

# NCOP: Making change through collaboration

## Look back, look forward

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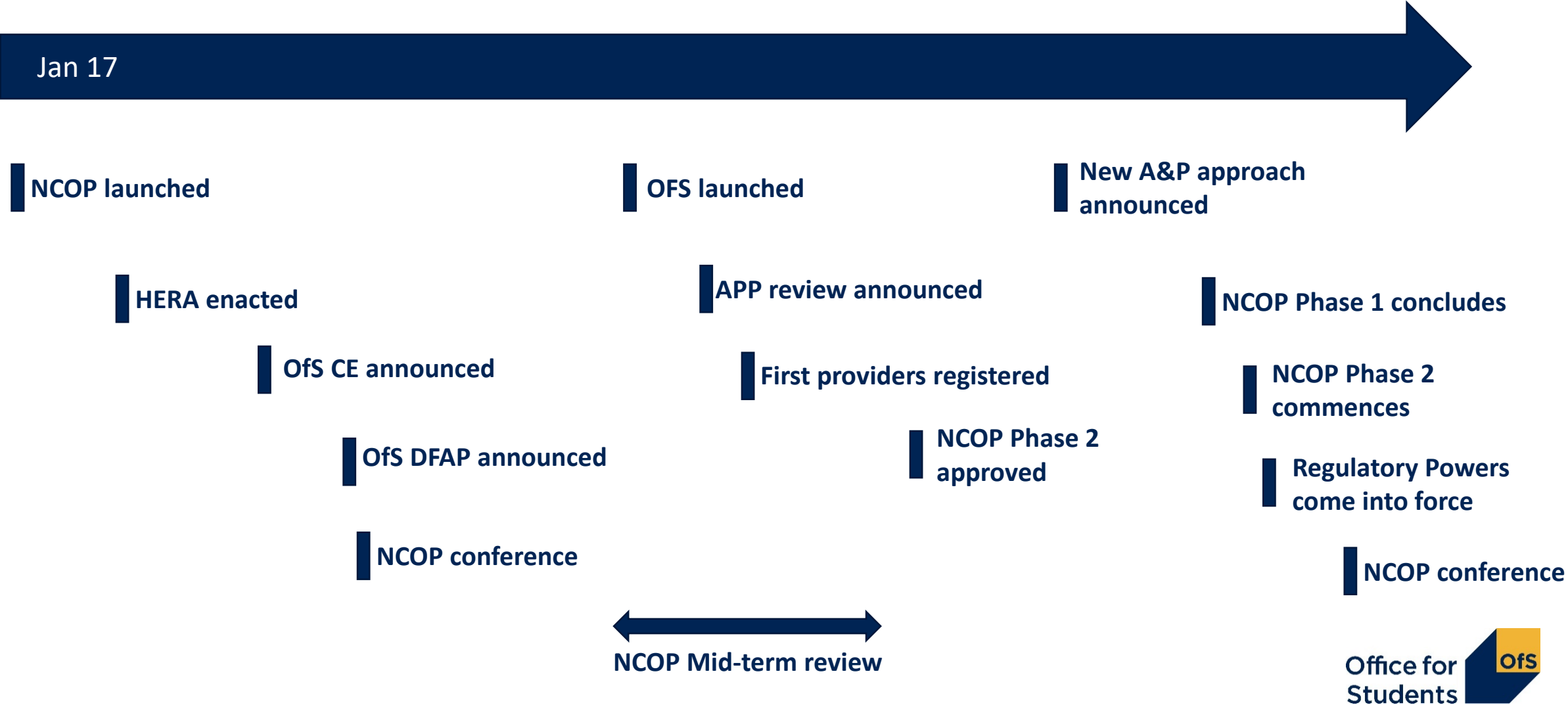
30 October 2019

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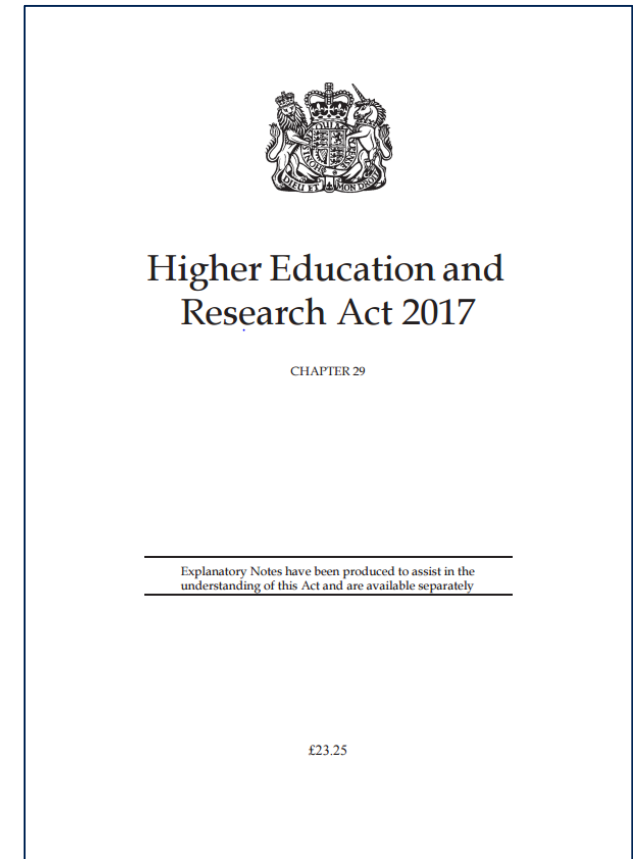
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# What has happened since NCOP started in 2017?

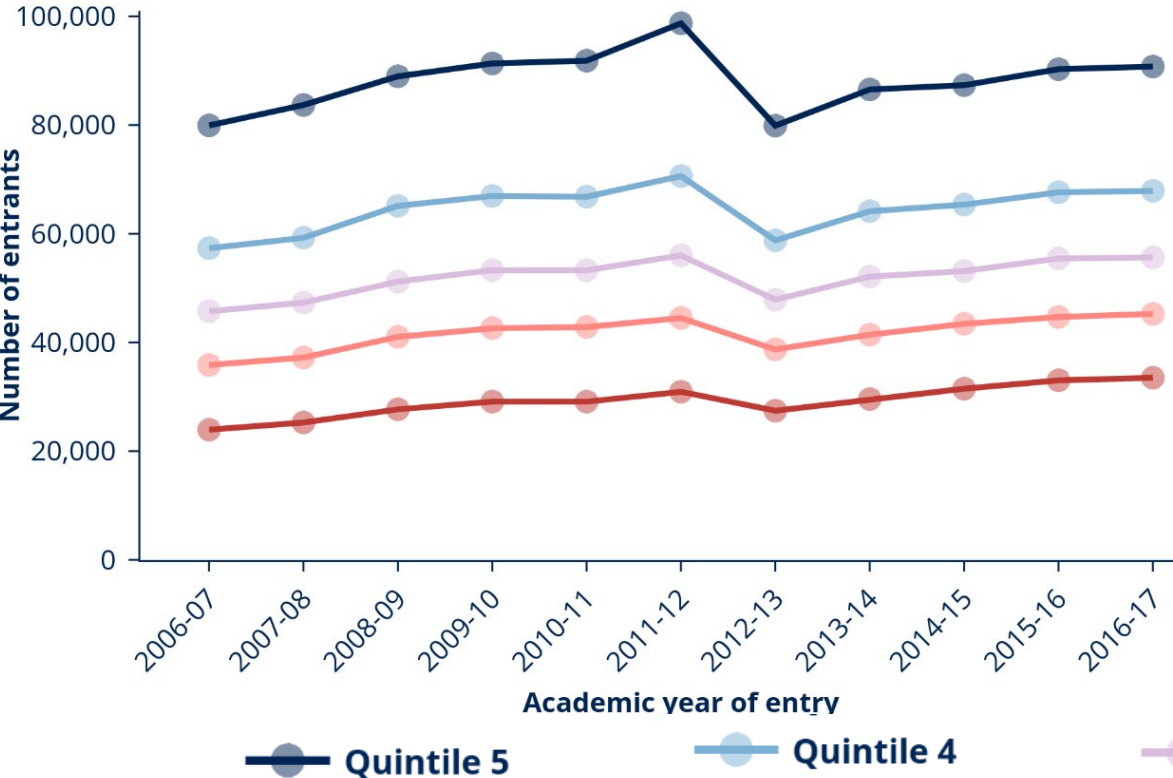


# HERA 2017 (1)

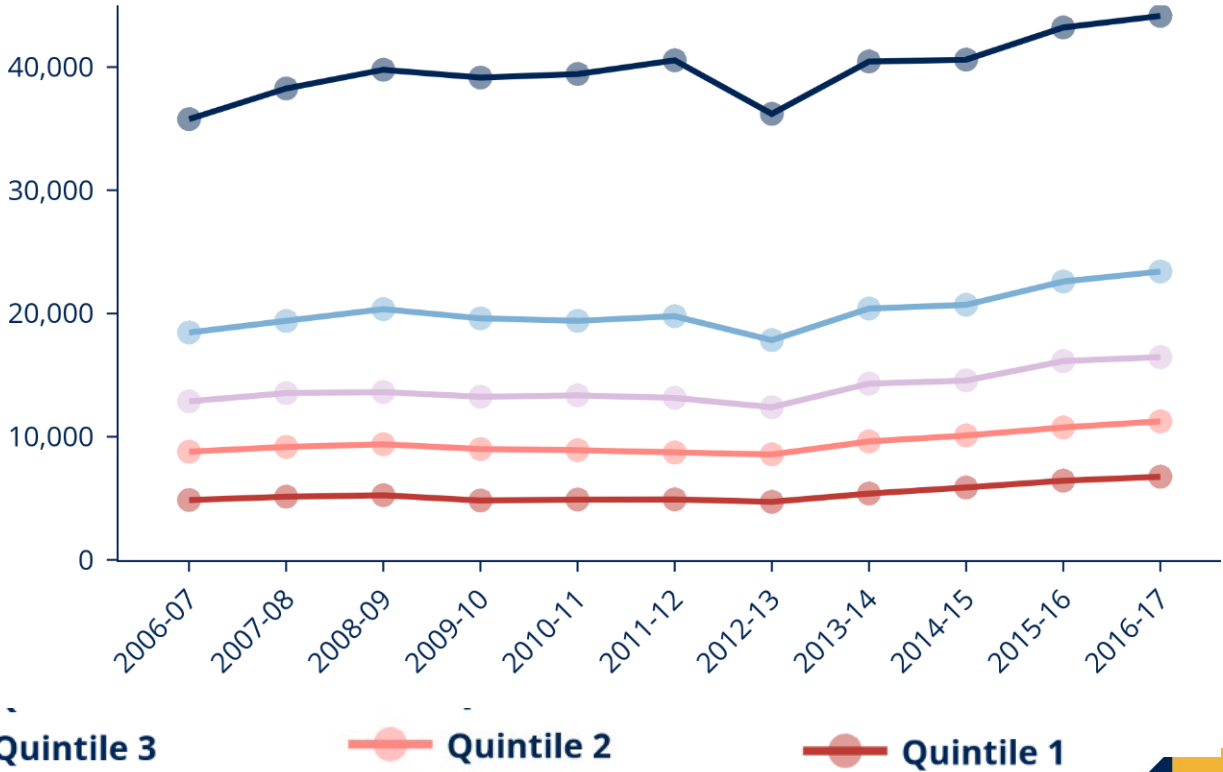
- (a) protect the institutional autonomy of English HE providers
- (b) promote quality, and greater choice and opportunities for students, in the provision of HE
- (c) encourage competition between English HE providers in connection with the provision of HE where that competition is in the interests of students and employers, while also having regard to the benefits for students and employers resulting from collaboration between such providers
- (d) promote value for money in the provision of HE
- (e) promote equality of opportunity in connection with access to and participation in HE**
- (f) use the OfS's resources in an efficient, effective and economic way
- (g) regulatory activities should be—
  - (i) transparent, accountable, proportionate and consistent, and
  - (ii) targeted only at cases in which action is needed.



# Entrants from low participation neighbourhoods (POLAR4) overall and in high tariff providers since 2006-07



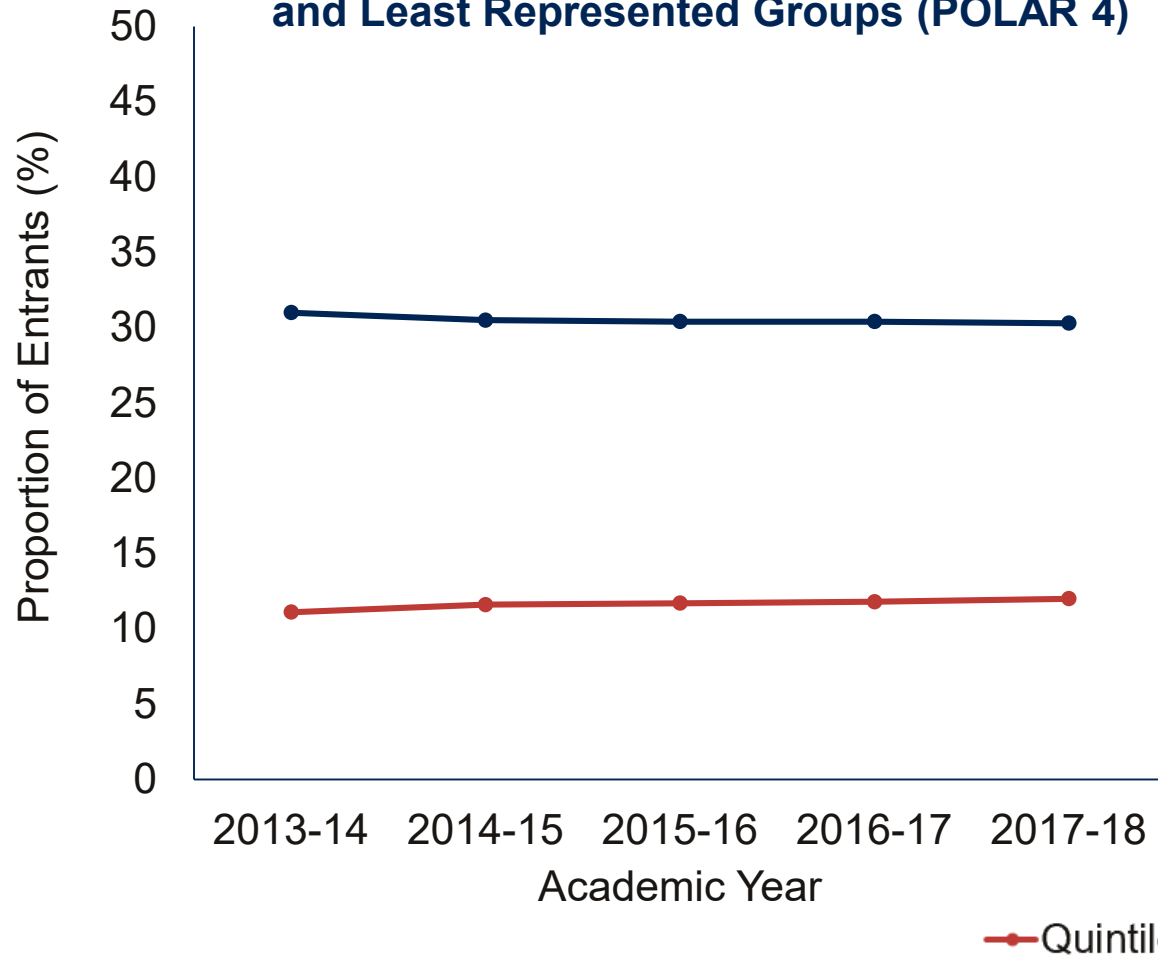
Source: HESA, English institutions (overall)



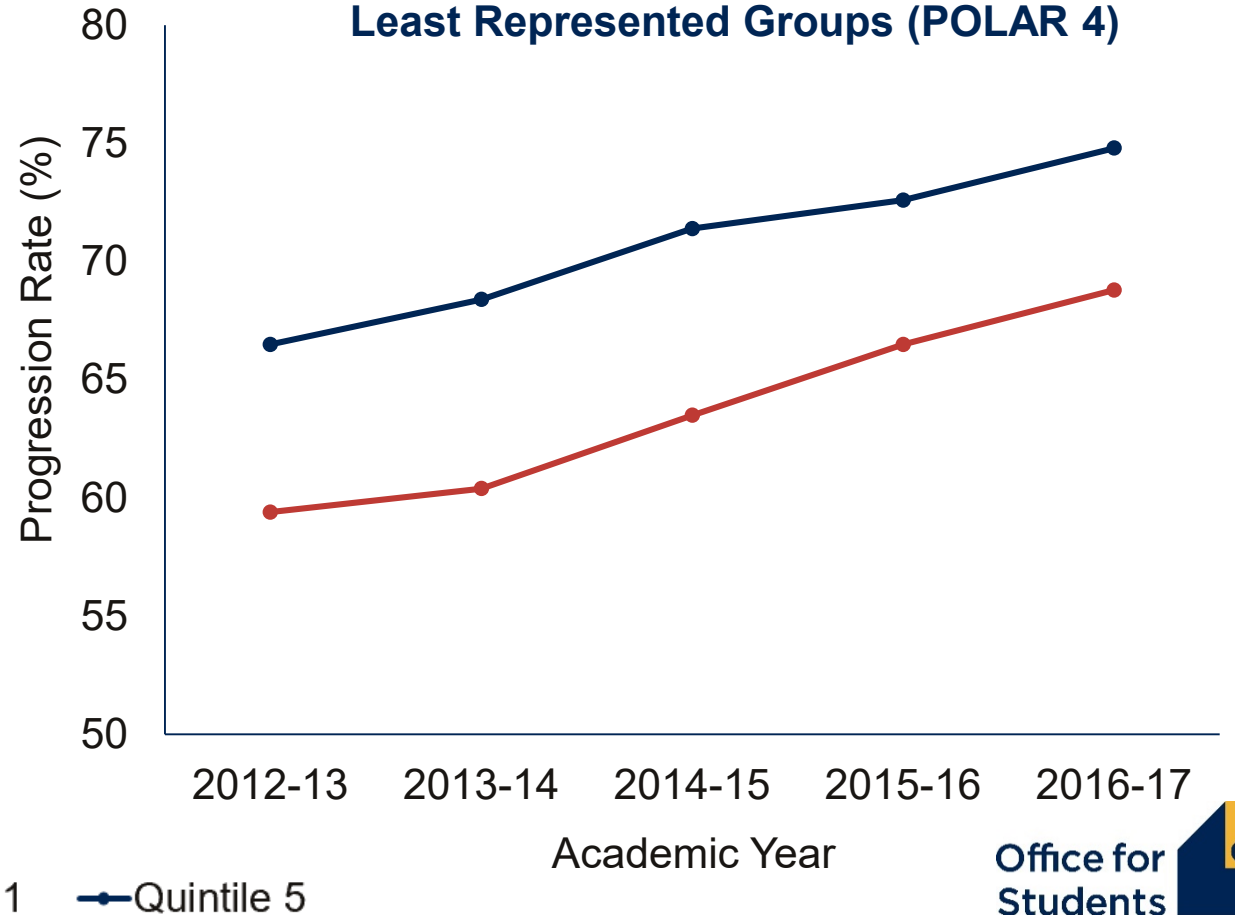
Source: HESA, English institutions (high tariff providers)

# Access to and progression from higher education

Access to Higher Education from the Most and Least Represented Groups (POLAR 4)



Progression to Highly Skilled Employment or Further Study at a Higher Level from Most and Least Represented Groups (POLAR 4)



# HERA 2017 (2)

## **Power to approve an access and participation plan**

The governing body of an institution may apply to the OfS for approval of a proposed access and participation plan relating to the promotion of equality of opportunity for the purposes of satisfying an access and participation plan condition.

## **Advice on good practice**

The OfS may identify good practice relating to the promotion of equality of opportunity, and give advice about such practice to registered higher education providers.

## **The Director for Fair Access and Participation**

The Director of Fair Access and Participation is responsible for: overseeing the performance of the OfS's access and participation functions; performing any of those functions; and reporting to the other members of the OfS on the performance of the access and participation functions.

# Access and Participation plans

- Honest, rigorous and public analysis of gaps across the student lifecycle
- New objectives towards reducing gaps and improving practice by 2024-25
- Credible plans to deliver the objectives
  - Theory of change
  - Evidence-based measures
  - Investment underpinning the measures
  - Evaluation and continuous improvement
- Impact reports
- Focused monitoring and intervention

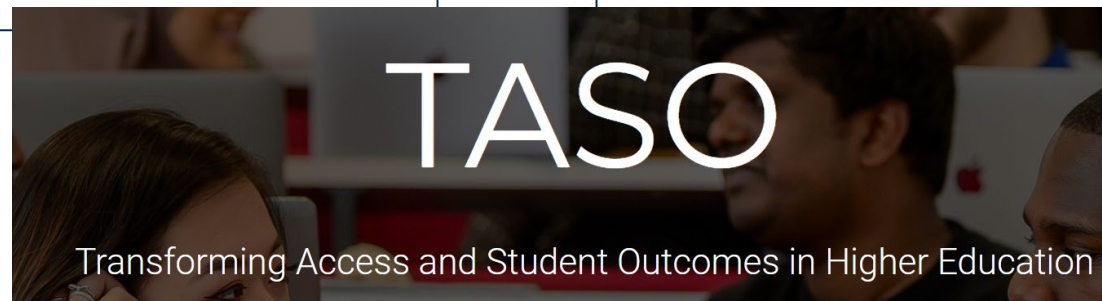


## Tracking and use of data in A&P

- Increased expectations through A & P plans to ensure investment is being focused on the activities that are most effective.
- Sector-wide support e.g. £4.5m investment in the [Centre for Transforming Access and Student Outcomes in Higher Education \(TASO-HE\)](#)
- Guidance and practical solutions to improve evaluation quality and the use of high-quality evidence, e.g. Standards of Evidence and evaluation self-assessment tool.
- New projects, e.g. supporting small and new providers; using qualitative methodologies; updating self-assessment tools.

## Evaluation

- Engaging with HEAT, other tracking services and HE providers to develop their services, e.g. through common analysis framework and national outreach metrics.
- Building infrastructure and capabilities to optimise the use of data across the sector, e.g. guidance on ethical use of data.
- Review of HE data landscape to secure data for effective targeting, admissions, monitoring and evaluation.



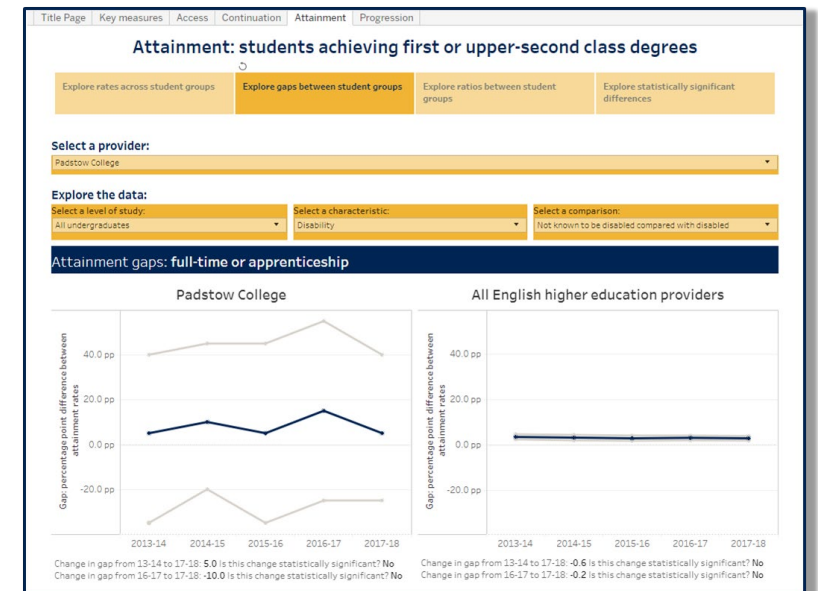


# Access and participation dataset

- Examines outcomes across access, continuation, attainment and progression lifecycle stages
- Contains indicators based on a number of student characteristics
  - Age; deprivation (English IMD); Disability (including breakdown by disability type); Eligibility for free school meals at KS4; Ethnicity; POLAR4; Sex

## Further development

- Experimental statistics launched end September
  - Associations between characteristics of students (ABC – experimental statistics)
  - Complementary TUNDRA measure to POLAR 4 focused on students in state maintained schools at GCSE equivalent
- Further measures can be developed during 2020 due to data improvements
  - Parental education, socio-economic category, care leaver status

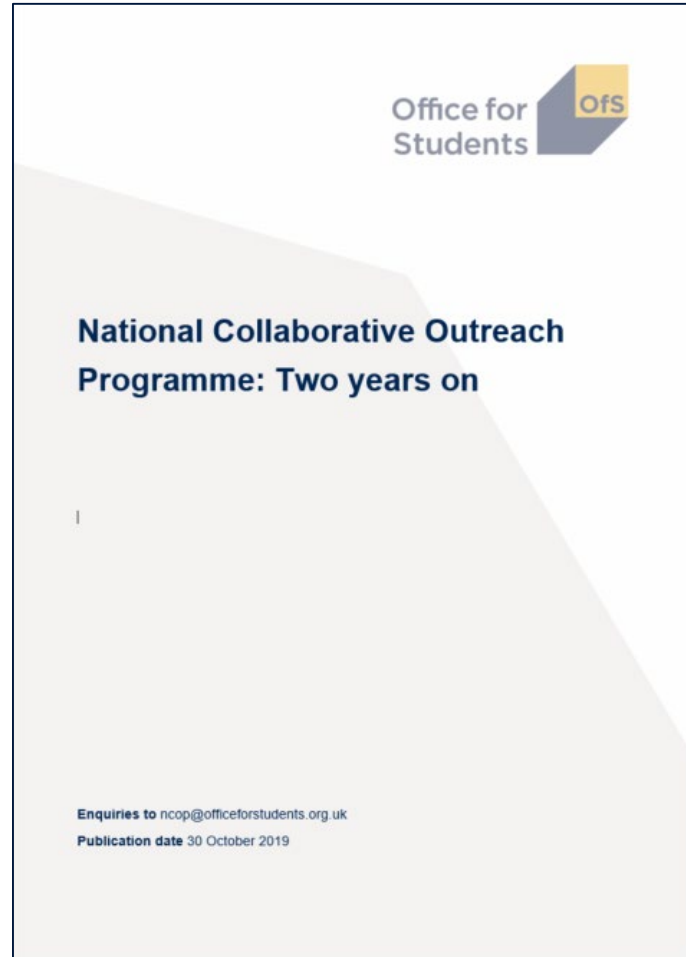


# Underrepresented student groups

- Students from areas of lower higher education participation, lower household income and/or lower socioeconomic status groups
- Some black, Asian and minority ethnic (BAME) students
- Mature students
- Disabled students (those in receipt of disabled students allowance (DSA) and those who have declared a disability but are not in receipt of DSA)
- Care leavers

- Carers
- People estranged from their families
- People from Gypsy, Roma and Traveller communities
- Refugees
- Children of military families

# National Collaborative Outreach Programme



- Sustained and progressive outreach with multiple activities has a more positive impact on learners' HE knowledge and attitudes than single/ad-hoc outreach
- NCOP encourages collaboration between higher education providers and other organisations
- Partnerships have worked collaboratively to deliver tailored impartial information advice and guidance to support young people in making informed choices about their future.
- Two years on and nationally, partnerships have achieved above the 20% engagement target of NCOP learners from target wards.

# NCOP Phase one: Engagement with learners, schools and colleges

Partnerships have engaged with

**1,613**



schools and colleges since 2017

**440**



schools or colleges have an NCOP-funded member of staff employed or based at the school or college

NCOP learners engaged in sustained and progressive outreach



**First academic year of programme**

**121,522**

1 August 2017  
- 31 July 2018

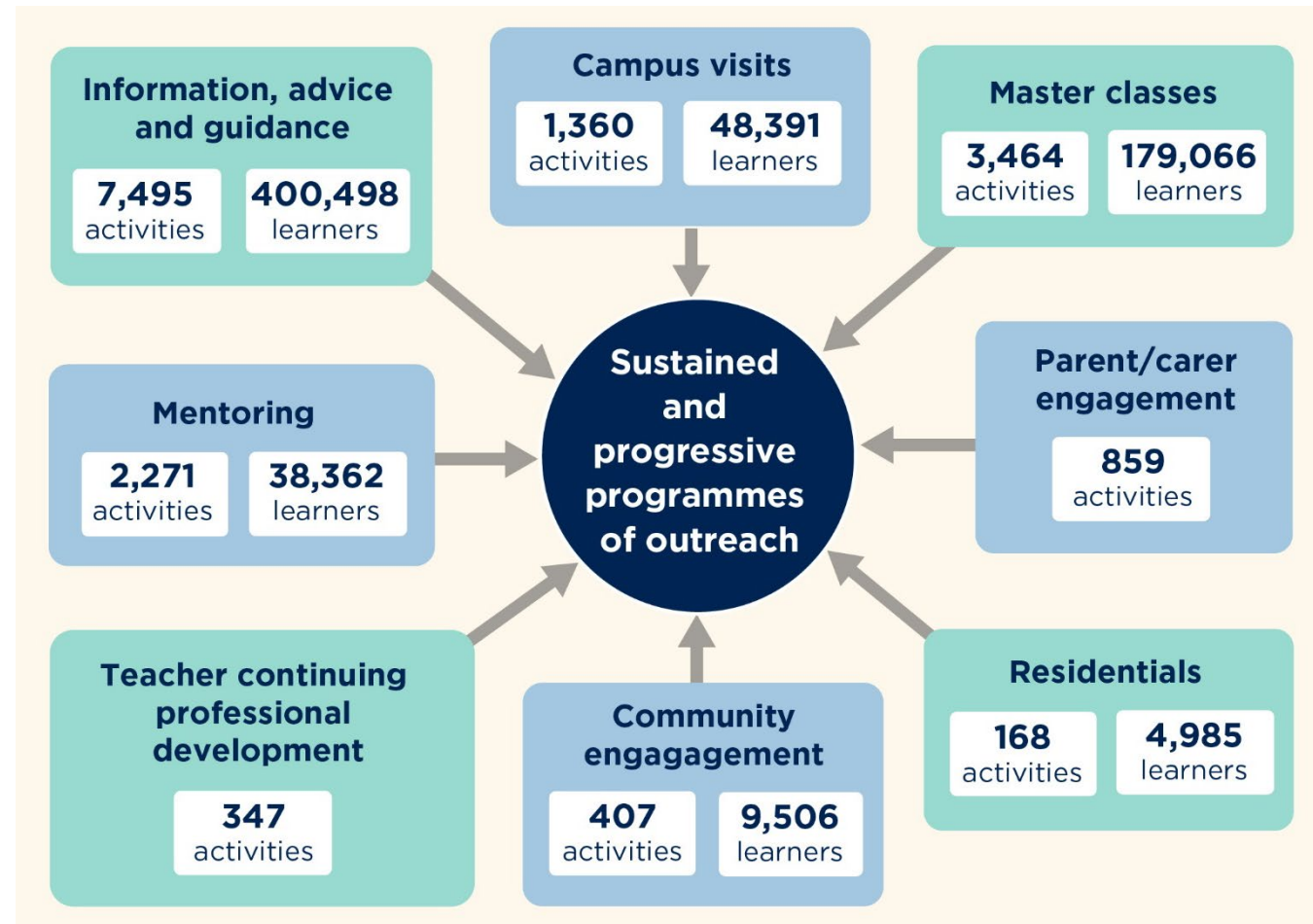


**Second academic year of programme**

**180,922**

1 August 2018  
- 31 July 2019

# NCOP Phase one: Outreach activity and engagement



Categories of outreach activities by discrete number of times the activities took place and the individual learners were involved in each activity. Report in summer 2019 monitoring (24 October 2019)



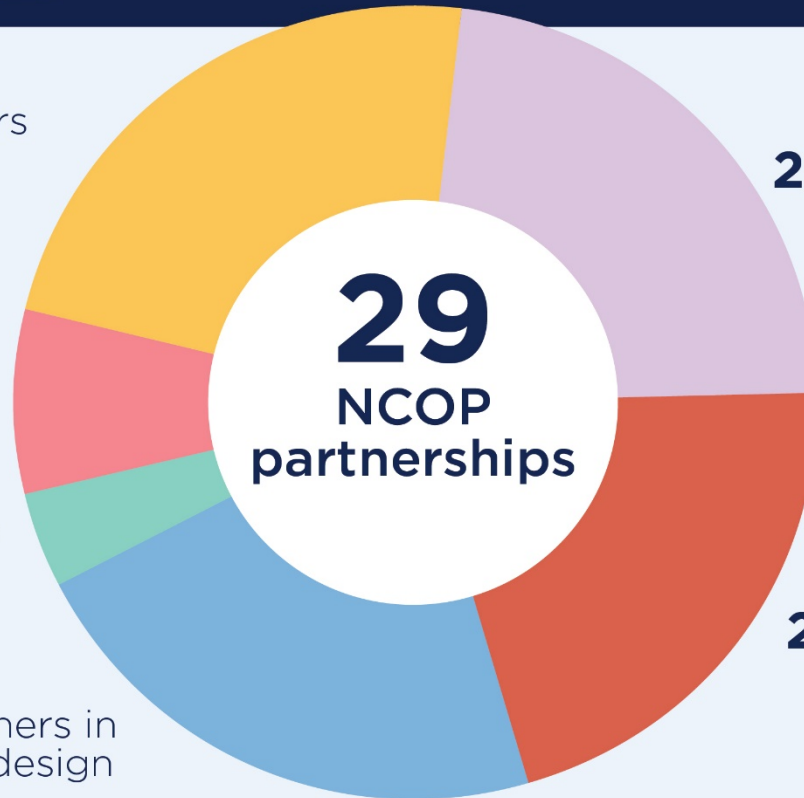
# The role of learners in the partnerships

**24** Involved learners in evaluation support

**8** Involved learners in other activities

**4** Involved learners in governance

**23** Involved learners in programme design



**24** Involved learners in mentoring activity

**22** Involved learners to deliver or support outreach

The role of learners as reported in summer 2019 monitoring (18 October 2019)



## Partners involved in NCOP



Core members of the 29 NCOP partnerships, as reported in NCOP summer monitoring  
(18 October 2019)



# Engagement with external stakeholders

Of the **29** NCOP partnerships:



Engagement with external stakeholders, as reported in NCOP Summer monitoring  
(18 October 2019)



# NCOP evaluation

- Supports NCOP to have the most impact during the programme and beyond
- Helps understand the impact of taxpayer's investment
- Local partnership evaluation contributes to sector-wide step change in evaluation practice
- Generates evidence to understand what works in higher education outreach to drive improvement across the sector



# Independent national formative evaluation found that NCOP partnerships have:

Supported collaborative outreach delivery and evaluation

Minimised outreach engagement burden for schools and colleges

Addressed outreach cold spots

Improved knowledge sharing and professional development

Made progress in engaging parents and carers

Facilitated access to high-quality and impartial IAG for young people

Built relationships with schools and colleges to gain commitment

Facilitated innovative new outreach approaches

Raised teachers' awareness of the routes to and opportunities in HE

Largely met local and national engagement targets

Expanded the size and diversity of partnership members

# NCOP: Phase two

## Targeted outreach

- Target learners who reside in Participation of Local Areas (POLAR3) quintile 1 and Gaps quintile 1 and 2 areas
- Support them to make well informed decisions about their future education through higher education outreach

## Outreach hubs

- Provides flexibility and freedom to use NCOP funding and engage with schools in different local areas
- Provides opportunities to build and enhance regional collaborations
- Encourages & enables a sustainable infrastructure for future outreach provision and collaboration

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The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

# Thank you for listening

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