

FUTURE

QUEST



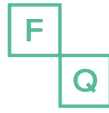
FUTURE QUEST  
SCHOOL HANDBOOK



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## What is NCOP?

The National Collaborative Outreach Programme (NCOP) brings together 29 partnerships of universities, colleges and other local partners to deliver outreach programmes to young people from year 9 to year 13, aged 14-19 years old. NCOPs are funded by the Office for Students (OfS).

NCOP is focused on areas where higher education participation is lower than might be expected given the GCSE results of the young people who live there.

The NCOP programme aims to:

- reduce the gap in higher education participation between the most and least represented groups
- support young people to make well-informed decisions about their future education
- support effective and impactful local collaboration by higher education providers working together with schools, colleges, employers and other partners
- contribute to a stronger evidence base around 'what works' in higher education outreach and strengthen evaluation practice in the sector.

## How NCOP works

The main focus of NCOP is to provide targeted higher education outreach to young people in years 9 to 13 living in particular geographic areas. During 2017-18 NCOP partnerships worked with around 1,500 schools and colleges to deliver sustained and progressive programmes of targeted higher education outreach with 121,520 young people.

The programme is intended to complement and add value to the work that higher education providers undertake through their access and participation plans, in particular work that is best delivered in collaboration.

**Phase one** of the programme started in January 2017 and ran until July 2019. It aimed to support the government's social mobility goals by rapidly increasing the number of young people from underrepresented groups who go into higher education.

**Phase two** started in August 2019 and is due to finish in July 2021. Building on phase one, it supports two main strands of activity:



## Targeted outreach

The level of participation of young people aged 18 and 19 in higher education in England varies across the country. NCOP uses research on areas with an unexplained gap in participation to determine where investment can be targeted to boost the numbers of young people from disadvantaged backgrounds going into higher education. This process led to the identification of the 997 wards that are the focus of the NCOP.

These wards have:

- low levels of young participation (POLAR3 Q1) and lower than expected levels of young participation, considering Key Stage 4 attainment and ethnicity (Q1 or Q2), or
- low levels of young participation (POLAR3 Q1) and lower than expected levels of young participation, considering Key Stage 4 attainment only (Q1 or Q2).

## Outreach Hubs

During the second phase of the programme, the 29 local partnerships, supported by the OfS, will establish outreach hubs that will cover every local authority in England. The outreach hubs will deliver outreach activity and offer a range of support to schools, colleges and other organisations.

What outreach hubs will do	How they will do it
Help teachers and advisers find out about the outreach activity available in the area	<ul style="list-style-type: none"><li>• act as a point of contact and information for all secondary schools and colleges in their geographic remit</li><li>• host a website with details of the local outreach offer and other information to support schools and colleges.</li></ul>
Support schools and colleges in areas of low participation to access higher education outreach	<ul style="list-style-type: none"><li>• engage with schools and colleges to understand their outreach needs</li><li>• facilitate access to existing outreach provision, either locally or nationally</li></ul>



What outreach hubs will do	How they will do it
	<ul style="list-style-type: none"><li>• work collaboratively to help develop new or expanded outreach provision to meet identified needs, using the combined resources of the providers in the area and drawing on the investment set out in their access and participation plans where appropriate.</li></ul>
Provide a platform for other local collaborative activity	<ul style="list-style-type: none"><li>• engage strategically with local authorities, local enterprise partnerships, employers and others to understand the landscape of educational disadvantage, high level skills needs and joined up careers advice in the area</li><li>• develop innovative and locally tailored approaches to address the challenges identified through the above engagement, drawing in additional funding to support this.</li></ul>









## Evaluating NCOP's impact

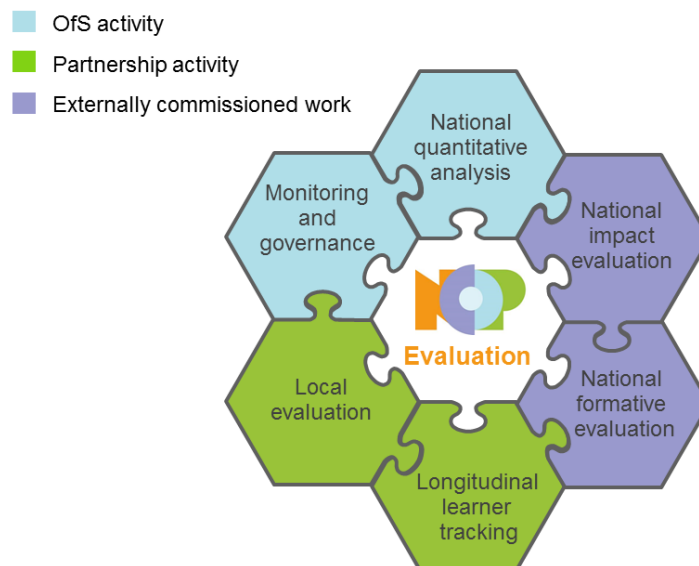
NCOP is being evaluated at a national level to assess how successfully the programme meets its aims, in addition to local partnership evaluation.

We'll use evidence from the evaluation to understand:

- whether NCOP is working
- how well it's working
- who it's working for.

We'll use this information to support our funding decisions and refine practice at a local level.

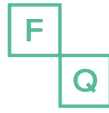
The evaluation is made up of a number of key elements:



### ***Partnership local evaluation***

Partnerships will undertake:

- Longitudinal tracking of NCOP target students at local and national level to evaluate the impact of particular interventions
- Local evaluation of their activities, supported by a team of evaluation experts led by the University of Exeter's Centre for Social Mobility. The evaluation capability building team will help partnerships tackle evaluation challenges together and develop a legacy of evaluation resources

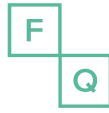


## Future Quest evaluation timetable for 2019/20:

What	How	When
<b>Impact evaluation</b> <i>To look at short, medium and long term outcomes of the Future Quest programme</i> <ul style="list-style-type: none"> <li>Data collection to apply consideration of variables eg demographic, attainment etc</li> <li>Survey measures to indicate attitudes and intentions</li> <li>Interviews to understand the role of the programme</li> </ul>	<b>Data collection:</b> All Year 9-13 students	Oct-Nov 19
	<b>Surveys:</b> Year 9, 10, 11 (SBY cohort programme students only)	Sept-Oct 19
	Year 12 (whole year group)	Oct-Nov 19
	Year 11 (SBY cohort programme students only)	Mar-Apr 20
	<b>In depth interviews:</b> Year 10 (40 students from 2 schools)  Year 12 (40 students from 2 schools/ colleges)	Nov-Dec 19  Nov-Dec 19
<b>Activity evaluation</b> <i>To look at short term outcomes of different types of activity</i> <ul style="list-style-type: none"> <li>Measures to indicate success of intended activity outcomes</li> </ul>	Selection of activities evaluated across different types, using a range of measures to reflect intended outcomes	Oct 19-July 20
	Follow-up interviews with a sample of students across a selection of activities	Mar-Apr 20
<b>Process evaluation</b> <i>To look at the effectiveness of the phase two programme: how and why</i> <ul style="list-style-type: none"> <li>Incorporating the student and staff voice into development and design</li> </ul>	<b>Interviews and focus groups:</b> Post 16 students and staff	Feb-Mar 20







## Data Collection

Partner institutions, including schools, are expected to select appropriate students to participate in Future Quest activities. Students are eligible if they live in certain postcodes which match criteria around POLAR. The Future Quest team supports schools to select students based on their postcodes.

Future Quest is funded by the Office for Students (OfS) and, like the other NCOP projects around the country, has a very specific remit. We're here to work with young people from particular year groups (9-13) and from very specific areas (26 target wards). Because this is public money, the way it's spent has to be carefully scrutinised. OfS want to know:

- **What we're doing**
- **Who we're doing it with**
- **Whether it works**

This requirement is partly fulfilled by regular monitoring reports which have to be submitted to OfS. The requirements of these reports keep changing but broadly they want us to detail:

- **How many activities** we've run, broken down into specific categories (campus visits, IAG, masterclass, mentoring, parent-carer engagement, residentials, teacher CPD, community engagement)
- **How many students** have attended those activities
- **Ward engagement levels**, i.e. how many pupils we're working with in each of our target wards.

One of the funding requirements is that each NCOP has to sign up to a tracking database to record details of the pupils it's working with. Our chosen tracking system – the one that most of the projects are using – is HEAT – Higher Education Access Tracker. It's used by over 100 universities and NCOPs around the country.

HEAT was developed by the University of Kent in 2011. The context of its development was that universities spend a lot of time and money doing outreach activities, but it's incredibly difficult to measure how successful they are. A typical approach was to work with a pupil in year 9 and perhaps get them to complete a survey which shows that they're now more interested in Higher Education, but we would not know for certain that our activities contributed to their decision to apply or not to post-secondary education.





Direct quote from HEAT: *Using HEAT enables subscribers to track individual students through the outreach process and through administrative data sets such as the Department for Education, the Skills Funding Agency and the Higher Education Statistics Agency. Data sharing across agencies allows HEAT to provide measures of impact at individual level. By linking participant data to student outcome data, we can explore in detail the relationship between outreach participation and student success.*

To identify a student, Future Quest collects three pieces of student information – name, date of birth and postcode. In order to register students on our activities, it is necessary for Future Quest to collect this data for **all** students from Year 9 onwards in the partner institutions with which we work. This allows us to record which students have participated in our activities, without the extra risk of data breaches caused by alternative methods such as paper registers.

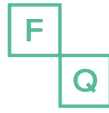
To measure the effectiveness of Future Quest activities, we also require information about students' attendance and their academic attainment over time. This is a more practical and more precise way to determine the efficacy of our activities with your students, compared with surveying students' attitudes to higher education. Because it is necessary to compare Future Quest students to similar non-Future Quest students, we ask for this information on all students from Year 9 onwards in the partner institutions with which we work.

HEAT as a system is loaded up with a lot of other background data, e.g. it takes a regular update from **Edubase** which contains detailed information about schools so can provide the latest statistics about pupil numbers and it links to a lot of **geographical data** linked to postcode, so it can say whether participants live in a POLAR4 ward. But, on a day to day basis, HEAT is just a series of registers, a way to record what activities we've run and who attended them.

Why do we need to know? Obviously primarily because of the need to report back to the OfS, but also we need this data for other reasons:

- **Planning** – if we can look back and see what we've done and how well it was attended, it can help us plan activities going forward
- **Management information** – it's not just for OfS, we might need MI for any reasons. Reports to governance boards, newsletters etc.
- **Evaluation** – through surveys we can look at changes in individual student attitudes and relate it to the activities they've attended. So recording accurately at an individual pupil level is really important.

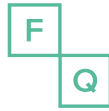
Data collection may vary from one programme to another, but will be broadly as follows:



Type of information	Source
Basic student information: name, DOB, postcode, gender, school/college, year group	Either from school/college via excel template or direct from student on student information form
Attendance at FQ events	Project delivery partner
Attitudinal information, feedback on activities	From students by means of surveys/interviews
Additional student information from administrative datasets: free school meals/FSM ever 6/pupil premium	From school/college via excel template
Additional student information on attendance/attainment	From school/college via excel template

The lawful basis under data protection legislation for processing the personal data we collect is that the data processing is “necessary for the performance of a task carried out in the public interest” (GDPR Article 6(1)(e)). Further information about how we process data can be found in our privacy notice: [futurequest.org.uk/privacy-and-cookies](https://futurequest.org.uk/privacy-and-cookies)



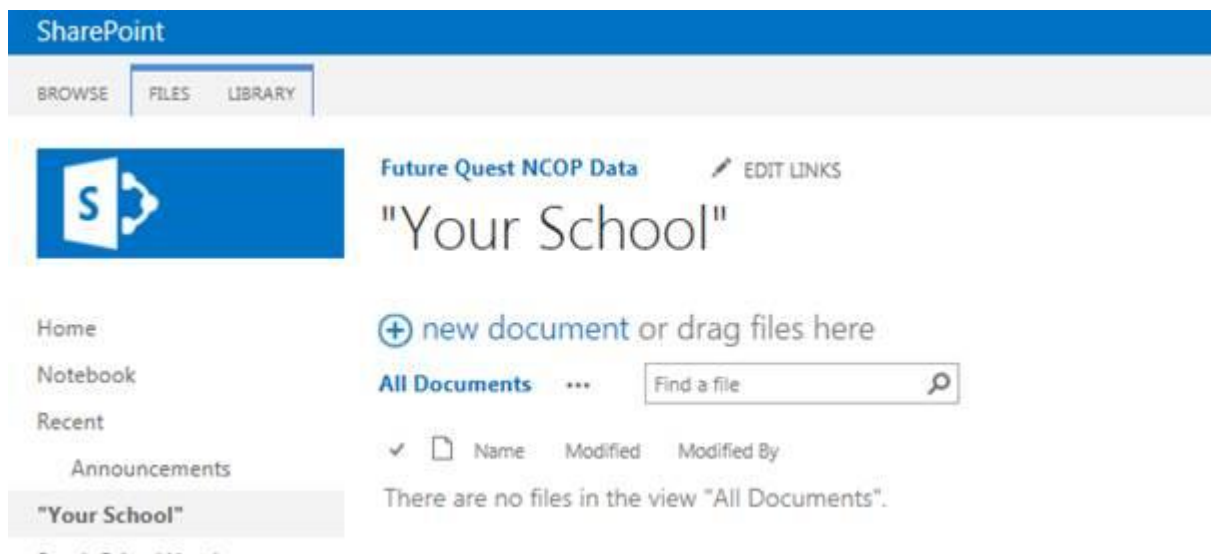


## Data SharePoint

The link to the Future Quest data SharePoint and some instructions for use are given below, you'll be sent your login credentials separately:

<https://teams.uwe.ac.uk/sites/futurequest-data>

When you log on you should see a folder for your organisation. Simply click on your organisation name and you will be taken to a screen that looks like this:



You can either drag or drop files from your document library (windows explorer/file manager etc.) or you can click on the + sign which opens up an option to “upload existing file” and will allow you to navigate through your directories to find and select the relevant file(s).

The site is secure and your folder can only be accessed by yourself and some selected members of the Future Quest team, however if you would prefer to encrypt the file(s) with a password, please send it to [arie.kruiniger@uwe.ac.uk](mailto:arie.kruiniger@uwe.ac.uk)





## The Progression Framework and Possible Selves

All NCOP partnerships were asked to create a progression framework for phase two which represents the journey that young people take towards higher education, and indicates the stages that they need to go through to build the knowledge, skills, self-belief and expectations to make informed choices about their future.

The Future Quest Progression Framework is based on evidence from the phase one evaluation, together with the research of Dr Neil Harrison and Dr Richard Waller about challenging discourses around aspiration raising, and the role of expectations and attainment in access to higher education. A summary of that paper can be read by following this link - [tinyurl.com/FQPFPHASETWO](https://tinyurl.com/FQPFPHASETWO)

The framework takes a phased approach which follows a young person's educational and developmental journey, allowing for different rates of learning and progression, and indicates the outcomes that we would expect Future Quest activities to achieve through these phases. All activity has been designed to map onto one or more of the outcomes so that there is a clear objective to each that can be measured through our evaluation.





## Future Quest Progression Framework



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## Cohort Programmes & Mentoring

Your school may be involved with one of the Future Quest cohort programmes. These are a bespoke set of programmes where we work with small, specially selected cohorts of students on a progressive programme of activities. Students on the cohort programmes have been selected on the following criteria:

- Living in a NCOP target ward (determined by postcode)
- No significant family history or connection to Higher Education
- Good prior attainment (probably around 4.2 KS2 entry scores) and/or potential for good attainment
- Pupil Premium, Looked After Children, SEND, English as an Additional Language
- Mixed gender and ethnic diversity
- Not on other programmes that would cause them to be overloaded or would be unfair to the other children in the school
- Able to engage with the programme
- Other criteria the school feels are important

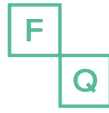
The Future Quest cohort programmes are designed and delivered by South Bristol Youth, Grass Routes and Active Leaders, who we work with closely to ensure that the Future Quest themes are embedded throughout.

**South Bristol Youth** work with Years 9, 10 and 11 in 26 schools. This programme focuses on building confidence, cultural capital and communication skills in a variety of settings across the city, from the Clifton Suspension Bridge to the aerospace museum to the universities. Celebration is fundamental to the South Bristol Youth programme and parents and carers are part of the students' journeys from start to finish.

**Grass Routes** work with Years 9 to 13 in 5 schools. This programme is co-designed with school staff and students to develop activities that encourage trying new things, overcoming fears, taking on challenges and building resilience. Opportunities for engaging and interacting with employers are key to this programme and students will have the opportunity to visit some of the city's sector leaders.

**Active Leaders** work with Year 10 and above. This programme aims to build leadership skills and experience through a series of progressive project based learning sessions. Active Leaders trains students to plan and lead fun, physical activity sessions and run events, including CPR training, basic safeguarding and risk management. The programme's purpose is to use activity to develop self-confidence, leadership and employment skills, signposting





students towards follow-on work experience, community volunteering and holiday employment opportunities.

We also fund mentoring programmes in some Future Quest schools in conjunction with Ablaze, who support the schools to train staff mentors, design mentoring programmes, access professional mentors and/or link schools with business or organisationally run mentoring programmes.

For those who are receiving funding for mentoring, a monitoring report is due at the end of each term in the following format:

**Pre 16 Mentoring: Termly Report**  
Period ending: \_\_/12/2019



Student name	Date of Birth	Student ID number	Postcode	Session date	Session duration	Session date	Session duration

This can be uploaded to the Data SharePoint site (see earlier section) and if you have any questions please contact the Future Quest Data Officer, [arie.kruiniger@uwe.ac.uk](mailto:arie.kruiniger@uwe.ac.uk).





## What Future Quest expects from schools

- To take an active role in Future Quest, attending meetings and contributing to the development of the National Collaborative Outreach Programme;
- To actively promote and support the delivery of Future Quest within the School;
- To commit to ongoing data collection and monitoring. The UWE Future Quest team will provide UWE Student Information Forms to students to evidence consent where applicable;
- To facilitate the gathering of pupil level data within the School at both pre 16 and post 16, where UWE Student Information Forms are not used;
- To highlight issues or risks to the UWE Project Manager as soon as you can;
- To use the following selection criteria for pupils participating in Future Quest work: young people living in particular geographical areas as identified by OfS
- To share our website with your students, other school staff and parents and carers;
- To signpost to the Future Quest website through your own website.

## What schools can expect from Future Quest

- We will ensure that our activities and workshops have been thoroughly researched, tested and will add value to the school's curriculum for students in Year Groups 9 to 13;
- We will work collaboratively with schools to ensure our activities and workshops work for you and your school;
- We will provide Enhanced DBS checked staff to undertake Future Quest activity in and external to schools;
- We will share evaluation findings with teachers through a range of communications.
- We will ensure all of our activities map against a Gatsby Benchmark and this will be clearly stated.
- We will provide regular updates through your project coordinators as we create new activities and with any necessary updates that may be of benefit to your school.



## Booking Activities

Activities can be booked the following ways:

Through our website: ([futurequest.org.uk/events-and-activities](https://futurequest.org.uk/events-and-activities)). When submitting your request, please provide us with any preferred times and dates for the activity you require, the year group/s and the number of expected students. A Future Quest team member will respond to your request within five working days.

Returning a copy of the activity planner either by emailing it to [Future.Quest@uwe.ac.uk](mailto:Future.Quest@uwe.ac.uk) or returning it to a Future Quest team member.

Where possible, please provide us with at least 3 weeks' notice when booking activities and events.

For our most up-to-date list of available events and activities, please visit our website.

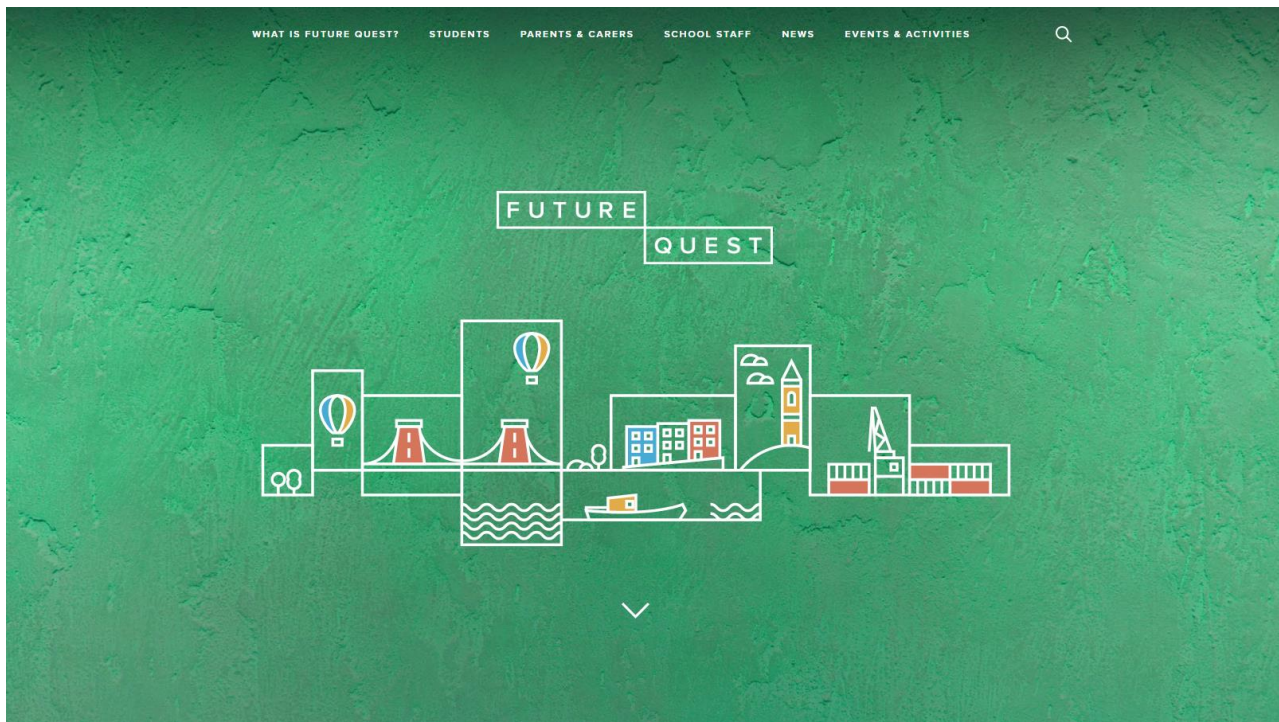






## Website

As part of the move into Phase Two of Future Quest we have updated our website to better reflect our offer of activities, and to provide students, parents, carers and school staff with up to date, impartial and targeted advice and information about higher education.



WHAT IS FUTURE QUEST? STUDENTS PARENTS & CARERS SCHOOL STAFF NEWS EVENTS & ACTIVITIES



## TOGETHER WE CREATE THE FUTURE EXPLORE | PLAN | BECOME

	<b>STUDENTS</b>		<b>PARENTS &amp; CARERS</b>		<b>SCHOOL STAFF</b>
<p>We equip students to explore, plan and become their futures through providing activities, information advice and guidance that enable them to build the skills that they need to succeed.</p>		<p>We advise parents and carers on higher education, and how they can help their young person to explore, plan and become their future.</p>		<p>We support school staff to run activities that enable their students to explore, plan and become their futures. Our activities are designed to make it easier for schools to achieve the Gatsby Benchmarks.</p>	
<a href="#">FIND OUT MORE</a>		<a href="#">FIND OUT MORE</a>		<a href="#">FIND OUT MORE</a>	


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Students can also view work experience, volunteering and higher education outreach opportunities through our online hub.

**ALL**   INSPIRATION & IDEAS   UNI TASTER DAYS & OPEN DAYS   VOLUNTEERING   WORK EXPERIENCE

	<b>INSPIRATION &amp; IDEAS</b>
<b>LECTURE: FINTECH US VS UK</b> Bristol Distinguished Address Series - Deanna Oppenheimer, Founder, CameoWorks & Chair, Hargreaves Lansdown will deliver the University's prestigious Annual Bolland Lecture as part of the Bristol Distinguished Address Series with her talk titled 'FinTech US vs UK'. <a href="#">Book your place</a>	

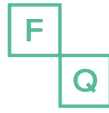
	<b>WORK EXPERIENCE</b>
<b>GET A TASTE OF WHAT IT'S LIKE TO WORK FOR ROLLS ROYCE</b> You'll have the chance to challenge and develop your understanding of STEM subjects, all the while experiencing first-hand the exciting career possibilities that their industry can offer. Whatever your unique skills, they will help you build on them. <a href="#">Apply</a>	

	<b>WORK EXPERIENCE</b>
<b>ST MONICA TRUST</b> Are you interested in working with older people? There are lots of opportunities available from available with St Monica's Trust, from administration, marketing to catering and more. <a href="#">Apply</a>	

All of our events and activities are displayed on our website, allowing you to browse them and see which ones might fit well in your school. You can register your interest via our website, by going to [futurequest.org.uk/events-and-activities](https://futurequest.org.uk/events-and-activities) and following the contact us to book link on each activity.

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## Contact Us

The Future Quest team have five project coordinators who are each assigned different schools and colleges. The project coordinators will be your main point of contact for Future Quest. Your coordinator will be in contact with you.

In some cases you might have been handed responsibility for Future Quest after a member of your school or college staff has left, if this has happened please let us know by emailing us on [future.quest@uwe.ac.uk](mailto:future.quest@uwe.ac.uk) so we can make sure you are getting all the latest information, and are giving you the support you need.

To keep you up to date with all that's going on with the Future Quest project we run a termly newsletter, which you can sign up to through our website. There are also separate newsletters for students, parents and carers.

If you have any questions you can contact us on [future.quest@uwe.ac.uk](mailto:future.quest@uwe.ac.uk), our inbox is regularly monitored and we will get back to you within five working days.

