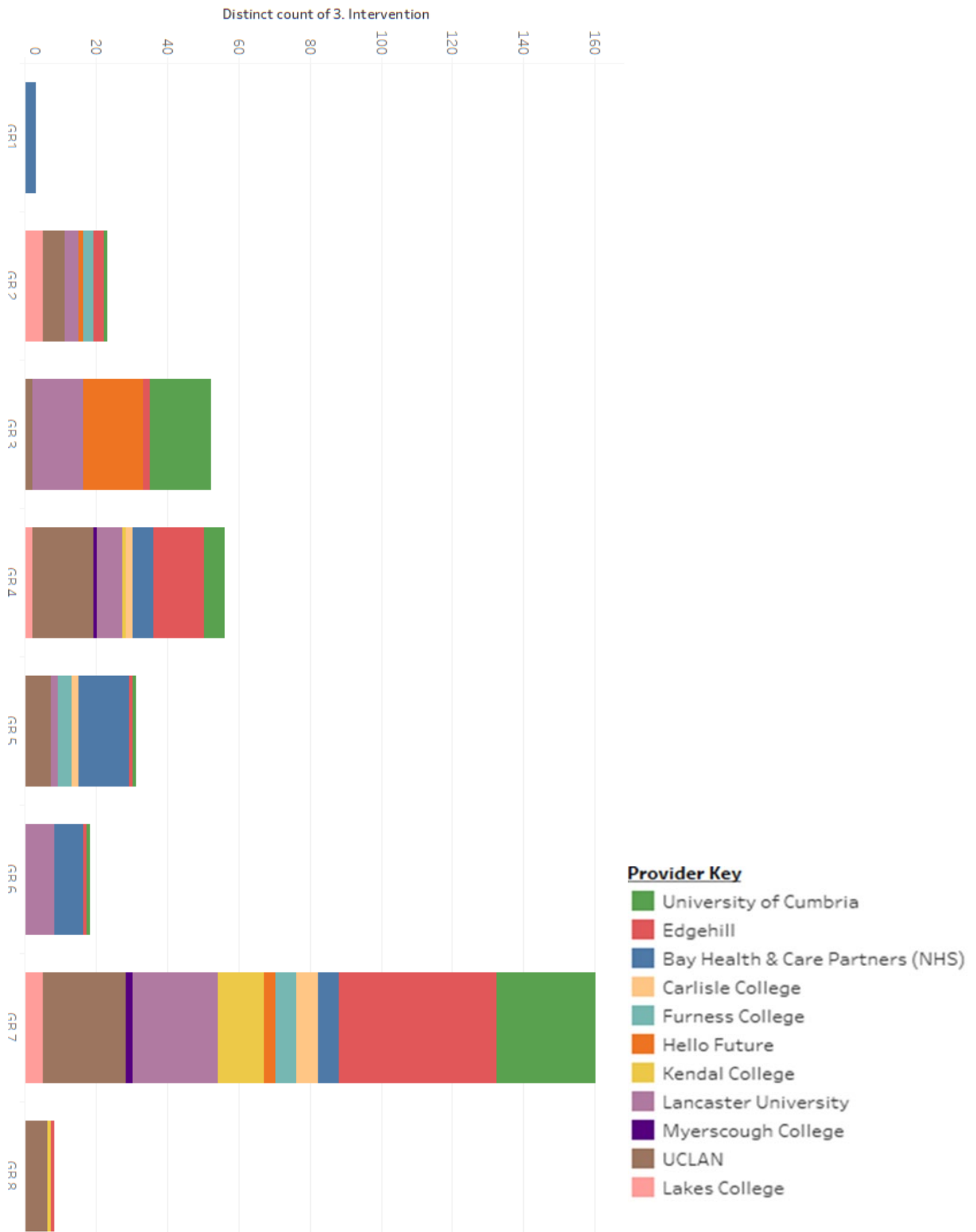


Figure 6. Gatsby benchmarks- all interventions and the Gatsby benchmarks they support.

#### **4.1.8. Collaboration**

There is a higher quantity of non-collaborative interventions than collaborative interventions.

Where collaboration is evident, it appears to be delivered by the HEIs, particularly Lancaster University through their programmes, but also UOC, UCLan and Bay Health. Collaborations are with subject specialists such as the Royal Society of Biology and the NHS, for some the nature of collaboration is not clear. All university partners collaborate on programme of outreach called the 'empower series'

FE interventions are entirely non-collaborative.

#### **4.2. Stage Two- School and college outreach mapping**

As previously stated mapping documents and questionnaire went out to 39 secondary school and 5 Further Education Colleges in Cumbria. To support this stage of the mapping process we received 11 mapping documents back and had 25 responses to the questionnaire. As a result we don't have a complete to data set for this element of the mapping, and are therefore unable to get an accurate representation the HE outreach delivered in Cumbria or a full account of the school and college HE needs.

However, what the data received can give us is a strong indication of what HE outreach looks like and what needs and preferences in Cumbrian schools and colleges.

#### 4.2.1. Provider

Conducting this mapping exercise with schools and colleges created some duplication from the first stage of mapping (partner), as partner interventions were also picked up at this stage as being delivered in Cumbrian schools. This however did provide further confirmation for intervention highlighted at stage one. This stage also picked up HE outreach that was delivered by non-partner institutions in Cumbria, these institutions were;

- Northumbria University
- Teesside University
- Manchester University
- Cambridge University
- Durham University
- Newcastle University
- University College Football and Business
- Manchester metropolitan
- Edinburgh University
- Dundee University
- Oxford University
- Aberystwyth University
- Glasgow University
- Stirling University
- University of Leeds

Newcastle and Northumbria had the highest number of interventions from the data collected, this could be reflected by their proximity to the north of county and Carlisle in particular. Of the 15 non-partners delivering HE outreach in Cumbria 4 of those are Scottish universities, again this could be indicative of the northern part of the county location on the Scottish boarder. The institutions to travel furthest were Oxford, Cambridge and Aberystwyth.

#### 4.2.2. Intervention type

The most commonly featured interventions from non-partners institutions were 'General HE' presentations. Furthermore, it appears these are more likely to be delivered by providers based in the North East, North West and Scotland.

Exhibitions were also prominent in the dataset, but only in the delivery to a small number of schools/colleges. Young people from Cumbrian school and Colleges attended campus visits at Teesside, Manchester, Northumbria, Newcastle, Manchester Metropolitan, Durham, Oxford, and Cambridge, Universities. Learners also left the county from residential events in Cambridge, Durham, Oxford and Aberystwyth.

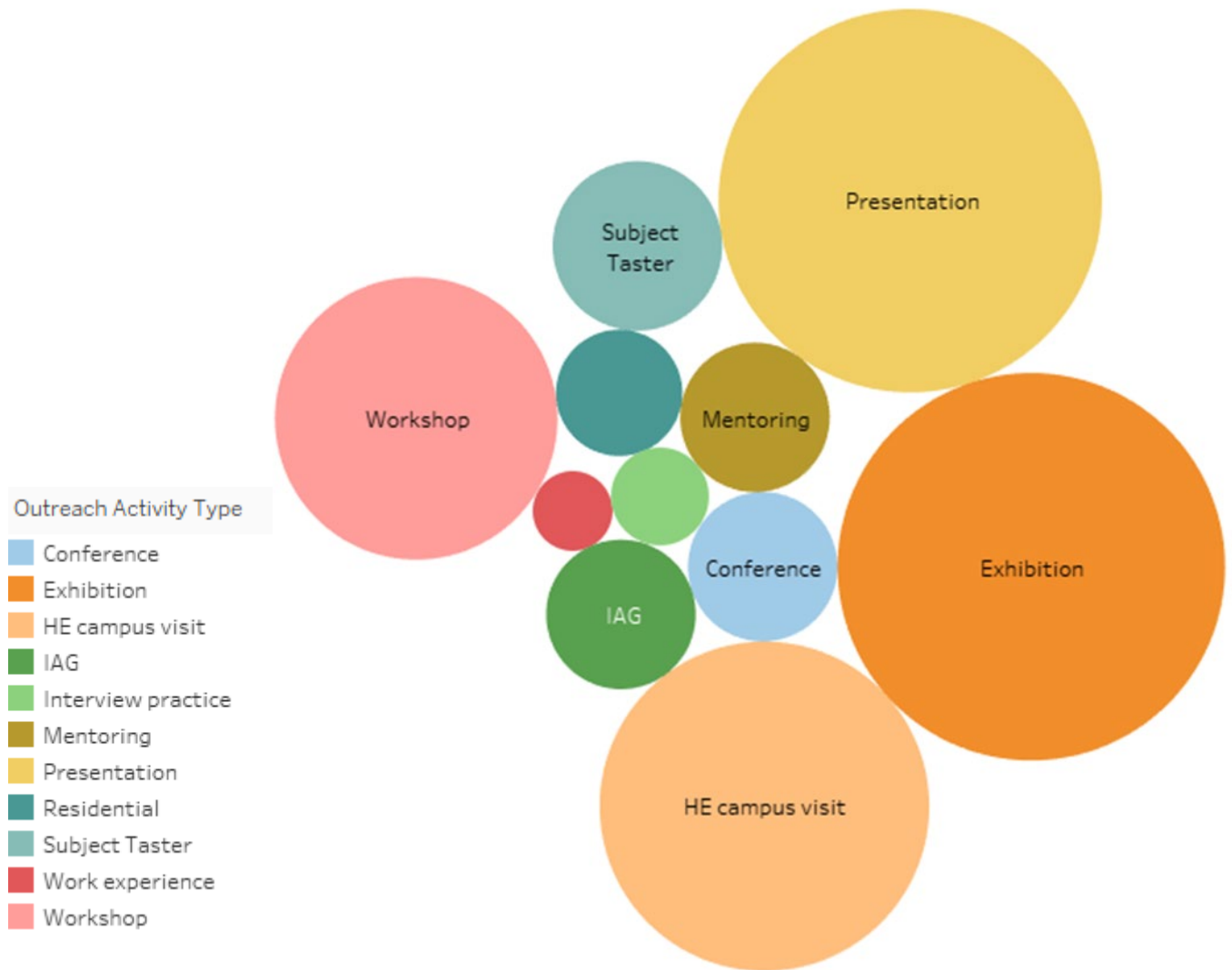


Figure 7. Intervention type

### 4.2.3. Intensity

Non-partners predominantly deliver short interventions; with a large proportion of these being attendance to exhibitions (Careers fairs). However, there is also a number of short presentations (with a general HE focus) as well as workshops being delivered. More of the latter interventions are evident from more local providers (for example, Northumbria University/Newcastle University). This may be due to their close proximity to Cumbria as a potential catchment area and thus, merits a higher demand for more informative interventions.

Full day interventions are less frequent than short interventions, but more frequent than multi-day interventions and sustained programmes of activity. These largely come in the form of HE campus visits. This would suggest that non-partners largely deliver more off-campus interventions.



Figure 8. Intensity-



#### 4.2.4. Year group

Year 12 receive the most interventions from non-partner institutions across the year groups, including delivery from Manchester, Cambridge, Northumbria, Oxford and Teesside universities. Year 12 interventions see a higher number of UCAS-specific interventions (including personal statement advice and campus tours) and HE fairs – including “Careers Fair, UCAS Fair, UCAS Exhibition, Progression Event and Post-18 Options Fair”. They also see a higher number of full day interventions including residentials, HE taster days and Campus visits. While institutions such as Northumbria, Cambridge and Durham University provide summer schools, Year 13 receive considerably less intervention than Year 12 learners, at fewer schools; receiving more “short interventions”.

Year 9 learners receive the least intervention from non-partners, with delivery focussed on broader careers fairs, and general HE information. Only two of these interventions centred on particular subjects (Cyber Security – Cyber Discovery) and Girls in STEM conference (Northumbria).

Year 10 and 11 delivery is similar to that of the Year 9 delivery, particularly via institutions such as Northumbria University and Cambridge university; who deliver the same “20 min talk with uni information” and “Student Finance Talk” from learners ranging from Year 9 – 11.

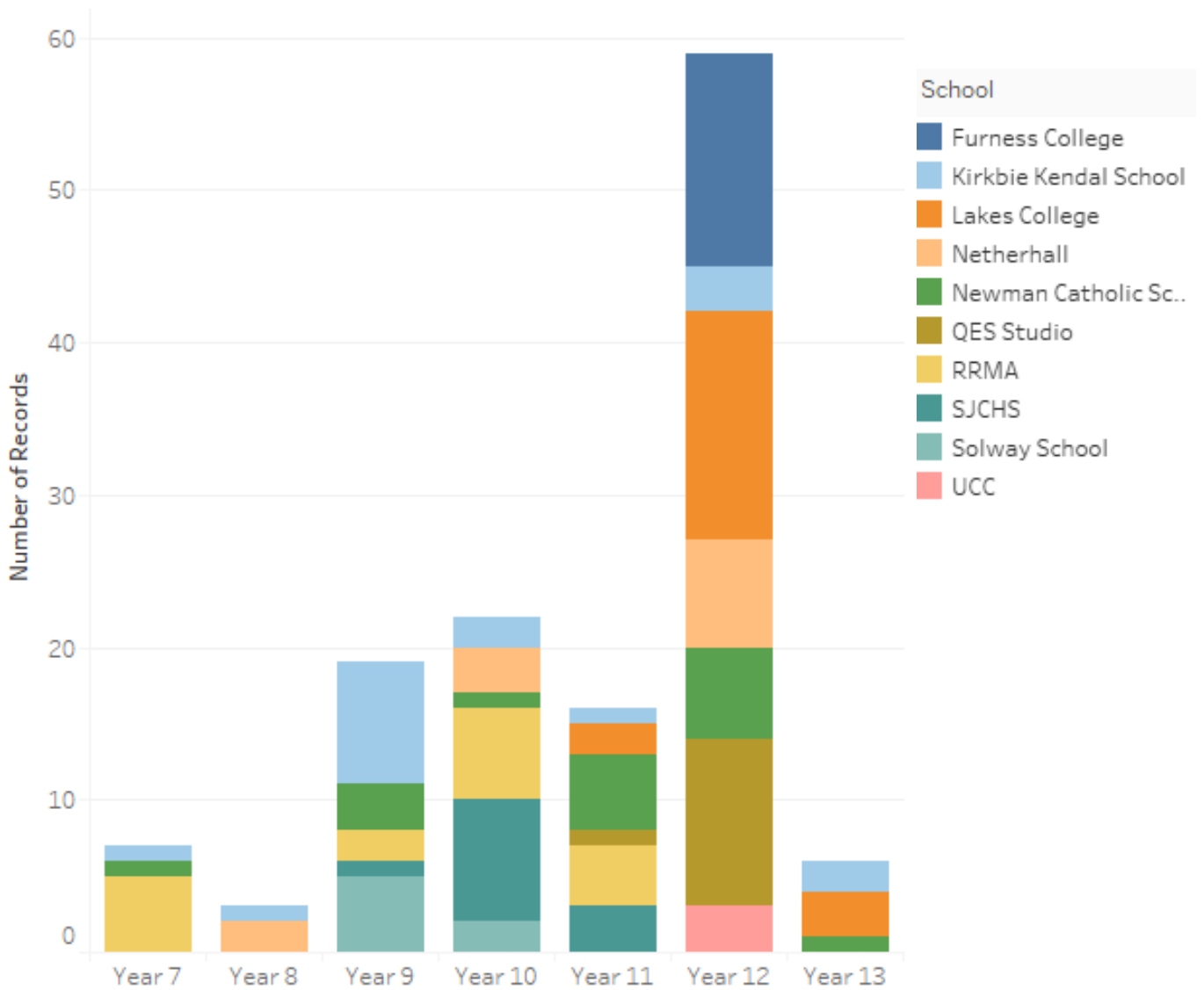


Figure 9. Year group- graph to follow

#### 4.2.5. Gatsby benchmarks

As with the partner outreach offer all non-partner interventions support Gatsby benchmark 7 ‘encounter with further and higher education provider’, and a large proportion of interventions support benchmarks one ‘a stable careers programme’ and three ‘addressing the needs of each pupil’.

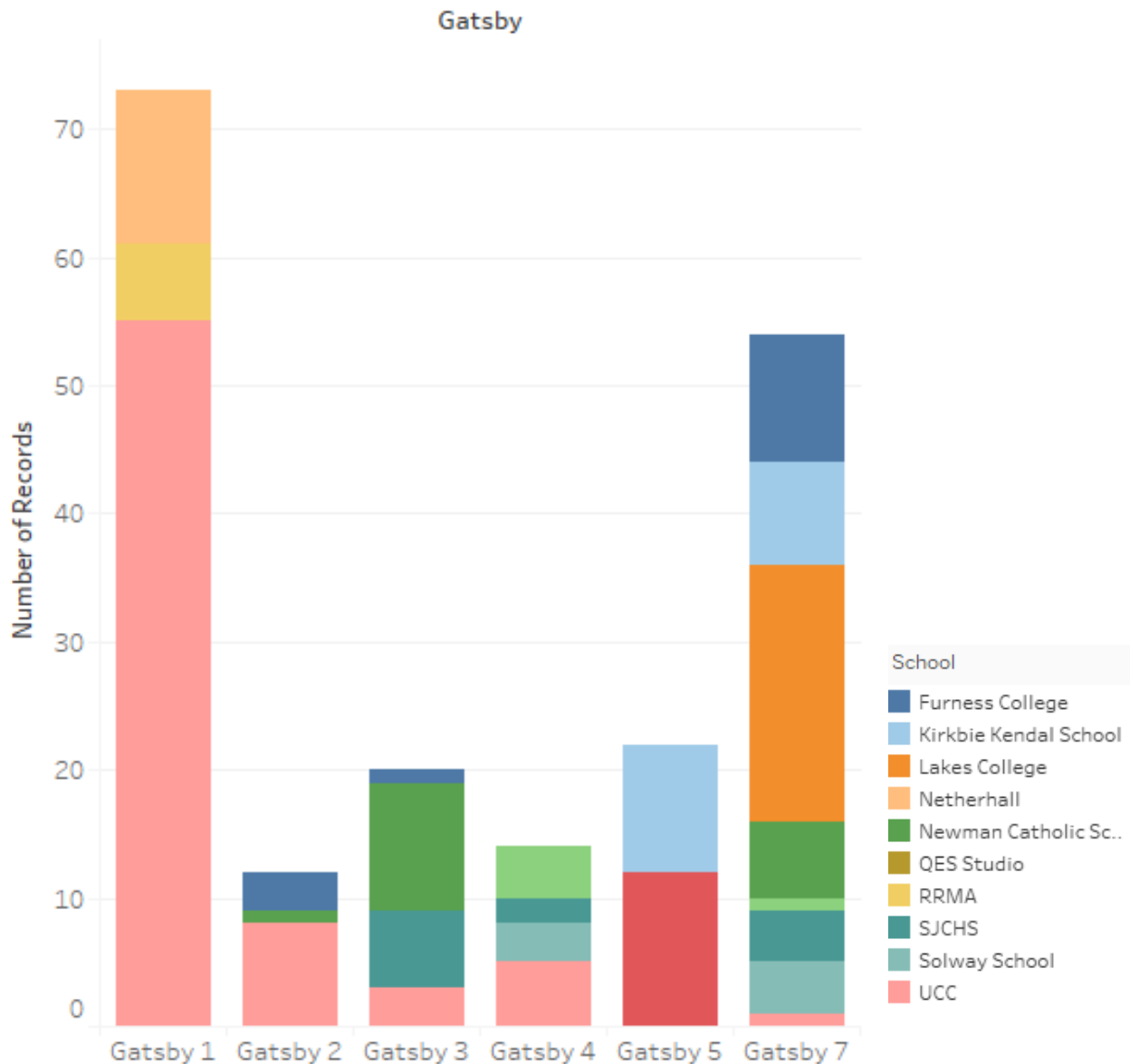


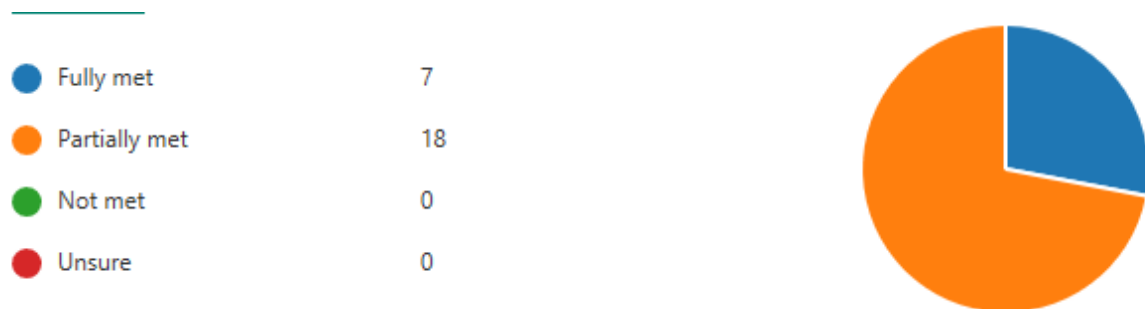
Figure 10. Gatsby benchmarks

### 4.3. School and college needs questionnaire (stage two)

As stated above, with 25 responses from 44 school and colleges findings from the schools and colleges needs questionnaire should provide some indication of the HE outreach needs and preferences of Cumbrian school and colleges.

#### 4.3.1. Meeting school and college needs

From the responses given, nearly three quarters of schools felt that their HE Access needs are being partially met, with just over a quarter stating they are fully met. However, just over a quarter of responses stated that outreach opportunities were either “neutral”, “difficult” or “very difficult” to access. This may suggest a lack in communication between schools and partners, and may be likely that schools whose needs are “partially met” are those who have difficulty accessing opportunities.



*Figure 11. HE Access is the provision of opportunities that support young people progressing into Higher Education (HE). To what extent do you feel your schools HE needs are being met?*

#### 4.3.2. Intervention format

Of the responses, campus visits to a university are considered the most valuable to schools, followed by in-school workshops and presentations. This somewhat aligns with the observations made from the mapping of partner and non-partner interventions, with workshops and presentations being the most heavily evidenced intervention. Despite coming forth in the ranking sustained programmes were first choices for the same number of respondents as campus visits to university, showing that they are highly valued by some.

Campus visits to college and residential activities sit at the bottom of the ranking, this could be due to the fact that residential take place outside of school time and therefore the immediate impact isn't seen. The low ranking of colleges could reflect a limited understanding of colleges as HE providers, this could be a resulted of the limited outreach offer of college partners.

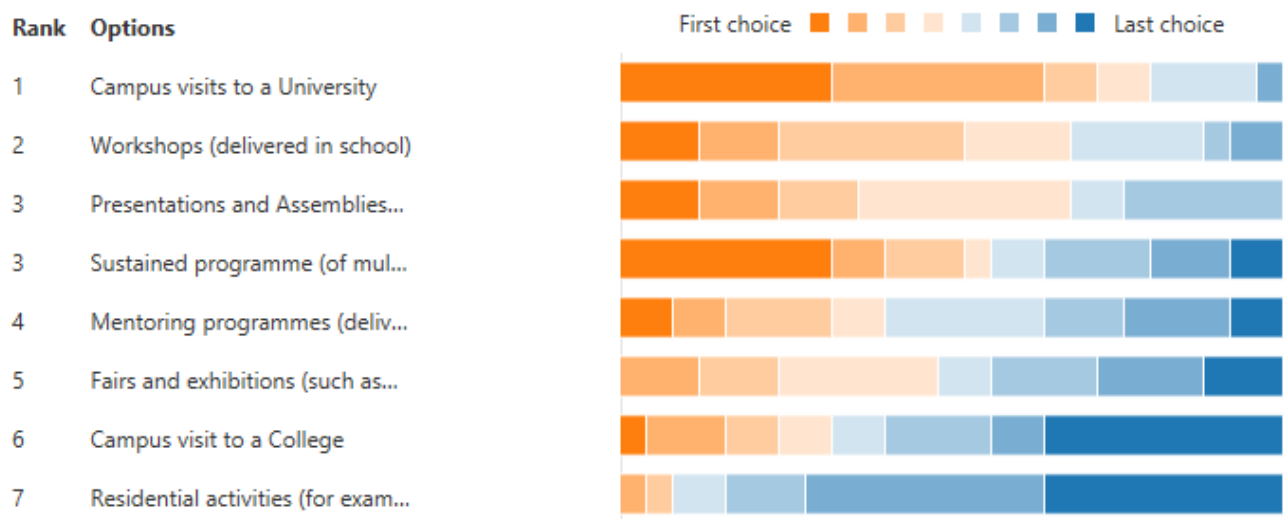


Figure 12. Rank the following activity formats in terms of perceived value to the school or college?

When asked to describe ‘what type of activities you would like to see more of key themes included’ (full list of responses can be found in Appendix 2);

- Support in visiting university campuses
- Future planning and skill development – “student life” (inc. budgeting, career planning, choosing a course and academic study guidance)
- Subject masterclasses (both on and off campus)
- Case studies and motivational speakers (inc. alumni, local success stories and speakers from alternative routes)
- HE visits in school

Findings demonstrate that school and colleges see the value in HE providers reaching out to deliver both academic (masterclasses) and non-academic content (course selection and student life), and they make reference to the importance of who is delivering interventions “real people telling real stories- preferably students who come from this area”. Findings also highlight a desire to visit HE institutions but point to a need for greater support through ‘subsidised trips’ and ‘help coordinating visits’.

### 4.3.3. Intervention content- Academic and non-academic

Schools and College were asked to rank outreach activity content in order of perceived value to the school. Findings show, as highlighted in figure 13, subject specific content (HE subject insights) and student finance ranked highest. This aligns with comments made in response to question 5, 6, and 8 around need for greater subject input;

*“More insights into what subjects are like at university”*

*“Continued curriculum/ academic links”*

*“Bespoke subject lectures that allow students to experience the higher level”*

Findings in figure 13 also point to greater on student finance, and developing learners awareness of financial elements of Higher education.

Student life was ranked low, which conflicts some responses to open questions which highlight a need for more student input in outreach activity;

[We would like to see] *“Students coming into school to tell their story of how they got to HE, what it is like, what support there is, etc”*

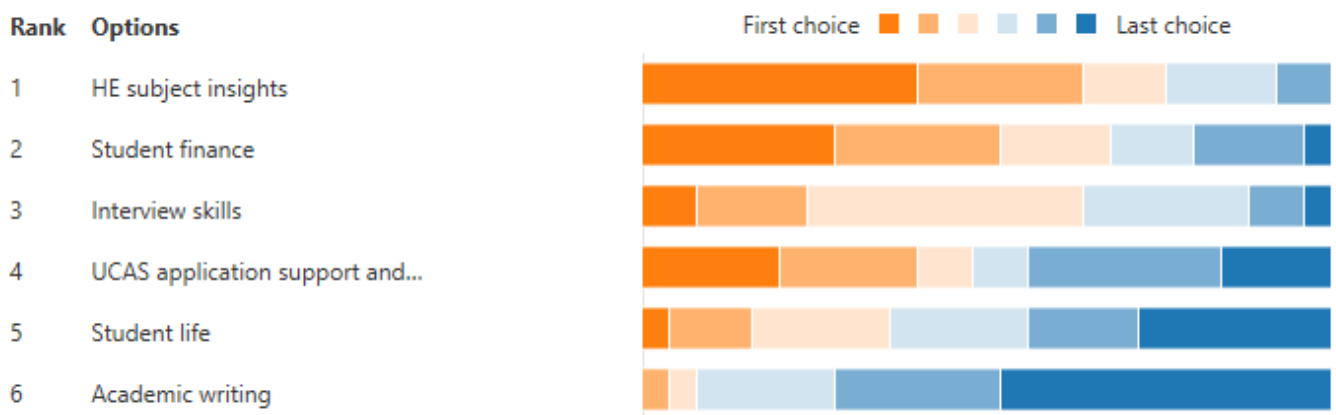


Figure 13. Rank the following activity content types in terms of perceived value to the school or college?

When asked “which subjects would you like to see more off” responses included;

- Engineering
- Healthcare careers- Nursing, Paramedics, Midwifery
- MFL
- Law/psychology/criminology
- Humanities
- Subjects linked to the 9 sector areas

Schools and colleges also responded by saying;

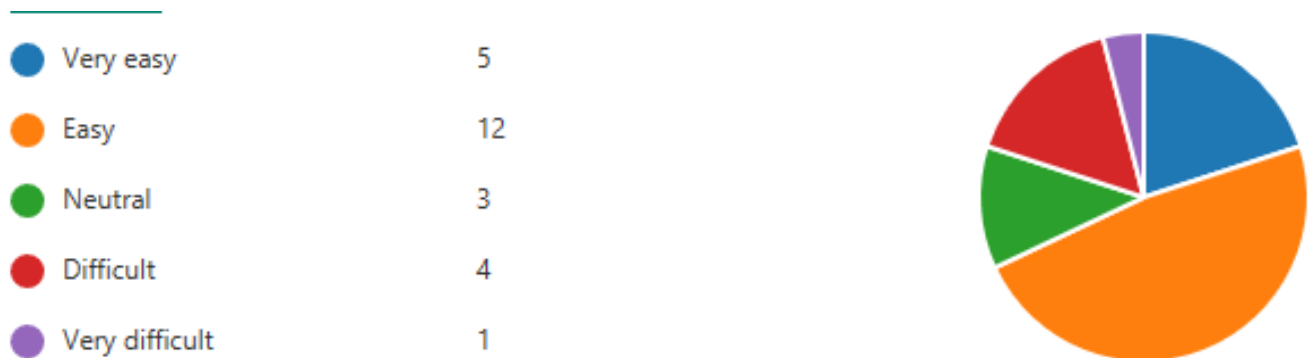
*A variety is key to enable it to be of use to all students; preferences change annual*

*Increased curriculum links with HE opportunities to help students realise the full opportunities that HE can offer.*

Subjects-specific topics: Of the subject-specific responses given; a large variety of these are covered by partners in their outreach activity (as evidenced in 3.1), by two or more institutions. Exceptions to these may include Engineering, Nursing and Midwifery. Such responses are somewhat unsurprising given the number of academic interventions delivered on-campus (evidenced in the partner mapping data - point 3.3.). Furthermore non-partner interventions off-campus are delivered to a very small range of schools, with much of this intervention being less academic but more non-academic. Overall, this may further demonstrate access and communication issues. Full findings available in Appendix 3.

#### 4.3.4. Accessibility

This theme is recurrent and somewhat indicative of the gaps in schools' access to activity, while other responses detail a need for HEIs to visit schools more often by having a "greater presence within schools", "[bringing activities] into school" and delivering more subject-specific workshops in school "so that [they] don't have to take students out" of it. Overall, logistics and costing appears to be a recurrent theme, with a preference of both on-campus and off-campus activity being delivered with subsidised costs. Other themes involve "promotion" [of degree level apprenticeships], emailing advertising, communicating events in advance ["in July"] and the centralisation of contacts and resources. Thus, while there are recurring themes, it appears a more tailored approach is required across different schools and colleges depending on their needs and their learners.



*Figure 14. HE outreach opportunities are available to Cumbrian schools. How easy is it for your school to access these opportunities?*

## 5. *Conclusion*

### Recommendations for future activity:

1. Partners providing outreach opportunities in the north of the county
2. More collaborative activity
3. Issues with accessing outreach provision
4. Support for HE visits- Financial and coordination
5. Development of college HE outreach provision
6. Interactive and engaging workshops and presentations- both academic and non-academic
7. Subject insights delivered offsite (in school and college)
8. Levelling out of intervention distribution between years groups/ more interventions for years 9 and 10
9. Sustained programmes of multiple interventions
10. Real people telling real stories- from Cumbria Alumni visits from Cumbrian students who have studied outside the area and are now returning to share their experiences
11. Centralisation of contacts and resources
12. Early communication of events (what is Hello Futures role in this?)

The aim of this piece of work was to support the OfS guidance for Outreach Hubs in phase two. The OFS expect these hubs will:

- Help teachers and advisors find out about the HE outreach activity available in their area
- Support schools and colleges in areas of low participation to access higher education outreach
- Provide a platform for other local collaborative activity

Hello Future will be taking these recommendations forward within the partnership over the coming year and will form the basis of activity development and communications with teachers and advisors moving forward. Findings further support the function of the Outreach Hub in providing centralised information and resources for schools and colleges to access, and improving links between Higher Education providers and schools and colleges.



### *Lessons learned from the mapping process*

- The process of requesting, cleaning, and coding the data took longer than anticipated
- Greater clarity needed when requesting data- What exactly did we need
- Discuss sharing findings at the start of the mapping process, gaining agreements
- Sensitivity required when sharing intuitional outreach offers with partners.
- Time commitment needed to raise aware of mapping exercise (marketing) in advance of sending out mapping documents is considerable
- Improved data collection template design- subject specific columns and target demographic drop downs
- Set out response template with dropdowns and tick boxes to limit the range of responses
- Large Excel spreadsheets look imposing and onerous to complete
- Completing mapping documents with partners works better for some
- Timing of requesting data from school and colleges need carefully considered
- Partners need more time to analysis data, possibly a full day dedicated to the analysis. This must be highlighted at the start of the process.
- Carrying out full analysis of data is time intensive and requires a methodical approach, this time must be accounted for at the start of the mapping process
- Responses to questions focusing on how interventions meet Gatsby bench marks have high level of subjectivity
- One member of a school or college staff completing school and college needs questionnaire cannot fully represent the needs and perceptions of the school population
- Non partner outreach data collected at stage two could negate the need for the fourth stage of mapping if engagement is high enough

The lessons learned from this piece of work will be of use to those wishing to conduct mapping exercises of this nature in the future.

## 6. Appendices

### Appendix 1. Mapping guidance- Issued as a tab is the mapping spreadsheet

Cumbria Collaborative Outreach Programme Mapping Exercise									
Please input your organisation's information in the 'Mapping' tab. Please note than an intervention can include									
workshops, residential, Open Days etc. as well as bursaries or funding support e.g. transport to Open Days									
<b>Guidance</b>									
<b>1. Provider- The institution with over-arching responsibility for delivery of the outreach activity</b>									
<b>2. Department- Which department of the institution is responsible for the planning and delivery of the activity. Is it part of the central recruitment offer or is it a department led activity?</b>									
<b>3. Intervention-</b> Give a description of the activity offered including, the title, topics/ subjects covered.									
<b>4. Target age group?</b> Is the intervention designed for a specific age group or bracket? Give detail of which									
<b>5. Does the intervention address any of the Gatsby benchmarks?</b> Highlight how the intervention address any of the 8 Gatsby bench marks. See bench marks below, for further information please visit;									
<a href="https://www.gatsby.org.uk/education">https://www.gatsby.org.uk/education</a>									
<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers								
<b>2. Learning from career and labour market information</b>	Every student, and their parents, should have access to good quality information about future study options and the labour market opportunities. They will need the support of an informed adviser to make best use of available information.								
<b>3. Addressing the needs of each student</b>	Students have different careers guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's carers programme should embed equality and diversity considerations throughout.								
<b>4. Linking curriculum and learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.								

5. Encounters with further and higher education	Every student should have multiple opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to be an appropriate level. These should be available whenever significant study or career choices are being made
6. Experiences of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experiences to help their exploration of career opportunities, and expand their network
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to a appropriate level. These should be available whenever significant study or career choices are being made.

**6. Does this intervention align with any of the Cumbria LEP strategic priority areas? If Yes, which one?** The reason for gathering this information is to align with work of the LEP and to get a better understanding of the county wide outreach offer.

*Cumbria Local Enterprise Partnership aims to fast track the local economy so that the county can position itself as a global leader in advanced manufacturing, nuclear engineering, energy production, tourism and food production – with appropriate connectivity and infrastructure to make each of these an ongoing success story. Our strategic approach is based largely on a long term programme of targeted investments and interventions in four specifically identified areas of development, growth and opportunity for a stronger, export orientated economy and an integral part of the Northern Powerhouse: The four focus areas are outlined below.*

<https://www.thecumbrialep.co.uk/>

1. Advanced manufacturing growth	Increase advanced manufacturing workforce by at least 7,300.
	Support new start-ups and continue to attract highly skilled workers.
	Facilitate growth and expansion of existing manufacturing base and local supply chains.
	Strengthen links between advanced manufacturing and energy sectors.
2. Nuclear and energy excellence	Use established expertise to deliver the next generation of nuclear powered submarines.
	Utilise our natural assets to drive forward a low-carbon economy.
	Develop port, rail and road infrastructure to support major nuclear and energy projects.
	Utilise our highly-skilled work force and a strong supply chain.
	Grow reputation as a global leader and exporter of energy sector technology and expertise.

3. Vibrant rural and visitor economy	<b>Rural economy growth priorities</b>
	Maintaining and enhancing the special qualities of Cumbria’s rural areas.
	Capitalising on our rural strengths:
	– Exploiting our brand
	– Adding value to under-exploited rural resources
	– Deepening existing rural supply chains/clusters.
	Building a location for future businesses.
	Exploiting major new project opportunities for local rural supply chains.
	<b>Visitor economy growth priorities</b>
	Growing Cumbria’s international visitor numbers.
	Enhancing Cumbria’s adventure pursuits, cultural and heritage offer.
	Capitalising on opportunities from business tourism.
	Continued investment in and promotion of existing attractions, accommodation and infrastructure.
	Improving access to digital information and the ability to get around Cumbria.
4. Transport, infrastructure and connectivity	Improve transport infrastructure to enable more reliable journeys across Cumbria to the M6.
	Offer well-serviced business parks along strategic transport routes to attract new businesses.
	Modernise airport and port facilities to support businesses, especially in the energy sector.
	Support delivery of new homes and quality employment sites connected to the M6 corridor.
	Use Enterprise Zones to attract new investment and increase employment opportunities.
<b>7. Outreach location. Where is the outreach activity currently being delivered?</b> Being as specific as possible give detail of the geographical locations where this activity is currently being delivered (e.g. ward , town). We will use this information to geographical map where outreach activity is being delivered across the county and where the cold spots are.	
<b>8. Is the intervention for a particular target demographics? If yes, which.</b> Give detail of how this specifically engages the target audience	

<p><b>8a. Young Carers</b></p>	<p>Learners/students with caring responsibilities</p>	<p>The Carers Trust defines young adult carers as ‘young people aged 14-25 who care, unpaid, for a friend or family member who could not cope without their support’. See also: <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/carers/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/carers/</a></p>
<p><b>8b. Military (Children from military families)</b></p>	<p>Learners/students with serving parents often also take on caring responsibilities</p>	<p>Mobility can also affect the success of children in this group. Students who move between different schools may face a lack of communication between schools, inadequate transition arrangements and differences in their curriculum. See also <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/children-from-military-families/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/children-from-military-families/</a></p>
<p><b>8c. Mature Students</b></p>	<p>Learners/students that are aged 21 or over when they enter higher education</p>	<p>Mature learners are more likely than their younger counterparts to have characteristics associated with disadvantage and underrepresentation in higher education.</p> <p>They are more likely to:</p> <ul style="list-style-type: none"> <li>• have non-traditional qualifications</li> <li>• come from lower socio-economic backgrounds</li> <li>• have family or caring responsibilities</li> <li>• be disabled</li> <li>• be from black and minority ethnic groups</li> </ul> <p>See: <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/mature-learners/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/mature-learners/</a></p>

<p><b>8d. Travellers</b></p>	<p>'Gypsy, Roma and Traveller' encompasses a wide range of individuals who may be defined in relation to their ethnicity, heritage, way of life and how they self-identify.</p>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• English or Welsh Romany Gypsies</li> <li>• European Roma</li> <li>• Irish Travellers</li> <li>• Scottish Gypsy Travellers</li> <li>• Show people such as people linked with fairground or circus professions</li> <li>• People living on barges or other boats</li> <li>• People living in settled (bricks and mortar) accommodation</li> <li>• New Age Travellers.</li> </ul> <p>Recognising this diversity is important to identifying, understanding and addressing the needs of individuals within these communities.</p> <p>See also:  <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/gypsy-roma-and-traveller-communities/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/gypsy-roma-and-traveller-communities/</a></p>
<p><b>8e. Care Leavers and Looked After Children</b></p>	<p>The legal definition of care leavers does not cover all adults who have experienced care and who may need support as they enter higher education later in life.</p>	<p>When providers develop activities to support this group, they can include all those who have experienced care at any stage of their lives. This is particularly important as many care leavers return to education as mature students.</p> <p><a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/care-leavers-and-looked-after-children/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/care-leavers-and-looked-after-children/</a></p>
<p><b>8f. Refugees</b></p>	<p>An asylum seeker is someone who has fled their country and applied for international protection. The Government decides if they're a refugee, someone who fled due to 'a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a social group, or political opinion'.</p>	<p>Refugees face significant barriers to successful participation in higher education. Research shows that these include lack of certainty over immigration status, tuition-fee concerns and language and cultural barriers.</p> <p><a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/refugees/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/refugees/</a></p>
<p><b>8g. Disabled Students</b></p>	<p>Under the Equality Act 2010, a person has a disability 'if they have a physical or mental impairment, and the impairment has a substantial and long-term</p>	<p>An impairment is considered to have a long-term effect if:</p> <ul style="list-style-type: none"> <li>• it has lasted for at least 12 months</li> <li>• it is likely to last for at least 12 months, or</li> </ul>

	adverse effect on his or her ability to carry out normal day-to-day activities'.	<ul style="list-style-type: none"> <li>• it is likely to last for the rest of the life of the person.</li> </ul> <p>The proportion of all students who disclose themselves as disabled is rising. In a five-year period leading up to 2015-16 the proportion of full-time, first-degree entrants with a known disability increased by 56 per cent.</p> <p>See: <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/disabled-students/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/disabled-students/</a></p>
<b>8h. BAME Students</b>	Learners/students from different minority ethnic backgrounds entering higher education.	<p>There are significant equality gaps between different ethnic groups in terms of access, success and progression in higher education. The extent of these gaps vary depending on ethnic group and stage of the student lifecycle</p> <p>See also: <a href="https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/ethnicity/">https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/ethnicity/</a></p>

Appendix 2. Responses to Q5 in the school and college needs questionnaire

In the box please describe what type of activities you would like to see more of	
1	Availability for all students from Years 9-11 to visit Universities (not just FSM, first generation, limited numbers etc.)
2	Help in coordinating visits to Universities and University fairs coming in to school
3	Employability skills, Revision planning, Managing career pathways
4	Bespoke subject lectures that allow students to experience the higher level working Links with employers to show what can be done in certain fields Hands on activities
5	More workshops and sessions delivered in School - specific activities for different KS's interactive not PP. So many apps these days.
6	Continued curriculum/academic links with relevant institutions to provide campus visits and interactive taster sessions etc. Student Life - link to student finance and budgeting etc.
7	Subsidised trips to HEIs
8	Students coming into school to tell their story of how they got to HE, what it is like, what support there is, etc. Real people telling real stories - preferably students who come from this area.
9	Oxbridge entry support
10	Perhaps more insights into what subjects are like at university, content, teaching styles etc As well as more info on what a degree leads to, types of jobs, salaries etc
11	Unifrog activities lower down the school
12	More interactive master classes delivered in schools.

13	Interactive activities. Preparation for courses/choosing the right course. Brilliant club style activities - course related so they are fully prepared. Academic writing/assessment so students are prepared for the level of academic rigour required.
14	Mentoring programme Student workshops on career planning Campus visits
15	Opportunities for younger students to engage with HE
16	More visitors into school from universities and colleges
17	Alumni visits from Cumbrian students who have studied outside the area and are now returning to share their experiences.
18	Workshop sessions led in school Campus visits with subject specific focus (we already have Science/MFL visits and they are really popular)
19	Joint trips with other colleges - e.g. to a careers fair in the morning and university in the afternoon
20	I would like to have more access to inspirational guest speakers who have taken risk, sized opportunity, detailing their choices, successes, education and unusual career pathways - not always A-level-Uni- Career

### Appendix 3. Responses to Q6 in the school and college needs questionnaire

Are there any subject-specific/ industry-related topics that you would like to be covered by outreach activity?	
1	Linked to the Cumbria LEP 9 Key Sectors
2	Too many to list as we are catering for so many needs - please may I suggest looking at our prospectus
3	Engineering - it is a huge topic and students don't really understand what it is.
4	healthcare careers
5	Nursing, Paramedics, Policing,
6	MFL
7	Engineering.
8	A variety is key to enable it to be of use to all students; preferences change annually, but we usually have a group of nurses/midwives and those interested in Law/psychology/criminology. Engineering is popular amongst boys, particularly those who wish to take up an apprenticeship locally.
9	PE, Science/STEM/ Agriculture
10	Engineering & Psychology
11	Increased curriculum links with HE opportunities to help students realise the full opportunities that HE can offer.
12	STEM & Humanities

### Appendix 4. Responses to Q8 in the school and college needs questionnaire

How can Higher Education Providers better support schools in accessing HE outreach activity?	
1	Availability for all students from Years 9-11 to visit Universities (not just FSM, first generation, limited numbers etc.)
2	Greater presence/partnership with schools. Support with trips to HE venues.
3	Better range of subject workshops/tasters, more notice of activities, information sent out via a yearly newsletter so you don't have to go searching for it (ideally in the summer term for planning the following academic year)
4	Reduce the cost at point of contact. Visit the schools to deliver master classes
5	We feel that we can access local uni's to come in but any further afield the Universities are less inclined to come to us.



6	Support the activities in School. Difficult with staffing and timetabling to run events with such a large school. More ambassador support in attendance the better, especially to answer questions the teachers may not know the answers to.
7	Generally high level support/offer from a range of HE providers. Continued support with travel and logistics always helpful.
8	as above
9	Giving plenty of notice for events - preferably telling us in July what is available for the following academic year so that we can plan.
10	more subject specific workshops in schools so that we don't have to take students out of school
11	A variety of activities - perhaps subject talks from specialists either in University or employment
12	bring it into school
13	Coordinated approach on one hub so that schools can put in their request and several offers can be immediately generated.
14	Financial support, some offer transport costs (Hello Future money only goes so far), but there is also the supply costs. But great that Hello Future can provide an additional adult for visits. Some universities will not visit KS3/4 in school but numbers are very large to take them to the campus. Although UoC is our local university it is not the most aspirational institution. Promotion of the degree level apprenticeships that they support; and how these can be accessed by those outside of the geographical area, e.g. accommodation, finding employment, etc.
15	More email drops advertising events
16	Subsidising visits as transport and supply costs can be a major hindrance. Providing interactive workshop sessions within school to inspire and motivate students.
17	Subsidised transport to get pupils to campus. Focus on targeted groups and more workshop based activities centred in the school to support Careers units ion PHSE
18	The website with key contacts all in one place will be really good. As well as central resources e.g. films.
19	Due to the more rural setting it is sometimes difficult to encourage outreach workers to travel to Kendal