SUN Research Project Report: Phase 2

UniConnect North Dorset: Fit for purpose outreach activities for young people

Dr Ed Bickle

Dr Tania Humphries-Smith

Dr Clive Hunt

Faculty of Science and Technology

Bournemouth University

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Executive Summary

Background

The Office for Students has tasked The Southern University Network (SUN) to become a central point for all schools within Hampshire, Dorset, and the Isle of Wight and support them in achieving Gatsby Benchmark 7 "Encounters with Further and Higher Education Providers". The expansion of SUN's remit now includes schools in the North Dorset area who are currently not receiving any outreach provision from pre-existing University outreach nor SUN. The purpose of this research was to make contact with identified schools in North Dorset, to understand their existing careers/ HE outreach provision, challenges in delivering a programme of activities, gaps in provision, and to provide recommendations to SUN.

Methodology

A qualitative approach to data collection was adopted. An online questionnaire was distributed to staff at each of the schools. In total there were four responses. All respondents were staff responsible for careers. These respondents were then invited to take part in an online semi structured interview to expand upon and discuss responses to the online questionnaire. In total three participants were interviewed.

Key Findings

- Each school offers a programme of events and activities across different year groups, covering HE, FE, and apprenticeships.
- Provision has been impacted by the Covid-19 pandemic, but schools have attempted to run some form of careers programme.
- Financial challenges in running a careers programme have been experienced, and these had been exacerbated by the pandemic.
- The increase in online information has brought its own challenges, such as determining the most valuable resources to share with students, the repetitive nature of some information, and the reliability/accuracy of the information provided.

- All schools surveyed are all keen to increase engagement with HE providers, having identified gaps in their existing provision.

Key Recommendations

- Relationships should be built with schools to develop a coherent programme of outreach activities tailored to the needs of each school.
- To work collaboratively with partners across the region to plan a blended mode of delivery between face to face and online activities/events, ensuring that young people are able to make informed decisions about their future education.
- Ensure that online/web-based information is consistent, relevant, original, and valuable. This will likely require collaborative and coordination with different organisations.
- Provide detailed but generic information to students, for example, finance, to help reduce contradictory or outdated information being supplied by HEIs.

Introduction

Background

In January 2020, the Office for Students (OfS) launched the UniConnect programme (www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/uni-connect), which aims to offer activities, advice and information on the benefits and realities of progressing to higher education. 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.

As part of this, OfS tasked The Southern University Network (SUN) to become a central point for all schools within Hampshire, Dorset, and the Isle of Wight and support them in achieving Gatsby Benchmark 7 "Encounters with Further and Higher Education Providers". The expansion of remit now includes schools in the North Dorset area who are currently not receiving any outreach provision from pre-existing University outreach nor SUN.

Initially the aim of the project was to make contact and engage with identified schools to understand the needs of both senior leadership teams within schools and students from these schools. Specifically, the research sought to understand what young people from OfS target groups could find useful in terms of HE outreach provision e.g. the type of activities, content of activities and access to activities. This was to be done though the following:

1. Senior staff, including careers teachers at the targeted schools to complete a questionnaire
2. Semi- structured interviews with one or two of the staff completing the questionnaire
3. Focus groups with approximately 6 – 8 students from two of the schools.

The project commenced on 1 October 2020 but was suspended between 21 January 2021 and 31 March 2021 because of the second UK national lockdown due to Covid-19. Due to these restrictions, and the wider implications of the pandemic on schools, it was not possible to meet the original aims of the project. This resulted in not conducting focus groups with students or being able to recruit any member of the senior leadership teams

from any of the named schools. The objectives of the project were revised (see below) and the research was undertaken with careers staff at four schools. Data was collected between April 2021 and June 2021, with the project completing in July 2021.

Objectives

The revised objectives were to:

- Provide SUN with a detailed understanding of current HE outreach provision across the named schools

- Provide SUN with detailed understanding of current challenges in engaging with HE outreach provision for named schools

- Provide SUN with detailed understanding of current gaps in HE outreach provision in named schools

- Provide SUN with detailed recommendations as to provision of outreach activity for North Dorset schools

Methodology

Research Questions

The research questions to be answered are:

1. What is the current HE outreach provision across the named schools?

2. What are the current challenges in engaging with HE outreach provision for named schools?

3. What are the current gaps in HE outreach provision in named schools?

Methodology

Research Design

In order to answer the research questions a qualitative approach to data collection was used, with the benefit that such an approach gives the opportunity for exploration and understanding (Almalki 2016). Following feedback from SUN staff to a pilot questionnaire, an online questionnaire with a set of open-ended, free text, questions was distributed to staff members responsible for careers at relevant schools, and staff in senior leadership positions. Once completed, respondents were invited to take part in an online semi structured interview (see Appendix 3) to expand upon and discuss responses to the online questionnaire.

Sample

Six schools in North Dorset were approached (initially via contacts provided by the SUN team) to take part in the research. A link to the questionnaire was sent via email to the contacts provided. Purposive sampling was used with a request made to send the link to senior staff and careers staff within the school. In total, four responses to the questionnaire were received from four different schools. All respondents were staff members responsible for careers. Following completion of the questionnaire, a further email was sent out to respondents, asking if they would volunteer for a follow up interview. In total three semi-structured interviews were undertaken.

School	Questionnaire responses	Interview Y/N
A	1	Y
B	1	N
C	1	Y
D	1	Y

Table 1: Sample

Data Collection

An online questionnaire (see Appendix 4) was designed and distributed by an experienced Research Assistant (RA) from Bournemouth University. All interviews were conducted by the same RA, via Microsoft Teams, with one interview being conducted via telephone. Interviews were recorded. Ethics approval was gained via Bournemouth University (see Appendix 2).

Data Analysis

All interviews were transcribed into Microsoft Word by the project RA, with the questionnaire responses integrated into the responses. A basic Thematic Analysis was undertaken to find common issues, particularly around gaps in provision, the impact of COVID-19, and challenges in providing a careers programme/HE outreach provision.

Limitations

The impact of COVID-19 meant it was not possible to get a broader range of views on careers provision. This would have enabled a greater understanding of careers provision from differing perspectives, including the young people themselves.

At the start of the project, several key schools were approached to take part in the study. Despite multiple attempts, not all schools responded to the request.

Results

The current HE outreach provision across the named schools (Q1)

Given the impact of Covid, respondents were asked to detail provision pre Covid as opposed to their provision during the pandemic. Full responses are provided in Appendix 1. Schools offer a programme of events and activities across different year groups, covering HE, FE, and apprenticeships. Activities are targeted and involve visits to institutions (such as trips to Bournemouth University) as well as in school activities. Schools make attempts to engage with parents/carers, and also provide print and web-based materials to pupils.

For some schools, the careers programme appeared to be linked to a wider programme within the school. For example, in School D it appeared that careers advice is linked with PHSE sessions, where information about university would be combined with gender/stereotyping discussions.

The current challenges in engaging with HE outreach provision for named schools (Q2)

COVID-19

Clearly the COVID-19 pandemic has had a significant impact on provision over the past year, and schools have been unable to run trips; nor have they been able to invite organisations into school. Whilst this has meant face to face contact has been extremely limited, schools have made use of technology to run some form of careers programme. Indeed, School A felt that the pandemic had opened the world in careers in terms of remote learning, whilst School C thought '*something is better than nothing*'. In terms of activities, School C had, for example, run employer talks pre-recorded, and School D had received online events from HEIs such as Bournemouth and Exeter. Generally, schools felt that ultimately careers advice is based on physically being in front of people '*They're great but they're never going to be the same as actually having that person with you*' (School C). As School C added, they felt the impact of Covid may be greater in younger students who have missed out on opportunities to visit universities. The move to online learning has also created challenges for the schools. School D, for example, felt that online events had been variable in quality. They went on to say that those who needed the most support often had the poorest facilities at home. This was exacerbated by the rural nature of the school, with for example a lack of broadband in some areas.

Financial

Partially linked to Covid but also representative of a broader issue was the financial challenges within schools in relation to careers. School D discussed for example how finances for careers have been cut, providing the example of Dorset no longer funding Ansbury, thereby more funding pressures were being put onto schools. School C explicitly

discussed the large financial implications of COVID. For example, the school budget for work experience had been used for other areas of the school this year. They also discussed how challenging they felt it would be to have available finances to take students on university trips.

Schools A and D picked up on the issue of the financial implications, particularly transport costs, of taking pupils on trips to universities. As School A stated, there are lots of financial requests made to pupils and their families.

Volume of information

Whilst participants acknowledged that Covid has led to the creation of more online resources, this has caused several issues for schools:

- There is a danger that the sheer volume of information is too much, and schools must determine which information is the most relevant because students would simply not read the information if too much was passed on (Schools C and D) The volume of information also means it becomes hard to explain the range of courses available at university
- The frequency and similarity of what is provided, for example each university will do a webinar on student finances (School D).
- Avoiding information overload to help ensure what is sent home will be read by pupils and parents/carers. (Schools A/C)
- The transitory nature of online webinars. e.g., what is available now might not be there in 6 months (School D)
- Out of date information. School D provided the example of a provider handing out funding information that where six years out of date

Rurality

The issue of rurality was a significant issue for School D. In particular, the following concerns were clear:

- The financial cost of taking a large cohort to visit a university
- The sheer distance of the school from a local university
- Poor internet/broadband facilities (linked to online delivery)
- The challenge of getting providers to make the journey to the school

<u>Other issues</u>

Participants brought up several other issues such as:

- Apprenticeship providers have stopped advertising positions so it can be very difficult to show students the variety of apprenticeships on offer in Dorset. They suggested that companies could provide examples of old advertisements (School D)
- The staff resources needed for trips. School D provided the example of 'Girls in Tech' where a member of staff was required for every three students that attended.
- School D felt there was less flexibility with targeted events and if students could not attend, 'their place' could be offered to others.

Participants were asked the following specific questions:

According to Gatsby Benchmark 7: "By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities". To what extent do you feel the school is meeting this?

According to Gatsby Benchmark 7: "By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students". Can you explain how the school has sought to achieve this.

Whilst schools stated that they met these requirements with varying degrees of success, the impact of Covid had meant it had been challenging for schools to fully meet these requirements over the past year. Both Schools B and C specifically talked about the issue of meeting this in relation to HE providers. Schools A and D also raised the issue of the cost of travel to events as a significant challenge.

School D raised the issue that the target of *all* pupils was challenging and that a 50-75% target would be better. They went on to suggest that Gatsby appeared to be based on schools in urban areas and the target was harder to meet in rural areas.

> *I do have issues with the idea of the "environment" to explore […] there is often a focus on PP students only or Year 10 and above - this is also not helpful when we have to get the "Overwhelming majority" of students at the university We do work on Meaningful encounters but feel the actual Visits one is really very difficult.*

> *I do have issues with the "All/Overwhelming majority of pupils should: Have had at least two meaningful visits to Universities to meet staff and students" by the time they leave school I do not think this is realistic or achievable with our numbers and the rural nature of this area. both in terms of cost but also Universities do not want 240 students traipsing around their campus!*

School D recognised that many pupils visit HEI's on their own, and they were, therefore, unable to record that information to meet the target of two visits to universities.

Understanding of current gaps in HE outreach provision in named schools (Q3)

All schools were keen to increase engagement with HE providers, as they identified gaps in their provision. For example, School B was keen to examine opportunities for lower school students to visit universities and have visits from thhe universities. School C specifically identified a gap, and commented:

> '*We would also like universities to offer more in the way of short presentations in person or virtually that we can use in 20-minute assemblies or tutor periods*'.

Each school identified areas in which provision could be improved, as follows:

School A

- Would prefer workshops to presentations
- Links with FE providers

- Keen to look at apprenticeships to ensure pupils are aware of the whole range of opportunities available to them
- Keep on developing activities lead by parents (planned rather than 'off the cuff')
- Want to look at ways of giving experiences to pupils that they may not necessarily get within their own family experiences
- More contact with local universities and colleges (also picked up by School D).
- Suggested 'speed dating' where local employers visit and meet pupils face to face

School B

- The opportunity for lower school students to visit universities and have visits from them

School C

- Would find a 'menu' really useful of what was being offered and who it was targeted at
- Closer engagement with Bournemouth University– '*it's actually students having real experiences with real people*'
- Providers having greater presence in school

School D

- Looking at ways of improving communication
- *'Not sure how to deal with the University Visits issue - we are 40 miles from one University and 60 miles from another - not easy to pop in'*
- Really want to build on the HE linked activities and the rise of higher and degree apprenticeships
- Greater flexibility in taking younger and larger groups to a university

Discussion

The four schools which participated in this research all have a programme of events and activities related to careers and outreach. The discussion focuses upon ways in which this provision could be improved in relation to the following aims of phase two of the Uni Connect programme:

- 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 (OfS, 2021a).

Over the past year, schools have been focused on the learning that has been lost to COVID, and careers provision and outreach activity have not be high on schools agendas (Bowes and Patel, 2021). This was reinforced by School C who stated that because students had missed so much learning over the past year, they were keen that students did not miss even more, and that was a particular challenge in areas such as careers. However, that does not mean that the provision has disappeared completely., The schools within this study adapted to and made greater use of online provision and web-based materials. Looking forward and considering the views of Bowes and Patel (2021) there is a need to re-engage with target learners, by integrating face to face and online delivery methods, so that young people are still able to make those well-informed decisions about their future. Organisations supporting schools should ensure that they are at the forefront of this process. For example, all schools in this research appeared very keen to engage with local providers, particularly in relation to Gatsby 7 and the delivery of HE related experiences. This is an area that can be built upon.

With this loss of HE related experiences, the need to develop the cultural capital of target learners is perhaps now more important than ever, as: "the extent to which Covid-19 has both exposed and exacerbated the inequality in our society cannot be overstated" (Social Mobility Foundation, 2021, p.2). This was recognised by School A:

> *'For those kids [pupil premium] it's all about cultural capital isn't it, giving them those experiences which perhaps they haven't got in their own families'*

Therefore providers will need to reassess their provision, ensuring that students who may have been particularly impacted by the pandemic are able to 'catch up', in terms of careers advice, HE visits etc. As School D stated: '*you don't know what you don't know*'. Evidence indicates that one of the most effective ways in which students can become engaged is through a multi-intervention programme (Sandhu, Bowes, Hansel & Tazzyman, 2020), and that the evidence is especially strong that HE progression is higher in schools that deliver multi-intervention activities (Patel & Bowes, 2021). Patel and Bowes (2021) suggest that engaging pupils in seven or eight sessions over a minimum of three hours in an academic year is particularly effective. This suggests that a holistic approach is needed for careers provision, with a clear programme of joined up activities. Providers might want to consider the suggestion from School C that schools could be provided with a 'menu' of provision, outlining what was being offered and to whom each activity was being targeted.

Learners are more able to relate to and be influenced by people who they see as 'like them' (Sandhu et al. 2020), and the idea of engaging with 'aspirational and inspirational visitors' (School A) was most explicitly noted by School D. The school identified that in order for pupils to be able to relate to HE there was little benefit in talking to high achievers because:

> '*That's not achievable by the majority of students, it's good to have people come along who say I worked hard, I struggled, […] it's much more realistic and helpful*'
> '*Sometimes a bit of humility is not a bad thing*'

They also linked this to the marketisation of HE and the corporate approach sometimes taken by universities, and provided an example of going to a UCAS convention where previously there may have been admissions tutors present:

> '*You've got […] 21 year old marketing people there and you do question the value of the actual event in many cases for students compared to going to a university open day*'

This issue appeared especially pertinent for School D given their rural location, their lack of proximity to HE providers, and issues pupils have with access to reliable technology at home. School A offered an alternative means of engaging with people who the pupils can relate to. They discussed that some members of staff had children at university and that provided an opportunity for these children who may have previously been a pupil at the

school to revisit the school and talk to pupils. School A had also been engaging with parents and had several of them visit the school to give talks. This was something the school were keen to develop into more formal arrangements.

As previously mentioned, the post pandemic landscape is likely to involve a combination of face to face and online provision. Whilst schools were generally positive concerning online provision and the opportunities that it afforded, there was also a sense that face to face careers provision was still vital. One of the clear issues that this research has established is the volume of online information being provided to schools. This is emphasised at a national level by OfS (2021b) demonstrating the volume of digital provision now available in relation to IAG and outreach. However, this increased level of online information brings with it its own challenges:

- determining the most valuable resources to share with pupils
- the fear of not overwhelming pupils and parents/carers
- the repetitive nature of some information
- connectivity issues, particularly in rural areas
- varying quality
- reliability of information

Providers must carefully consider their online provision, working closely with relevant partners to ensure consistency and relevance, for example. This is especially important given OfS (2021c) guidance for 2021-22, which states, "We expect greater collaboration and coordination between partnerships in respect of the coherence of your IAG and outreach offer, particularly between neighbouring partnerships in a geographical region" (p.11).

Recommendations

Based on the results from the research the following recommendations are made:

- Relationships should be built with schools to develop a coherent programme of outreach activities tailored to the needs of each school.
- To work collaboratively with partners across the region to plan a blended mode of delivery between face to face and online activities/events, ensuring that young people are able to make informed decisions about their future education.
- Ensure that online/web-based information is consistent, relevant, original, and valuable. This will likely require collaborative and coordination with different organisations.
- Provide detailed but generic information to students, for example, finance, to help reduce contradictory or outdated information being supplied by HEIs.

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Appendices - Appendix 1: Existing Provision

Year group	7	8	9	10	11	12	13
HE							
Bournemouth University assembly at school then workshop with Pupil Premium pupils (school A)	■	■					
Higher Education Convention (B)						■	
Southampton University trip (B)						■	
Ex students who are now at university return to talk to all y12 (B)						■	
Visit to Bournemouth university (C)	■						
Visit to Bournemouth University -Typically students who would not be considering HE but were capable of it - raising aspirations and Aimhigher type of students (D)			■				
College							
Visit Yeovil College (those interested) (B)				■			
Local colleges invited into school to talk (B)					■		
Weymouth College taster day (C)				■			
College presentation (C)				■			
Speakers in from local college and TP to speak to assemblies where appropriate (unsure of year) (D)							
Apprenticeships							
ASK (apprenticeships) speaker for the whole of year (B)				■			
Careers & Apprenticeship shows (targeted) (C)					■	■	■
Apprenticeship awareness (C)				■			
Apprenticeship application workshop (C)					■	■	■
Parent apprenticeship awareness session (C)					■	■	■
National Apprenticeship Week activities (C)					■	■	■
Remote learning using Amazing Apprenticeships-Apprenticeship teaching resources (A)	■	■					
Large Degree Apprenticeship and Careers Fair run by school (D)			■	■	■	■	■
Fair							
Careers fair with talks and stands from universities, colleges and apprenticeship providers (B)			■	■	■	■	■
UCAS Fair, Bryanston School careers fair (C)						■	■
UCAS HE Fair attendance (D)						■	
Other							

Activity							
Skills Builder- using teaching resources to develop the 8 essential employability skills (A)	■	■					
Step into the NHS competition (A)	■						
Ferndown Upper School runs a careers workshop (A)		■					
Student finance talks (C)						■	■
Exeter Scholars Scheme (C)						■	■
National Careers Week activities (C)	■	■	■	■	■	■	■

Notes: The list is not exhaustive. Some respondents did not have sole responsibility for careers and therefore were not aware of every activity within the school.

Appendix 2: Ethics Forms

Participant Information Sheet

The title of the research project

Mapping Provision under Gatsby Benchmark 7 – Encounters with Further and Higher Education

Invitation to take part

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Who is organising/funding the research?

This research is being undertaken by Bournemouth University, and is funded by the Southern Universities Network.

What is the purpose of the project?

The Southern Universities Network (SUN) has been tasked with becoming a central point for all schools within their geographical remit, and to support those schools in achieving Gatsby Benchmark 7 - encounters with Further and Higher Education. As part of this process, researchers from Bournemouth University are conducting a survey and interviewing staff, to establish current provision within schools in relation to Gatsby Benchmark 7, as well as establishing what schools would find useful in terms of future Further and Higher Education outreach provision e.g. the type of activities, the content of activities and access to activities.

Why have I been chosen?

As part of SUN's expanded remit, they are seeking to work with schools that are currently not receiving any outreach provision from pre-existing University outreach nor SUN. As your school is one such school, we are seeking the views of staff within those schools.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a participant agreement form. We want you to understand what participation involves, before you make a decision on whether to participate.

Can I change my mind about taking part?

Yes, you can stop participating in study activities at any time and without giving a reason.

If I change my mind, what happens to my information?

After you decide to withdraw from the study, we will not collect any further information from or about you.

As regards information we have already collected before this point, your rights to access, change or move that information are limited. This is because we need to manage your information in specific ways in order for the research to be reliable and accurate. Further explanation about this is in the Personal Information section below.

What would taking part involve?

You will be asked to attend an individual interview, lasting approximately 30-45 minutes. The interview will take place virtually (using software such as Zoom or Microsoft Teams) at a mutually convenient time. The interview will be conducted by an experienced researcher from Bournemouth University. The research is being supervised by Dr Clive Hunt and Dr Tania Humphries-Smith, please see details below.

What are the advantages and possible disadvantages or risks of taking part?

By taking part in the research will enable us to look at the provision of activities and information within schools in relation to Gatsby Benchmark 7, as well as establishing what schools would find useful in terms of future Further and Higher Education outreach provision. It is difficult to foresee any particular risk or disadvantage in participating in this research.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

You will be asked a series of questions concerning current Higher Education/Further Education outreach provision within your school as well as what activities you may find useful in the future.

Will I be recorded, and how will the recorded media be used?

The interview will be recorded. The audio and video recordings of your activities made during this research will be used only for analysis and the transcription of the recording(s) for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

How will my information be managed?

Bournemouth University (BU) is the organisation with overall responsibility for this study and the Data Controller of your personal information, which means that we are responsible for looking after your information and using it appropriately. Research is a task that we perform in the public interest, as part of our core function as a university.

Undertaking this research study involves collecting and/or generating information about you. We manage research data strictly in accordance with:

- Ethical requirements; and
- Current data protection laws. These control use of information about identifiable individuals, but do not apply to anonymous research data: "anonymous" means that we have either removed or not collected any pieces of data or links to other data which identify a specific person as the subject or source of a research result.

BU's Research Participant Privacy Notice sets out more information about how we fulfil our responsibilities as a data controller and about your rights as an individual under the data protection legislation. We ask you to read this Notice so that you can fully understand the basis on which we will process your personal information.

Research data will be used only for the purposes of the study or related uses identified in the Privacy Notice or this Information Sheet. To safeguard your rights in relation to your personal information, we will use the minimum personally-identifiable information possible and control access to that data as described below.

Publication
You will not be able to be identified in any external reports or publications about the research without your specific consent. Otherwise your information will only be included in these materials in an anonymous form, i.e. you will not be identifiable.

Security and access controls
BU will hold the information we collect about you in hard copy in a secure location and on a BU password protected secure network where held electronically.

Personal information which has not been anonymised will be accessed and used only by appropriate, authorised individuals and when this is necessary for the purposes of the research or another purpose identified in the Privacy Notice. This may include giving access to BU staff or others responsible for monitoring and/or audit of the study, who need to ensure that the research is complying with applicable regulations.

Further use of your information
The information collected about you may be used in an anonymous form to support other research projects in the future and access to it in this form will not be restricted. It will not be possible

for you to be identified from this data. To enable this use, anonymised data will be added to BU's online Research Data Repository: this is a central location where data is stored, which is accessible to the public.

Keeping your information if you withdraw from the study

If you withdraw from active participation in the study we will keep information which we have already collected from or about you, if this has on-going relevance or value to the study. This may include your personal identifiable information. As explained above, your legal rights to access, change, delete or move this information are limited as we need to manage your information in specific ways in order for the research to be reliable and accurate. However if you have concerns about how this will affect you personally, you can raise these with the research team when you withdraw from the study.

You can find out more about your rights in relation to your data and how to raise queries or complaints in our Privacy Notice.

Retention of research data

Project governance documentation, including copies of signed participant agreements: we keep this documentation for a long period after completion of the research, so that we have records of how we conducted the research and who took part. The only personal information in this documentation will be your name and signature, and we will not be able to link this to any anonymised research results.

Research results:

As described above, during the course of the study we will anonymise the information we have collected about you as an individual. This means that we will not hold your personal information in identifiable form after we have completed the research activities.

You can find more specific information about retention periods for personal information in our Privacy Notice.

We keep anonymised research data indefinitely, so that it can be used for other research as described above.

Contact for further information

If you have any questions or would like further information, please contact Dr Tania Humphries - Smith, Associate Professor, Department of Design & Engineering, thumphri@bournemouth.ac.uk or Dr Clive Hunt - Associate Professor, Department of Design & Engineering, chunt@bournemouth.ac.uk

In case of complaints

Any concerns about the study should be directed to Professor Tiantian Zhang, Deputy Dean for Research and Professional Practice, Faculty of Science & Technology, on researchgovernance@bournemouth.ac.uk

Finally

If you decide to take part, you will be given a copy of the information sheet and a signed participant agreement form to keep.

Thank you for considering taking part in this research project.

Participant Agreement Form

Full title of project: ("the Project") Mapping Provision under Gatsby Benchmark 7 – Encounters with Further and Higher Education

Name, position and contact details of researcher: Dr Ed Bickle, Research Assistant, ebickle@bournemouth.ac.uk

Section A: Agreement to participate in the study

You should only agree to participate in the study if you agree with all of the statements in this table and accept that participating will involve the listed activities.

I have read and understood the Participant Information Sheet (Staff v1) and have been given access to the BU Research Participant Privacy Notice which sets out how we collect and use personal information (https://www1.bournemouth.ac.uk/about/governance/access-information/data-protection-privacy).
I have had an opportunity to ask questions.
I understand that my participation is voluntary. I can stop participating in research activities at any time without giving a reason and I am free to decline to answer any particular question(s).
I understand that taking part in the research will include the following activity/activities as part of the research: • being audio recorded during the project • my words will be quoted in publications, reports, web pages and other research outputs without using my real name.
I understand that, if I withdraw from the study, I will also be able to withdraw my data from further use in the study **except** where my data has been anonymised (as I cannot be identified) or it will be harmful to the project to have my data removed.
I understand that my data may be included in an anonymised form within a dataset to be archived at BU's Online Research Data Repository.
I understand that my data may be used in an anonymised form by the research team to support other research projects in the future, including future publications, reports or presentations.

	Initial box to agree
I consent to take part in the project on the basis set out above (Section A)	

Section B: The following parts of the study are optional

You can decide about each of these activities separately. Even if you do not agree to any of these activities you can still take part in the study. If you do not wish to give permission for an activity, do not initial the box next to it.

		Initial boxes to agree
	I agree to being filmed during the Project.	

I confirm my agreement to take part in the project on the basis set out above.

_____   _____   _____

Name of participant   Date   Signature
(BLOCK CAPITALS)   (dd/mm/yyyy)

_____   _____   _____

Name of researcher   Date   Signature
(BLOCK CAPITALS)   (dd/mm/yyyy)

Appendix 3: Interview Questions

GATSBY BENCHMARK 7 Encounters with Further and Higher Education

PRE COVID

Question 4 - In the questionnaire you listed several pre covid activities.
 Are there any other activities not listed?
 Discussion around the responses
 	
 Prompts
 Are they normally run each year? Has the provision been built up over a number of years?
    -    Were the activities in school/outside of school?
    -    Target groups?
    -    Which would you say were the most successful in engaging pupils? Why?
    -    Are some more 'successful' than others?
 Are there any particular HE/FE/apprenticeship providers that you closely engage with in terms of events/activities? How has that relationship been built?
 	
 What are the challenges in trying to engage with providers? /Running careers opportunities

Q5 According to Gatsby Benchmark 7: "By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities". To what extent do you feel the school is meeting this?   Discussion around the response
Q6 According to Gatsby Benchmark 7: "By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students". Can you explain how the school has sought to achieve this.   Discussion around the response
q7Question around engagement with parents/carers- h0w successful are they/challenges
8-11Could you tell me what sources of print-based and web-based media do you share with students concerning Further and Higher Education (including apprenticeships) choices?   Discussion around response

IMPACT OF COVID

12 How has COVID impacted on your provision?
13 Are there any new activities that you have introduced because of Covid?   How did they come about?   Challenges of covid - How easy/hard to engage with providers/set these things up   why chose them, successful?   Anything else you considered/were there other opportunities?

LOOKING FORWARD

14 What (if any) gaps have you identified in your provision? How do you plan to address the gaps (when do you envisage 'normal' activities returning? Will you still do any of the covid provision?

15 What (if any) other activities do you think the school would find useful in the future? Are there any relationships with providers you are keen to build?
Is there anything else you would like to say?

Appendix 4: Questionnaire

Mapping provision under Gatsby Benchmark 7

Page 1: Participation Information Sheet

Title of the research project: Mapping provision under Gatsby Benchmark 7 - Encounters with Further and Higher Education

What is the purpose of the research/questionnaire?

The Southern Universities Network (SUN) has been tasked with becoming a central point for all schools within their geographical remit, and to support those schools in achieving Gatsby Benchmark 7 - encounters with further and higher education. As part of this process, researchers from Bournemouth University are conducting a survey to establish current provision within schools in relation to Gatsby Benchmark 7, as well as establishing what schools would find useful in terms of future further and higher education outreach provision e.g. the type of activities, the content of activities and access to activities.

Why have I been chosen?

As part of SUN's expanded remit, they are seeking to work with schools that are currently not receiving any outreach provision from pre-existing university outreach nor SUN. As your school is one such school, we are seeking the views of Senior Leadership Teams and staff within those schools.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given [have access to] this information sheet to read. You can withdraw from participating at any time and without giving a reason, simply by closing the browser page. Please note that once you have completed and submitted your survey responses, we are unable to remove your anonymised responses from the study.

How long will the questionnaire/online survey take to complete?

The questionnaire should take around 20 minutes to complete.

1 / 14

What are the advantages and possible disadvantages or risks of taking part?

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will enable SUN to have a clearer picture of higher/further education outreach provision within Dorset as well as demand for future provision.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

You will be asked a series of questions concerning current higher education/further education outreach provision within your school as well as what activities you may find useful in the future.

Use of my information

Participation in this study is on the basis of consent: you do not have to complete the survey, and you can change your mind at any point before submitting the survey responses. Once we receive your survey response, your personal information is processed in compliance with the data protection legislation. We will use your data on the basis that it is necessary for the conduct of research, which is an activity in the public interest.

Bournemouth University (BU) is a Data Controller of your information which means that we are responsible for looking after your information and using it appropriately. BU's Research Participant Privacy Notice (https://www.bournemouth.ac.uk/about/governance/access-information/data-protection-privacy/research-participant-privacy-notice) sets out more information about how we fulfill our responsibilities as a data controller and about your rights as an individual under the data protection legislation. We ask you to read this Notice so that you can fully understand the basis on which we will process your information.

Once you have submitted your survey response it may not be possible for us to remove it from the study analysis, as this might affect our ability to complete the research appropriately or the accuracy and reliability of the research findings.

Sharing and further use of your personal information

As well as BU staff working on the research project, we may also need to share personal information in non-anonymised form with staff working for SUN.

The information collected about you may be used in an anonymous form to support other research projects in the future and access to it in this form will not be restricted. It will not

be possible for you to be identified from this data. Anonymised data will be added to BU's Data Repository (a central location where data is stored) and which will be publicly available.

Retention of your data

All personal data collected for the purposes of this study will be held for five years from the date of publication of the research. Although published research outputs are anonymised, we need to retain underlying data collected for the study in a non-anonymised form for a certain period to enable the research to be audited and/or to enable the research findings to be verified.

Contact for further information

If you have any questions or would like further information, please contact Dr Tania Humphries - Smith, Associate Professor, Department of Design & Engineering, thumphri@bournemouth.ac.uk or Dr Clive Hunt - Associate Professor, Department of Design & Engineering, chunt@bournemouth.ac.uk

In case of complaints

Any concerns about the study should be directed to Professor Tiantian Zhang, Deputy Dean for Research and Professional Practice, Faculty of Science & Technology, on researchgovernance@bournemouth.ac.uk

Consent to Participate: I confirm that I have read and understood the information provided and I agree to take part in the study. * *Required*

- ○ Yes
- ○ No

School

3 / 14

Job Title

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4 📋 Pre Covid, what activities were undertaken by your school in relation to meeting Gatsby Benchmark 7 (encounters with further and higher education). This can include activities completed with apprenticeship providers and other work-based training providers. Where possible, please specify the year group(s) that these activities relate to, whether they are targeted, and to whom.

Add item

Add item

5 📋 According to Gatsby Benchmark 7: "By the age of 16, every pupil should have had a meaningful* encounter with a provider of the full range of learning opportunities". *A 'meaningful' encounter is one in which the student has an opportunity to explore what it's like to learn in that environment. To what extent do you feel your school is meeting this? (Please explain your answer).

Add item

Add item

6 📋 According to Gatsby Benchmark 7: "By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students". Please explain how your school has sought to achieve this.

Add item

7 What (if any) activities do you provide for parents/families/carers in relation to further and higher education (including apprenticeships) choices?

Add item

Add item

8 What (if any) sources of print-based media do you share with students concerning further and higher education (including apprenticeships) choices?

Add item

Add item

9 How is this print-based media promoted and shared with students?

Add item

Add item

10 What sources of web-based media do you share with students concerning further and higher education (including apprenticeships) choices?

11 How is this web-based media promoted and shared with students?

Add item

Add item

3 Covid Provision

Add item

12 During the current Covid restrictions, what (if any) provision related to Gatsby Benchmark 7 have you been able to continue?

Add item

Add item

13 What (if any) new activities has your school undertaken in response to the Covid restrictions (such as virtual workshops)?

p. 4   Looking Forward

Add item

14 Looking forwards, in relation to Gatsby Benchmark 7, have you identified any gaps in your provision that you are seeking to develop?

Add item

Add item

15 Please list any relevant activities that you think your school would find useful in the future?

Add item

Add item

16 Is there anything else you would like to add?

Add item

Add item

p. 5   Thank You

Add item

Thank you for taking the time to complete this questionnaire.