

Feel Good Summer Project Evaluation 2021



October 2021

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Director Dot to Dot Training & Consultancy

Training &
Consultancy

"I've learnt that university can play a huge role in personal development."

"There was no best part, it was all amazing."

"This week has been soo useful for me."

"Our facilitator was amazing."

"The overall freedom and choice of the activities were brilliant."

"It boosted my confidence."

"I loved being able to use my artistic side and understand how it could be used to further my life academically and personally."

"This week has made me realise university is really worth going."

"Hearing how others have experienced university and how they have all come from different backgrounds and managed to hit their goals."

"I am now considering it because it could help me to have a really good career in life"

"This week has helped me to be more open to different opportunities, such as attending university in the future"

Participant's comments, July 2021

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About the partners

About Pedestrian

Pedestrian are an established arts and education organisation with a significant track record of delivery in Leicester. Since 1998, they have built a strong track record of delivering high quality creative activity that has seen them deliver over 14,000 workshops.

They provide education, training and outreach projects for young people at risk, vulnerable adults and communities in Leicester, Leicestershire and across the Midlands. Their participants are often socially excluded, not in education, employment or training (NEET) or experiencing disadvantage.

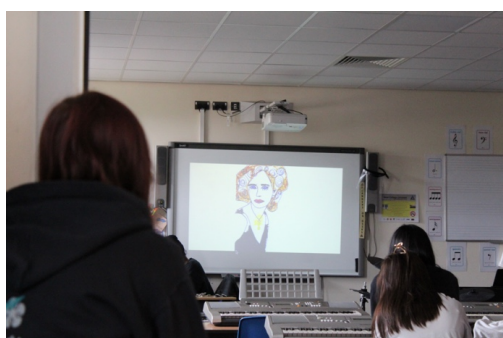
Pedestrian believe that with the right levels of support and timely intervention everyone can achieve their goals, we call this 'Pioneering Potential'.

About Soft Touch

An award-winning Leicestershire charity, established in 1986, using arts, media and music activities to make positive life changes for disadvantaged young people. The charity supports them to develop creative, social and employability skills. They work with young people who lack opportunities or have challenges in their lives.

Soft Touch's projects help young people keep on track, building confidence and resilience to change negative or risky behaviours, and progress to lead more fulfilling lives. Soft Touch believe creativity gives young people more positive choices in their lives and they have a proven track record of achieving outcomes with young people.

Pedestrian and Soft Touch Arts were funded to deliver the Pathways project in 2021 to support a cohort of young people from a particular neighbourhood in Leicester where university attendance is considerably lower than surrounding localities.



About Dot to Dot

Dot to Dot Training and Consultancy were commissioned to complete an independent evaluation of the Feel Good Summer Project. Dot to Dot support organisations to improve their effectiveness, demonstrating their social impact and evaluation services form an integral element of the organisation's services, the company is led by Simon Pickering.

Simon has an extensive track record working within the youth arts and homeless sectors. Simon worked for BBC Blast, the BBC's award-winning youth arts learning programme.

About Feel Good Summer Project

Soft Touch Arts and Pedestrian worked together to curate and deliver a week-long programme of cultural activity in July 2021. It was a pilot programme aimed to engage young people who do not typically consider, explore or look into Higher Education (HE) but are capable and need that additional support to engage.

The project is targeted at one ward in Leicester, Weston. This ward is one of most deprived wards in Leicester. The project was delivered within the local school New College, which is familiar to young people locally who the project is aimed at.

The project worked with young people in Year 9 who were specifically facing the following barriers to accessing university and HE:

- Who have a physical or learning disability (where Higher Education is an option)
- Are young carers
- Are looked after young people
- Are from disadvantaged areas not being served by traditional university outreach programmes

The Feel Good Summer Project used creative and cultural activity to raise awareness, teach and develop new skills, whilst teaching young people about the role in HE as an accelerator of cultural and creative activity.

The Feel Good Summer Project was funded by Pathways a widening participation initiative, 2021's programme was a pilot to explore, understand and gain insight into the some of the factors that contribute to number of HE attendees from this ward in lower than neighbouring areas.

The Feel Good Summer intended outcomes:

The Feel Good Summer had the following intended three outcomes for young people participating. These outcomes are derived from the Pathways Progression Framework seen in Annex One.

- Young people (learner) can identify what Higher Education (HE) is and the benefits of attending HE as applied to them. (Phase 1 & 2, Outcome 1)
- Young people (learner) can identify the link between their current level of study, their attainment and HE study. They can show an increased interest in continuing their studies and express motivation to do well. Skills that raise attainment are improved. (Phase 1 & 2, Outcome 3)
- Young people (learner) can identify what is required of them to make a successful transition to HE. (Phase 2, Outcome 2)

The Pathways outcomes framework has three distinct phases:

1. Phase one: Introductory Phase
2. Phase two: Development Phase
3. Phase three: Consolidation Phase

The Feel Good Summer delivered elements of Phase 1 & 2. The Pathways Progression Framework is designed as a tool to help support staff in the delivering on behalf of the partnership to develop a programme of activity that raises aspiration and supports young people's progression into higher education.

The Feel Good Summer Project delivery elements

The Feel Good Summer Project consisted of multiple core activities:

- Creative activity - music technology including beat making, lyrical development and recording led by Pedestrian
- Creative activity - visual arts including craft, graphic design, fine art and media production led by Soft Touch Arts
- University Ambassadors – Young people who are/have attended university or HE who provide talks, support and insight on their experiences
- Master classes for learning with guest speakers and artists

Evaluation methodology

The evaluation was completed in July 2021, with final write up in September and October. The evaluation methodology has been light touch compared to other projects we evaluate. This evaluation has taken a snap shot approach and not a longitudinal approach. The snap shot approach was undertaken due to The Feel Good Summer project being a pilot and with a limited budget for evaluation. The evaluation methodology undertaken to produce the evaluation consisted of:

- Evaluation survey completed by all young people participating in the programme
- A facilitated evaluation session with young people as part of the delivery timetable
- One to one evaluator led conversations in person and telephone conversations with young people
- Delivery team observations and feedback collated during project delivery

Summary & findings

The Feel Good Summer Project worked with 21 young people over the project. The original target number was 25 young people. However, given the timing of the project, the knock-on impact of Covid-19 and the target group of young people the numbers of young people worked with is a positive achievement.

University Ambassadors

There is clear value in the peer learning approach between University Ambassadors and project participants. Participants seemed to be very aware of the University's Ambassadors as part of the Feel Good Summer Project. Young people clearly learnt and enjoyed being around the University Ambassadors.

Young people stated that Ambassadors shared their experienced and answered lots of questions and helped inspire young people on the project to think about their own university and post-18 opportunities.

Overall, the Feel Good Summer Project participants stated that being around and listening to the University Ambassadors increased their overall confidence to progress into Post-18 education, with 75% of participants rating them 5 out of 5.

Participant comments on University Ambassadors

"I saw what can be achieved and what opportunities university can offer, through the support and conversation I had with the University Ambassadors"

"They have all come from different backgrounds and the only reason they managed to get to their dreams is by studying hard at school"

"They made me want to strive to achieve my core GCSEs and get what I need to get"

"The University Ambassadors were always helpful"

"Told me it would cost a lot also hard to make friends"

"The University Ambassadors helped me by telling us that it wasn't hard to get to post-18 education"

"University isn't just about academic achievement, it can be about personal improvement and development."

"I didn't realise how far people can go even though they don't have perfect childhoods."

"I didn't realise that attending university could lead to travelling around the world and experience a variety of cultures, which I may not have believed possible before this week."

Facilitated evaluation session

Participants took part in a facilitated evaluation session with responses where captured on flip chart paper. The session was helpful in gaining feedback directly from participants, however the session was delivered at a mid-way point. At the end of delivery might have provided better insight and feedback.

Participants freely shared how much they had enjoyed the week, especially the creative and cultural activities. The participants seemed a little disconnected from the university awareness element. However, participants were very clear that the talks given by the University Ambassadors were very helpful and inspiring.

It was clear in the evaluation session that the participants were thinking through the realities of attending university. The evaluation session was focussed on a few key questions which were:

What would help you think about if university is for you?

Participants fed back that having tours and visits to see what the university life is like would be really useful. Some participants stated that they wished the project had been delivered in an alternative venue so they got to experience new places.

Participants fed back that they would like to know more about the practicalities around university attendance, including the application process and what funding or support would be available.

What are your concerns about going to university?

Participant responses to this question were very useful and highlighted elements of university and HE engagement that could be addressed in pre and post-16 education, for example some participants stated that they were worried they would become isolated and lonely whilst studying especially if living away from home. Other participants stated that they had personal anxiety and worries about fitting in.

A number of participants stated that university and HE were “a different world to ours” demonstrating the distance that young people from the project target community perceive they need to travel to feasibly consider attending university or HE.

What are the barriers for you accessing university?

Poor confidence	Lack of money (poverty)	No qualifications	No course to suit me
Not knowing about how universities work.	Family/friends are blockers	No experience of others that have attended university	No money
Fear of things I don't know about.	Housing related issues	Being able to get a loan.	Being able to afford it
Unsupportive parents with no money	Can't do vocational course such as plumbing	It's expensive	Not sure my grades will be good enough.

What are you thinking of doing at post-18?

36% of the participants are considering college and university at post-18.

42% of the participants are considering college at post-16 and then employment.

7% of the participants are considering an apprenticeship at post-16.

What factors do you think you need to attend university?

Interest in the subject matter	Experience
Passion	Money
Supportive friends and family	Understanding how the system works
Good grades	Decent backing at school

Survey findings

79% rated the delivery team as very good, 21% rated them as excellent.

66% told us that the week had contributed to changing their perceptions on university

50% told us that the week had enabled them to gain better knowledge of the options for attending university.

50% told us that the week had contributed to them deciding to go to university in the future.

90% said that that the week had broadened their perception of university.

62% said that the university Ambassadors had motivated them to succeed at school.

50% of participants stated that as a result of the project they now feel better informed about attending university.

64% of participants stated that as a result of the project they now feel more prepared to think about attending university.

64% of participants stated that the Feel Good Summer Project had positively impacted their future education and career plans.

42% of participants are now considering attending university as a result of attending the project.

29% of participants reported an increase in their confidence around attending university, furthermore, 57% reported no change in their levels of confidence.

The survey completed by all the participants provided a snap shot of young people's views and their progress during the Feel Good Summer Project delivery week. The survey was a combination of free text responses and 1-5 based scale responses that asked participants to provide pre and post scores based upon their experience.

The responses from participants were very impactful for the evaluation but more useful for shaping the future and delivery model of the Feel Good Summer Project.

The survey clearly shows that participants highly rate the deliver team with 79% rating them as very good. On the university outcomes side the survey does show that participants made significant progress during the week, with 90% stating that the project had broadened their perceptions of university and HE.

In addition, the participants scored the project highly in terms of the role of the University Ambassadors, with 62% of participants stating they had been motivated by the University Ambassadors.

64% of participants stated they feel more prepared to think about attending university, 64% of participants stated the project had positively impacted on their future education and career plans. However, only 29% of participants reported increased confidence around attending university or HE, with 57% reporting no change in this respect.

These are impressive results and demonstrates a high level of successful delivery against the intended project outcomes. Some further work or consideration should be given to how to increase participants confidence levels in respect of attending university or HE, not only their levels of awareness.



One to ones and phone interviews

As part of the evaluative process we conducted five one to one interviews, whilst completing the evaluation session and post-delivery we conducted one to one phone calls. The interviews were light touch given the length of the project. The consensus from participants was that the project had been very fun and that they had learnt a huge amount from the creative and cultural activities.

Participants clearly stated that the university awareness and the Ambassador talks had been hugely beneficial in helping them to explore university. Participants stated that they had more questions about courses and finances to enable them to fully consider if it was a feasible. A number stated that it had inspired them to work harder at school as they now saw the potential opportunities that would be opened up to them through university and HE.



Recommendations

The format and approach taken the Feel Good Summer Project is strong. With that strength in mind there are a number of recommendations for consideration and further exploration with the partners involved in the project. As with all pilots there are a number of developmental areas that if delivered could increase overall impact of the project.

Recommendations (cont.)

- The partnership and stakeholders involved in the project should collectively explore how the Feel Good Summer Project could become a longer-term programme. Ideally, working across multiple years so that young people could receive long-term support to achieve the overall ambition of attending university or HE.
- Explore ways to extend the length of time that young people are involved in the project, recognising that the journey to HE is different for all young people.
- The value of the UK's creative industries is currently one of the fastest growing sectors of the economy. With this in mind the guest speakers and University Ambassadors should be from the creative industries better aligning with both Pedestrian and Soft Touch Arts.
- The mixed media approach taken with the project is a significant asset to the project delivery and more could be done creatively speaking to link this with university creative industry course options.
- The approach toward Information Advice and Guidance (IAG) needs to be considered and focussed around some of the barriers that participant told us about as evaluators. Explore if this could be delivered in partnership with the relevant school IAG teams to ensure continuity and follow ups can be provided with a more joined up approach.
- Explore and consider the role of peer mentoring and opportunities for extended peer work to support young people, possible matching University Ambassadors with young people as mentors. This would need training, support and resources allocating to make it successful.
- Consider ways to track young people's progress as they participate in the programme over the longer-term.
- Add a university visit as part of the project, especially consider the use of public transport to attend a local university. Spending a day on site at a university would contribute towards young people building their confidence with university. The format would need carefully crafting and it would need to be age appropriate.
- Explore ways to increase participants confidence and self-esteem as part of the project not only in respect of attending university or HE.

Conclusion

Based upon the evidence and feedback collated it's clear that the Feel Good Summer project has delivered on all of the three key outcomes it was funded to achieve.

Whilst the overall number of beneficiaries is slightly less than hoped it's abundantly clear that the project has been delivered to a very high standard. There are some exciting and important approaches being developed as part of the project that requires further exploration and continuation funding.

The project is unique and would be best placed if solely focussed on the creative industries as one of the fastest growing sections of the UK economy. The importance of exposure to new options and career options is an essential tool in supporting young people to find their right career for them. The Pathways framework is a powerful tool for guiding partners delivering new approaches for engaging non-traditional university attending young people.

Equally, it's importance to reference the project performed so well because of the trusted partnership working between Pedestrian and Soft Touch Arts, coupled with both organisation's youth led approach which provides choice and maximises creativity for young people participating in the project.

The use of creative activities led by Pedestrian and Soft Touch Arts acted as a clear and powerful engagement tool to work with the project participants, which was reflected within all the evaluation evidence and insight collected.

Participants seemed to be very aware of the University's Ambassadors as part of the Feel Good Summer Project. Young people clearly learnt and enjoyed being around the University Ambassadors. There is significant value in the peer learning approach between University Ambassadors and project participants. This could be deepened and capitalised upon to achieve a great impact for young people participating.

The project has achieved impressive results and demonstrates a high level of successful delivery against the intended project outcomes, some further work or consideration should be given to how to increase participant's confidence levels in respects of attending university or HE not only their levels of overall awareness.

As part of the Feel Good Summer Project the participants produced an animation and created the music as part of the project delivery: <https://youtu.be/ljUGbtLxXTY>

"You can go to university at any age"

"Prior to this week I hadn't thought about attending university before going into the Army."

"Everyone has the potential to go to university"

"University will give me space for fun and freedom."

"The overall freedom and choice of the activities."

"It boosted my confidence."

"I loved being able to use my artistic side and understand how it could be used to further my life academically and personally."

"This week has made me realise university is really worth going."

"Hearing how others have experienced university and how they have all come from different backgrounds and managed to hit their goals."

"I am now considering it because it could help me to have a really good career in life"

"This week has helped me to be more open to different opportunities, such as attending university in the future"

Participant's comments, July 2021

Annex One - Pathways Progression Framework

The Pathways Progression Framework is designed as a tool to help support staff in the Partnership develop a programme of activity to raise aspiration and support progression to higher education with our target learners.

The foundations of this document are based on the Higher Education Progression Framework Guidance produced by Aim Higher partnerships. The North East Collaborative Outreach Programme (NECOP / Future Me) created a regional progression framework tool kit that helped with the development of this document.

Both the Aim Higher and NECOP toolkits stress the importance of linking transition-related learning outcomes and milestones with the various phases of education experienced by the learner.

The Pathways Progression Framework is designed to help outreach teams and teachers develop a programme of outreach activity that places the learner at the centre.

Outreach activity should be planned, integrated and progressive. This means activities should be organised and placed within the learner's wider educational journey. Activities should complement one another rather than being one-off interventions and all activities should be part of a learner's incremental journey toward their goal.

Learners should have access to a wide variety of activities that help to build expectations, attitudes and knowledge of Higher Education alongside the skills required to progress and achieve. Whilst not all our target learners will want to progress with further study, activities should ensure that learners can make an informed choice about their future pathways.

How to use this progression framework

This framework may be used as a tool to build a new progression programme, or identify gaps in an existing programme. Underpinned by six key learning outcomes, the framework has been designed to help staff develop interventions which will help learners understand more about higher education in all forms and how to achieve their progression goals successfully.

The learning outcomes focus on one of Pathways' overarching themes

1. Introducing Higher Education
2. Routes to Higher Education
3. Attainment
4. Information, Advice and Guidance on additional support services
5. Applying
6. Transition

The framework is designed on a three-phase model so it can be applied regardless of the learner's age, prior knowledge and mode or level of study. This model enables staff across a range of institutions (schools, colleges or partner universities) to offer meaningful interventions to every learner at a level appropriate to them.

The three phases set out stages of the journey plus a series of outcomes and some sample activities that would achieve these outcomes.

The phases – Introductory, developmental and consolidation – should be applied according to the learner's current level of knowledge, experience and aspirations of Higher Education progression. Whilst the learning outcomes apply equally to each phase, the focus increases in depth as the phases progress.

When deciding what activities to run, it is important that the progression plan is designed so learners have the opportunity to experience a range of activities across all the learning outcomes and ensure they have access to the full higher education offer and are able to make informed decisions about their future choice.

To ensure that progression plans have the greatest impact it is pertinent to consider a range of opportunities; from light-touch introductory sessions building up to more intensive mentoring or residential activity based on learner's needs.

At the end of each phase are examples of types of activity that would meet the learning outcomes identified in the framework.

Phase one: Introductory Phase

Learners may know little or nothing at this stage about HE and routes into it. Activities will equip learners with basic knowledge of core themes.

Theme	Introducing HE	Routes to HE	Attainment	IAG	Applying	Transition
Pathways' Learning Outcomes	Learning Outcome 1 Learner can identify what Higher Education (HE) is and the benefits of attending HE as applied to them	Learning outcome 2 Learner can identify the choices available to them, including progression routes, courses and institutions. Learner is able to identify the best pathway for them	Learning outcome 3 Learner can identify the link between their current level of study, their attainment and HE study. They can show an increased interest in continuing their studies and express motivation to do well. Skills that raise attainment are improved	Learning outcome 4 Learner can identify the financial, educational and social support available for HE and how to apply	Learning outcome 5 Learner can identify how to apply to HE and is able to make a successful application	Learning outcome 6 Learner can identify what is required of them to make a successful transition to HE
	Learners are able to articulate increased aspirations and motivation and through self-reflection is able to make an informed decision					
CDI Learning outcomes	4, 7, 8	1, 2, 3, 4, 7, 8, 10, 14, 15	1, 2, 3, 8, 11, 12, 14	8, 13, 16	1, 2, 3, 7, 8, 10, 16	1, 2, 3, 4, 7, 8, 14, 15, 17
Gatsby Benchmarks	2, 7	2, 7	2, 4, 7	7	7	7
Learners	Activities should enable the learner to: Start identifying the range of opportunities available at HE. Raise awareness of HE options including foundation degrees/HND	Activities should enable the learner to: Start identifying the progression opportunities following current level of study. This can include careers linked to subject	Activities should enable the learner to: Start identifying what study skills are, start to identify where their own skills need building and make the link between working	Activities should enable the learner to: Start identifying the range of support available for FE and HE progression. Start to identify where their skills in budgeting and	Activities should enable the learner to: Increase awareness of application processes to FE/HE. Start to identify skills and experiences that will represent	Activities should enable the learner to: Identify key personal attributes. Make the connection between personal qualities and how they support achievement of

	Be able to identify common misconceptions and start to challenge them		hard, achieving the results they need and progression opportunities	resilience need strengthening and beginning to practice these	them well for selection	goals, future qualifications and skill development
Parents/Carers	Activities should enable the parent/carer to: Start identifying the range of opportunities available at HE. Be able to identify and discuss common misconceptions	Activities should enable the parent/carer to: Start to identify the progression opportunities from child's current level of study and how this can link to future careers Introduce conversations with their child about progression opportunities	Activities should enable the parent/carer to: Start identifying what study skills are and why they are important to future progression Introduce conversations with their child about how study skills can be improved	Activities should enable the parent/carer to: Start identifying the range of support available for HE and FE progression Introduce conversations with their child about building skills in budgeting and resilience Start to explore how their child can access support	Activities should enable the parent/carer to: Start to identify the application processes for further and higher education	Activities should enable the parent/carer to: Identify and articulate key personal qualities in their child. Make the connection between personal qualities and how these support achievement of goals, future qualifications and skills development
Teachers / Advisers	Activities should enable the Teacher/Adviser to: Start identifying the range of HE opportunities available beyond their personal experience Start to identify changes in the HE sector and the impact that might have on their learners	Activities should enable the Teacher/Adviser to: Start identifying the progression opportunities beyond their personal experience and how this will support their learners' future career aspirations	Activities should enable the Teacher/Adviser to: Start to identify ways they can support their learners in understanding the links between current academic achievement and future progressions in education and career	Activities should enable the Teacher/Adviser to: Start identifying the range of support available for HE and FE progressions. Introduce conversations with their learners about accessing support	Activities should enable the Teacher/Adviser to: Start identifying the range of application processes to FE, HE and work	Activities should enable the Teacher/Adviser to: Be able to identify key personal qualities in their learners. Help their learners make the connection between qualities and how they support achievement of goals, qualifications and skills development

Sample activities at Introductory Phase might include: Y9 campus visit, Y10 Careers Assembly, Y12 Bridging the Gap, Parents Cake and Careers, Teachers Conference on Gatsby Benchmarks

Phase 2: Development Phase

Learners may have a basic knowledge of HE and further study options. The Development Phase will help them explore and build on this knowledge.

Theme	Introducing HE	Routes to HE	Attainment	IAG	Applying	Transition
Pathways' Learning Outcomes	Learning Outcome 1 Learner can identify what Higher Education (HE) is and the benefits of attending HE as applied to them	Learning outcome 2 Learner can identify the choices available to them, including progression routes, courses and institutions. Learner is able to identify the best pathway for them	Learning outcome 3 Learner can identify the link between their current level of study, their attainment and HE study. They can show an increased interest in continuing their studies and express motivation to do well. Skills that raise attainment are improved	Learning outcome 4 Learner can identify the financial, educational and social support available for HE and how to apply	Learning outcome 5 Learner can identify how to apply to HE and is able to make a successful application	Learning outcome 6 Learner can identify what is required of them to make a successful transition to HE
	Learners are able to articulate increased aspirations and motivation and through self-reflection is able to make an informed decision					
CDI Learning outcomes	4, 7, 8	1, 2, 3, 4, 7, 8, 10, 14, 15	1, 2, 3, 8, 11, 12, 14	8, 13, 16, 17	1, 2, 3, 7, 8, 10, 16	1, 2, 3, 4, 7, 8, 14, 15, 17
Gatsby Benchmarks	2, 7	2, 7	2, 4, 7	7	7	7
Learners	Activities should enable the learner to: Explain how higher education can	Activities should enable the learner to: Identify and explain the range of progression	Activities should enable the learner to: Demonstrate development of time management, note	Activities should enable the learner to: Identify and explain different support services available at	Activities should enable the learner to: Be able to identify where and how they	Activities should enable the learner to: Explain the importance of planning,

	support future careers aspiration. Start to identify which option(s) may be best for them	opportunities and institutions on offer where they can develop their current level of study to support personal progression	taking and revision skills to support attainment	FE or HE and how to apply. Identify and explain different financial support opportunities available for HE Demonstrate budget and money management skills	apply for different education options. Be able to explain what skills will be required for different selection processes	independent study and self-development skills to achieve future goals
Parents/Carers	Activities should enable the parent/carer to: Identify and explain the benefits of alternative Higher education routes and how these might benefit or hinder their child's progression towards their career choice	Activities should enable the parent/carer to: Explain the benefits of a variety of transition opportunities to support their child's decision making	Activities should enable the parent/carer to: Identify key strategies to support their child's academic development and positive work ethic Talk with their child about the links to attainment and progression	Activities should enable the parent/carer to: Identify different support services available at further and higher study Explain how their child can apply for additional support Introduce conversations on how they can support their child with budgeting and money management	Activities should enable the parent/carer to: Identify where and how their child can apply for different educational options. Introduce conversations with their child about how they can support them with their application	Activities should enable the parent/carer to: Identify key strategies to support the independent study and planning skills of their child
Teachers / Advisers	Activities should enable the Teacher/Adviser to: Explain the benefits of the range of higher education options for prospective career options	Activities should enable the Teacher/Adviser to: Identify the range of courses and institutions available to enhance a young person's learning. Explain the benefits and drawbacks of each option	Activities should enable the Teacher/Adviser to: Identify key strategies to support a young person's academic development and positive work ethic	Activities should enable the Teacher/Adviser to: Identify different support services available for further and higher education and how learners can apply Support learners in developing budgeting and	Activities should enable the Teacher/Adviser to: Identify key skills to support and encourage young people with their applications Identify where and how to apply for different education options	Activities should enable the Teacher/Adviser to: Demonstrate and explain the different study requirements associated with different education routes

				money management skills		
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Sample activities at Development Phase might include:

Y10 Holiday Club, Y12 Revision skills, Parents Study Skills sessions, Teachers workshop on Higher Apprenticeships

Phase 3: Consolidation Phase

Learners will have a strong foundation of information on education routes. Activities in the consolidation phase will help learners make an informed decision on their education routes and application.

Theme	Introducing HE	Routes to HE	Attainment	IAG	Applying	Transition
Pathways' Learning Outcomes	Learning Outcome 1 Learner can identify what Higher Education (HE) is and the benefits of attending HE as applied to them	Learning outcome 2 Learner can identify the choices available to them, including progression routes, courses and institutions. Learner is able to identify the best pathway for them	Learning outcome 3 Learner can identify the link between their current level of study, their attainment and HE study. They can show an increased interest in continuing their studies and express motivation to do well. Skills that raise attainment are improved	Learning outcome 4 Learner can identify the financial, educational and social support available for HE and how to apply	Learning outcome 5 Learner can identify how to apply to HE and is able to make a successful application	Learning outcome 6 Learner can identify what is required of them to make a successful transition to HE
	Learners are able to articulate increased aspirations and motivation and through self-reflection is able to make an informed decision					
CDI Learning outcomes	4, 7, 8	1, 2, 3, 4, 7, 8, 10, 14, 15	1, 2, 3, 8, 11, 12, 14	8, 13, 16, 17	1, 2, 3, 7, 8, 10, 16	1, 2, 3, 4, 7, 8, 14, 15, 17
Gatsby Benchmarks	2, 7	2, 7	2, 4, 7	7	7	7
Learners	Activities should enable the learner to: Research and identify options regarding Higher Education and explain the pros and cons for them	Activities should enable the learner to: Explain how to assess the most appropriate route, course and institution to suit their personal preference	Activities should enable the learner to: Plan and identify personal strategies to maximise success in upcoming assessments	Activities should enable the learner to: Identify and explain additional support relevant to their future study options and demonstrate the steps for application.	Activities should enable the learner to: Identify and articulate the relevant transferable skills, both academic and personal,	Activities should enable the learner to: Identify personal preferences of study skills and use these to establish goals for future success

				Demonstrate budgeting and money management activities	required for their application	
Parents/Carers	Activities should enable the parent/carer to: Identify areas they can support their child with researching higher education options	Activities should enable the parent/carer to: Discuss their child's decision making process and positively challenge this to support their future progression	Activities should enable the parent/carer to: Identify key strategies to support their child's academic development and positive work ethic	Activities should enable the parent/carer to: Identify and explain the information on different support options for their child. Support their child with applications for additional support	Activities should enable the parent/carer to: Identify key transferable skills, both academic and professional, in their child and support them with their application	Activities should enable the parent/carer to: Identify their child's personal study preference and support their needs
Teachers / Advisers	Activities should enable the Teacher/Adviser to: Demonstrate how skills from their own subject area translate into a range of higher education courses and careers	Activities should enable the Teacher/Adviser to: Discuss their learners' decision making processes and positively challenge and debate a variety of options to support learners' future progression	Activities should enable the Teacher/Adviser to: Provide practical opportunities for their learners to plan and identify personal strategies to increase success in upcoming assessments	Activities should enable the Teacher/Adviser to: Identify what information and processes are needed to access additional support in further study Support the learners with applications for support Positively challenge learners on their budget and money management skills	Activities should enable the Teacher/Adviser to: Develop opportunities to support learners in identifying and articulating key transferable skills needed for applications and interviews	Activities should enable the Teacher/Adviser to: Identify their learners personal study preference and support them in setting goals

Sample activities at the Consolidation Phase could include:
Pre-16 Summer School, Post-16 Residential, Junior Emergency Medicine
Parents UCAS sessions, Teacher CPD on revision techniques