

# Key Trends 2015-16

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# 2015-16 Core programme of conferences

## Key Findings:

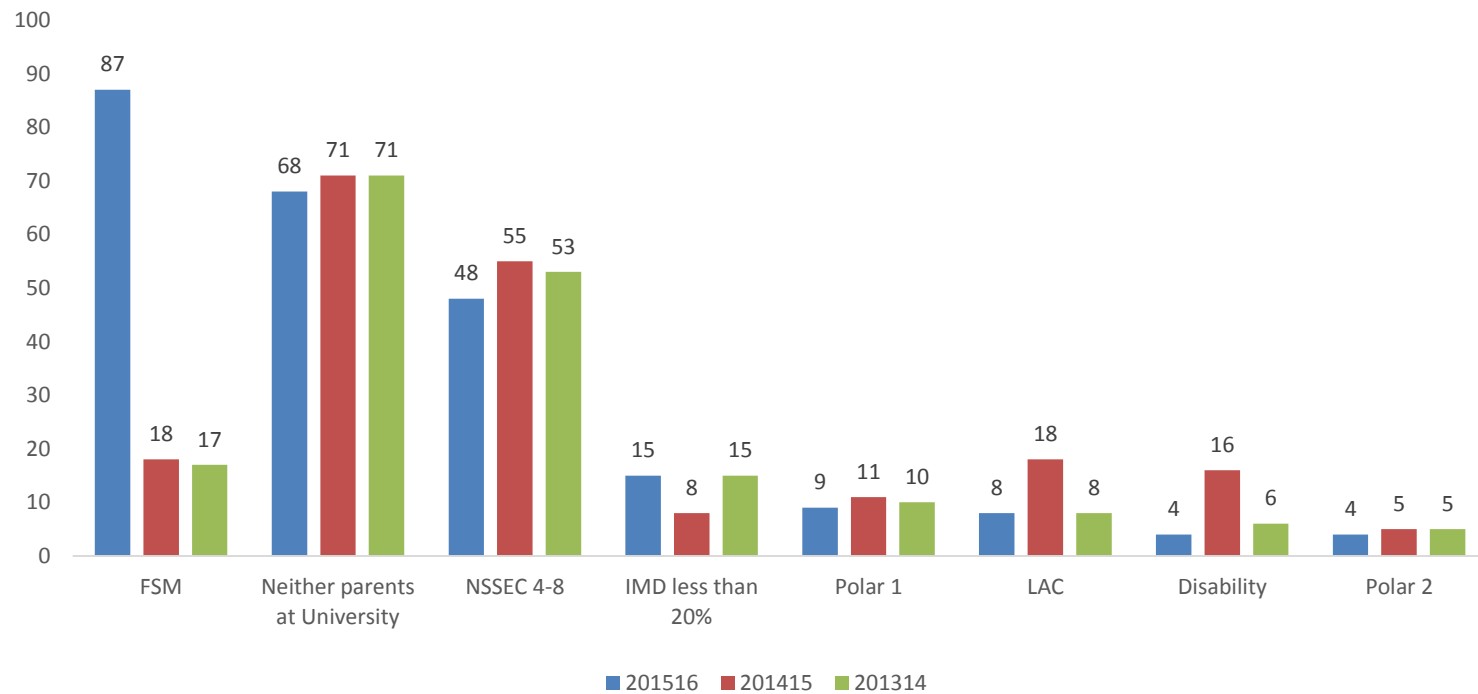
- ✓ The network **targets** the right learners
- ✓ The programme **meets the needs** of its learners
- ✓ The programme **benefits those with no parental experience of University**
- ✓ Participants **apply to participating Universities**

# Targeting

- First Generation Learners\*
- NS-Sec categories 4-8\*
- IMD (deciles1&2)
- Free School Meals
- Polar 3 Q1 LPN
- Looked After Children
- Disabled learners

# 'Aimhigher targets the right learners'

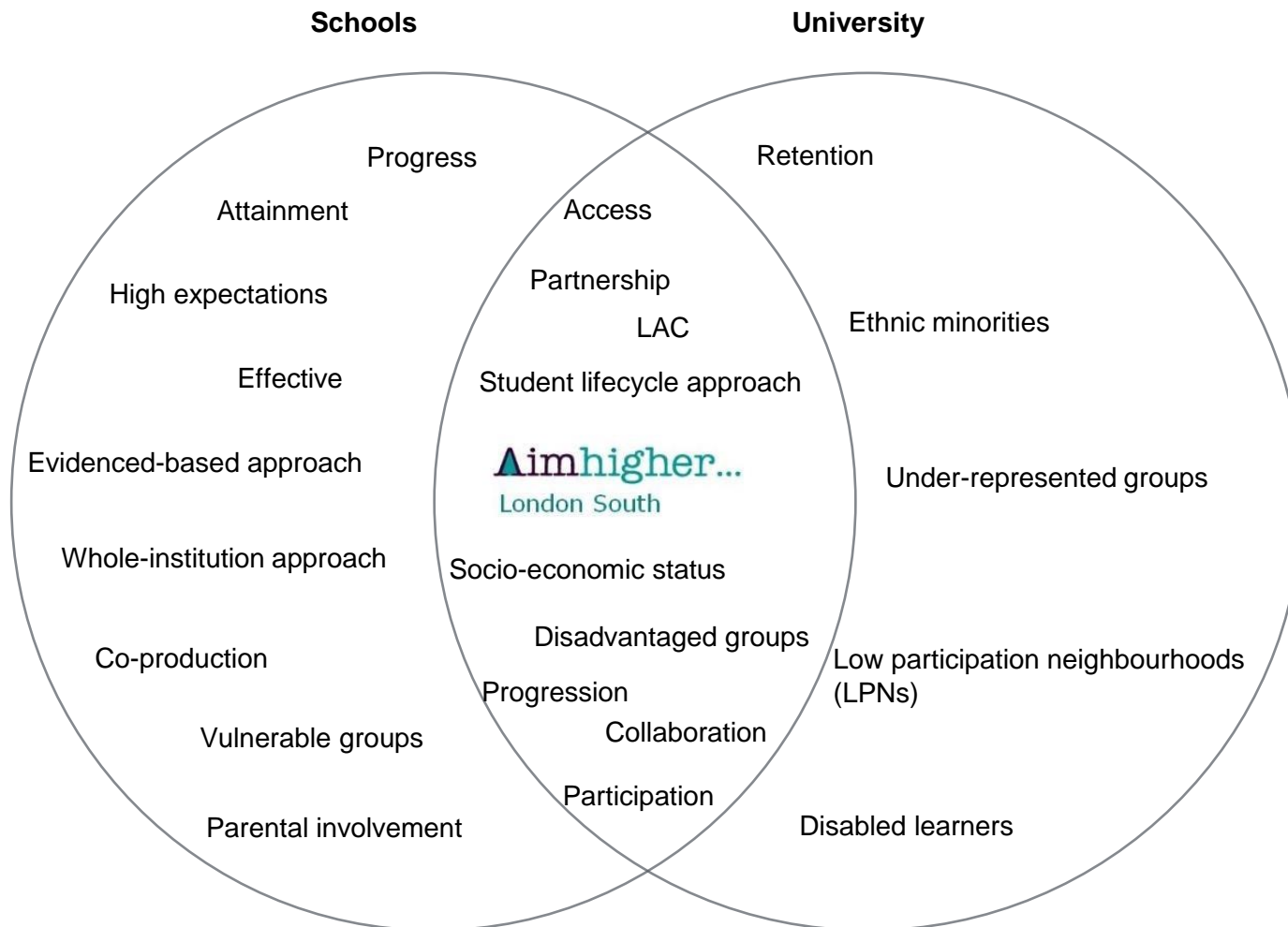
Comparison of target groups, 2013-2016



## Why AHLS targets?

- **To identify the needs of particular groups**  
(LAC, disabled learners)
- **Develop programmes of conferences to meet learners' needs**  
(Into HE programme; Year 12 SpLD conference)
- **Evaluate the effectiveness of the programmes in meeting those need**  
(compared responses of target group with non-target group cohorts) for:
  - **Schools:** Pupil premium and FSM learners
  - **Universities:** Widening participation cohorts ('disadvantaged' and under-represented groups as identified by low participation in HE and areas of social and economic deprivation)

# Closing the Gap: Identifying common ground





## Schools

- Encouraging co-production
  - Increased involvement of parents and learners
- Being aware of opportunities
  - High expectation planning  
(‘Agreeing aspirational yet realistic targets’)
- Monitoring:
  - Destinations match aspirations and achievements
- Evaluation
  - Meeting needs effectively – what works?
  - Focus on outcomes and destinations

# ‘Do more and earlier’



## **Universities:**

‘It is recommended that universities do more to help raise children’s aspirations and achievement from an earlier age to ensure they have a fair chance of participating in HE.’

*The Office for Fair Access: OFFA 44, 2015*

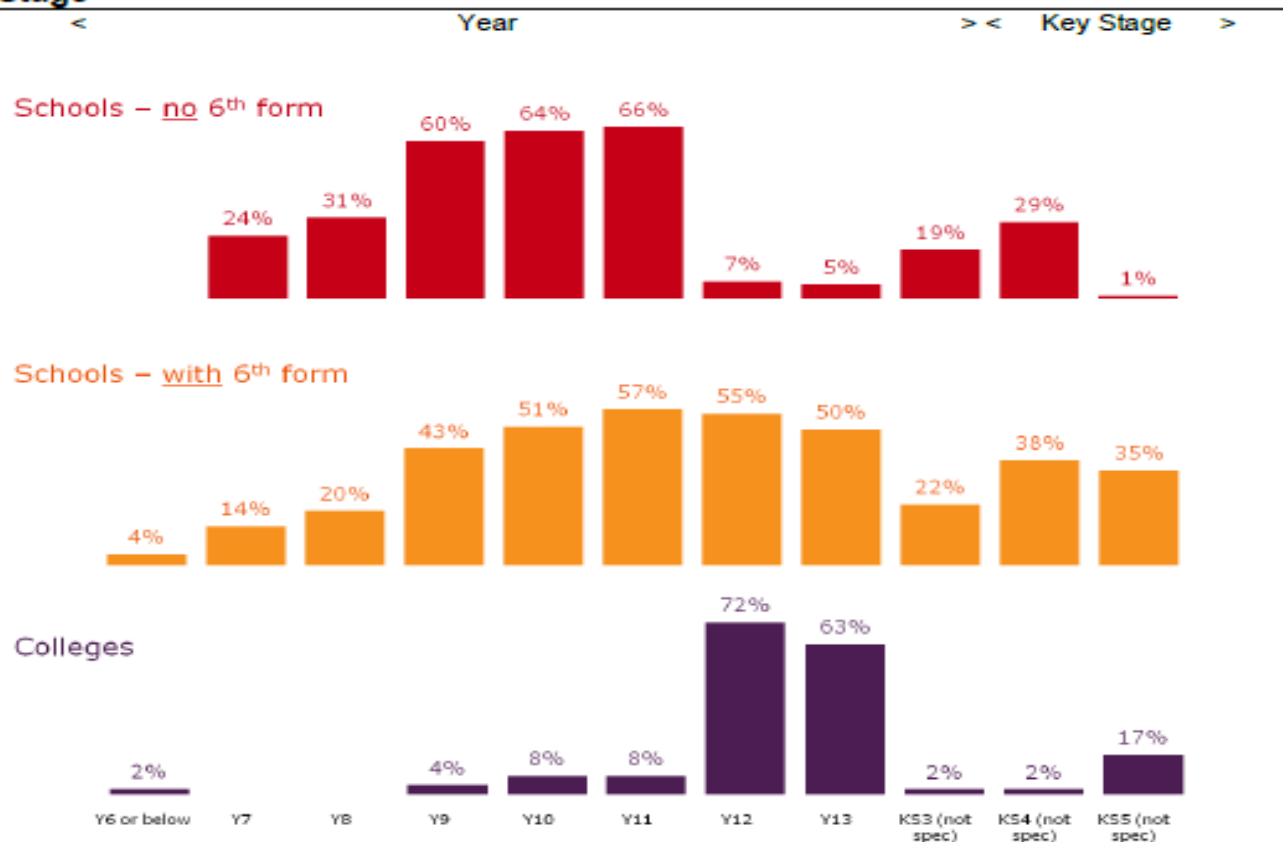


# Universities

*‘There is evidence that the earlier a learner engages, at least with the concept of progression to HE, the more likely they are to go on and apply to HE. When applicants were asked at what age they felt sure they would apply to university, 43 per cent said between the ages of 16 and 19, with **disadvantaged applicants 19 per cent more likely to select this option.***

*Twenty percent said they made this decision when they were aged ten or younger.’*

**Figure 3. Prevalence of HE aspiration-raising activities by Year and Key Stage**<sup>43</sup>

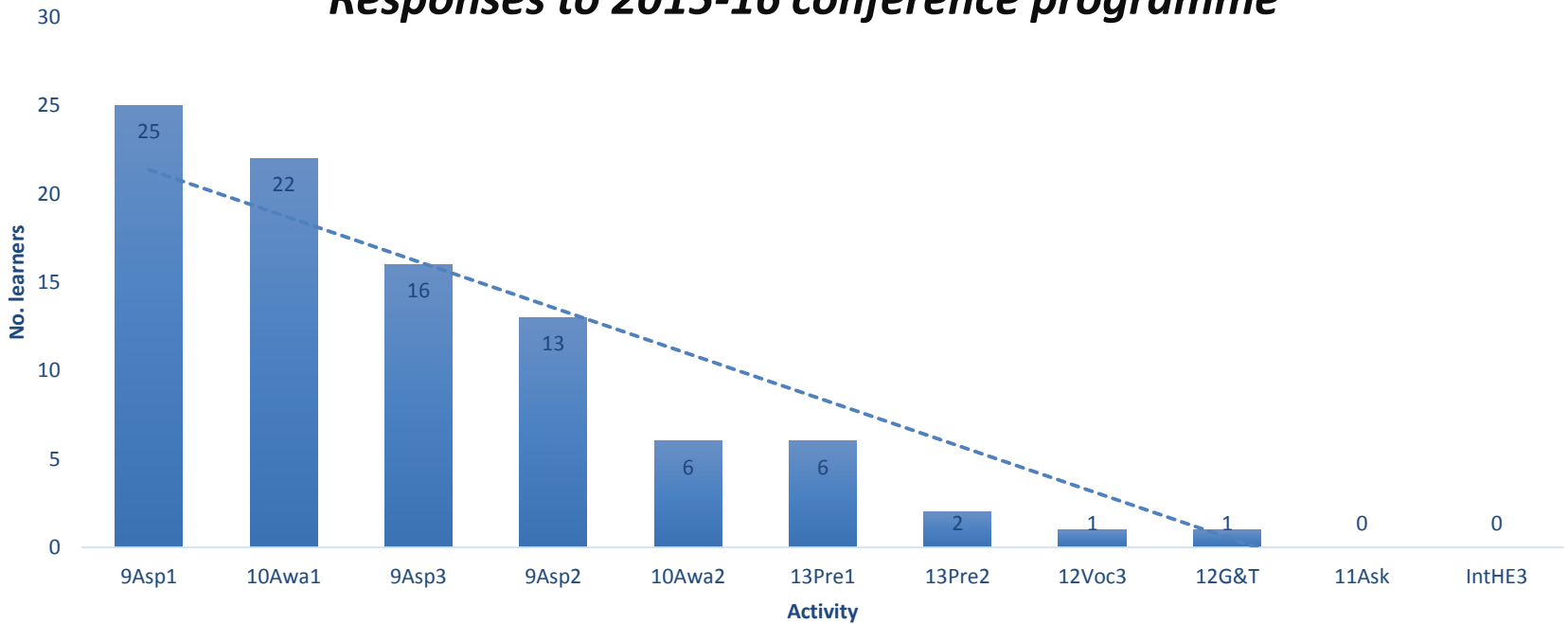


School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation  
Research report DfE, *January 2014*

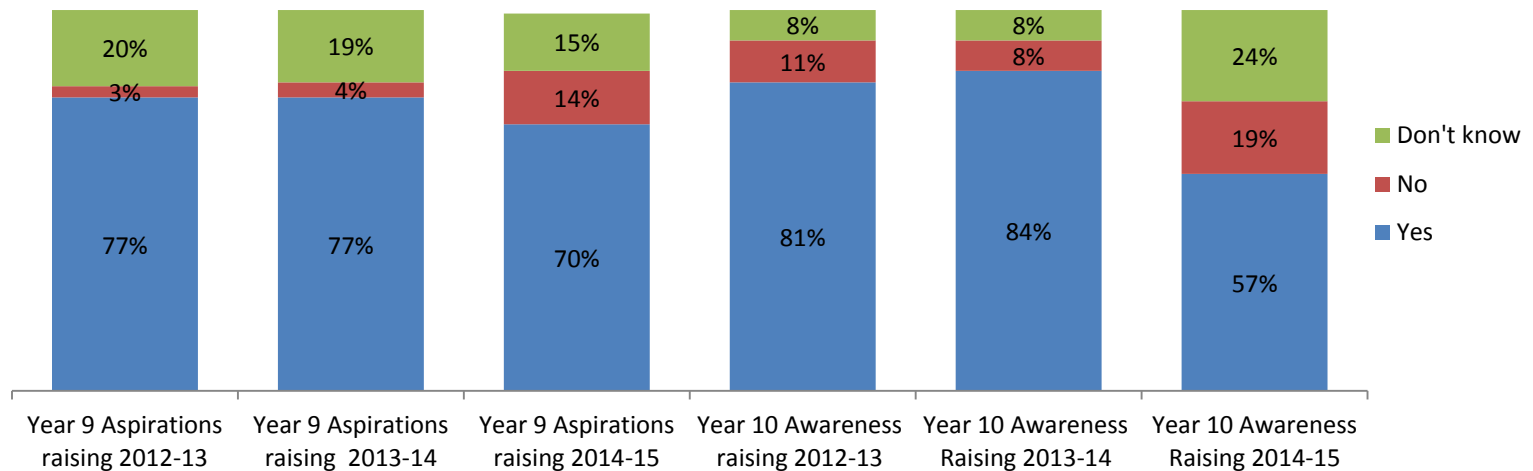
# ***'The programme meets the needs of its learners'***

***'Today has made it more likely that I will go to university':  
Shift from 'No' to 'Yes' response.***

***Responses to 2015-16 conference programme***



***'Has today made it more likely that I will work harder at school?':***  
**Compared responses from Year 9 and Year 10 conferences 2012-2015**



## ***‘The programme specifically benefits those learners with no parental experience of Higher Education’***

### **Participants**

- 68% First Generation

### **Aspirations to Progress**

- 17% of First Generation (FG) learners shifted their perception from a position of not considering University to Considering University
- 11% of Non (FG) learners who reported shifting their perception reported one or both parents having studied at Higher Education

### **Application to University**

- 75% of those who participated in the AHLS programme and who applied to University were First Generation



## ***‘Learners apply to participating Universities’***

- 60% (135) out of 215 in the tracking group applied to University
- 88% (120) learners applied to AHLS partner Universities
- 12% (15) learners applied to non-member HEIs
- 68% (90) First Generation learners applied to Aimhigher Universities

# Aimhigher London South Annual Summary 2015-16

## Developments: 2016-17

- ✓ Developing new links with new schools through the National Collaborative Outreach Programme (NCOP)
- ✓ Working with White working class boys to support their achievement and progression
- ✓ Embedding work supporting parents through the Core programme
- ✓ Developing personalised learning opportunities for target groups
- ✓ Focus on evaluating the outcomes across the learner journey

'This programme plants a seed!'

Teacher, Richmond

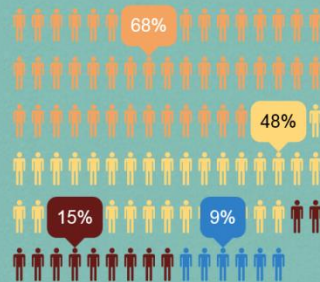
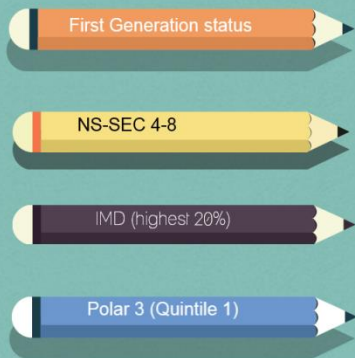
'You get a better idea of University by visiting a few'

Yr 9 Learner, Merton

'I got loads of Personal Statements over the weekend'

Head of Sixth Form, Kingston

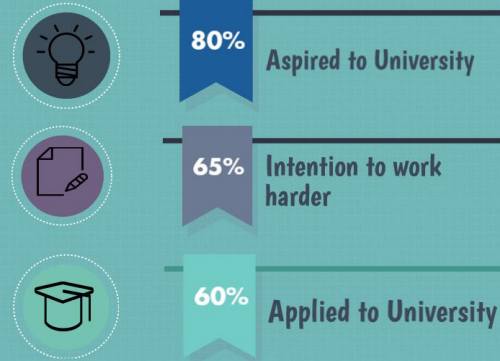
## 2015-16 Participants



## Impact

### 'The programme meets the needs of its learners'

Responses to Post activity questionnaires:



### 'Participants apply to University'

Of the 60% (125) that applied:



#### First Generation

#### Non-First Generation

