National Networks for Collaborative Outreach monitoring report 2015-16

This report sets out the findings of the second and final year of monitoring of the National Networks for Collaborative Outreach scheme.

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National Networks for Collaborative Outreach monitoring report 2015-16

To	Heads of HEFCE-funded higher education institutions
	Heads of HEFCE-funded further education colleges
Of interest to those responsible for	Widening participation
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Executive summary

1.   This report sets out the findings of the second and final year of monitoring of the National Networks for Collaborative Outreach (NNCO) scheme. The monitoring exercise sought to understand the progress that local networks, national and regional networks and NNCO projects made over the full period of the scheme, from January 2015 to December 2016. The report uses monitoring returns submitted by networks and projects, and therefore reflects the views of the people managing and supporting those activities.

2.   This monitoring report is complemented by a report evaluating the NNCO scheme, led by the Institute of Policy Studies in Education at London Metropolitan University and the Centre for Education and Inclusion Research at Sheffield Hallam University. The report can be found at www.hefce.ac.uk/pubs/rereports/year/2017/nncoeval/.

3.   The NNCO scheme was established with £22 million of funding made available by the Government in 2014-15 to create networks which would bring together higher education institutions and further education colleges to enable their individual outreach activities to be co-ordinated for the benefit of all state-funded secondary schools and colleges in England. Co-ordination was managed by a single point of contact appointed by each network, who acted as the main liaison for schools and colleges in the network's area. Each network was also expected to create and maintain a website with which to promote the outreach activity offered by network members.

4.   The scheme was funded at £11 million each year between January 2015 and December 2016.

5.   The scheme funded 34 local and seven national or regional networks, which between them covered over 96 per cent of state-funded secondary academies, colleges, free schools and local authority maintained schools. About half of the networks were new, with the other half extending the activity of existing collaborative partnerships. A number of projects were also funded which sought to explore delivering outreach in particular geographies (for example rural and coastal areas) or in new contexts (for example encouraging progression to higher apprenticeships), as well as extending knowledge by considering attainment at GCSE level. Other projects were

aimed at supporting particular groups, for example black and minority ethnic learners. We also funded projects to support regional skills development by encouraging collaborative work with local enterprise partnerships (LEPs).

6.   In the first period of activity up to September 2015, networks reported significant work to co-ordinate the outreach offer of network partners, to fill gaps and to de-duplicate activity as possible. Similar co-ordinating work was undertaken to establish which schools received outreach, sometimes from many partners, and which little or none. Most networks had at that point launched a website, and all had been actively promoting their offer to local schools and colleges.

7.   The second period of activity, reported here, shows that networks have moved to embed collaboration and begin active work with schools and colleges. Overall, 98 per cent of academies and local authority maintained schools and colleges were covered by the scheme.

8.   All networks ensured that their offer was suitable for all state-funded secondary schools and colleges, whatever their intake in terms of likelihood of progression. Most, though, decided to make differential offers to secondary schools and colleges depending on their levels of progression to higher education (HE). Those schools where a large proportion of learners progressed were offered basic coverage, often on-line information for teachers about, for example, student finances, or opportunities to attend larger events such as campus visits. Schools where, traditionally, low numbers of learners progressed were offered enhanced support. Often referred to as 'cold spot' schools, these were given access to intensive, often progressive activities which aimed to offer information, advice and guidance but also to build the confidence and subject skills of learners.

9.   We were keen that the funding allocated through the NNCO scheme should enable new types of activity and ways of working to be trialled. We asked networks to report up to three areas of innovation in their activity, and the responses show that genuine innovation took place. Responses from networks demonstrate a range of innovation which falls into a number of categories:

- continuing to work with teachers, parents, carers and students, but using novel means of delivery such as technology or different types of activity
- working with new groups of learners, for example those with certain disabilities or young adult carers or offenders
- new ways of working structurally or more collaboratively, particularly with other organisations.

10.   Aspects of innovation are reported here, though it is difficult to do justice to the range of approaches described. Of note is the emphasis placed on continuing professional development resources for teachers and advisers. This was seen as a means of sustaining the efficacy of the scheme into the future, when teachers and advisers could continue to use and apply the knowledge that they gained through the scheme. Networks also noted the low levels of careers education, information, advice and guidance available in some schools and saw continuing professional development for teachers as a means of addressing some of this shortfall.

11.   Also of note was the increased alignment of work undertaken by networks with the local skills agenda. Many liaised closely with their LEPs and built relations with the Careers and Enterprise Company's recently appointed co-ordinators in LEPs.

12.   A recurring theme in reports was the opportunity to build, or rebuild, collaboration under the NNCO scheme. This was noted by many networks in terms of collaborating with other HE providers. For many providers, the requirement to recruit students has overridden collaboration as an approach. Greater collaboration between HE providers was seen to deliver greater efficiencies for the institutions involved, and some networks reported a reduction in costs for partners while increasing the scope and scale of what they could deliver collectively.

13.   Despite the many challenges faced by networks, overall most felt that the NNCO scheme put them in a good place from which to respond to the new National Collaborative Outreach Programme. The two-year scheme enabled them to build and strengthen collaboration between HE providers and, importantly, with other local agencies, particularly in relation to local and regional skills needs. They also developed strong and, in some cases, innovative responses to the specific needs of local learners. Crucially, they established a strong staff base with growing levels of expertise. Networks considered that, given these areas of development, the NNCO scheme offered a strong platform from which to begin to deliver the new programme.

Introduction

14.   This report sets out the findings of the second and final monitoring exercise for the National Networks for Collaborative Outreach (NNCO) scheme. The exercise sought to understand the progress that local networks, national and regional networks and NNCO projects made over the full period of the scheme, from January 2015 to December 2016. This report sets out how networks achieved the aims of the scheme, how they were organised and how they used allocated funds. It also reports on their perceptions of the benefits and challenges of the scheme and their planned approaches to sustainability.

15.   A new programme to support widening participation has been put in place by HEFCE from January 2017. The National Collaborative Outreach Programme (NCOP) will focus activity in specific local areas where higher education (HE) participation is low overall, and lower than expected given GCSE attainment levels. The programme will support the Government's goals:

- to double the proportion of young people from disadvantaged backgrounds in HE by 2020
- to increase by 20 per cent the number of students in HE from ethnic minority groups
- to address the under-representation of young men from disadvantaged backgrounds in HE.

16.   Total funding of £60 million per year will be allocated to 29 consortia to deliver the programme, which is planned to run until December 2020. Many of the NNCO networks have repurposed or enlarged their collaborative partnerships to form NCOP partnerships and will utilise the resources, expertise, contacts and infrastructure developed under the NNCO scheme as they move into the new programme.

Background and overview of the NNCO scheme

17.   In November 2013, the Government announced funding of £25 million for the development of a national outreach programme[1]. The purpose of the programme was to support collaborative approaches in the delivery of HE outreach activity to all state-funded secondary schools and colleges in England. The funding was subsequently confirmed in the Government's grant letter to HEFCE in February 2014[2].

18.   A call for proposals and indicative allocations for the programme was published in June 2014. This confirmed that £22 million would be delivered over two years to establish the National Networks for Collaborative Outreach scheme. The remaining £3 million would be used to develop a national student tracking system, through the roll-out of the Higher Education Access Tracker service[3].

19.   The funding period for the scheme ran from January 2015 until December 2016. A primary aim of the scheme was to simplify the means by which all state-funded secondary schools and colleges could access HE outreach activity. This aim was to be achieved through establishing networks for collaborative outreach which incorporated local single points of contact (SPOCs) for

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[1] See www.publications.parliament.uk/pa/cm201314/cmhansrd/cm131128/wmstext/131128m0001.htm.
[2] See www.hefce.ac.uk/news/newsarchive/2014/Name,93996,en.html.
[3] See http://heat.ac.uk/.

HE outreach throughout England. The purpose of the funding was to support the infrastructure underpinning collaboration which would thus enable the co-ordination of existing outreach activity. The NNCO funding enabled institutions to enhance existing outreach networks, and to develop new networks where these did not exist. The previous NNCO monitoring report was published in February 2016[4].

20.   The sector responded constructively to the call, and we were able to confirm funding to 34 local networks in January 2015. Covering the whole of England, these networks operate at the local level, serving schools and colleges in their vicinity.

21.   As well as local networks, we funded seven national and regional networks. These offered a particular approach to specific aspects of widening participation and covered:

- **national networks**
  - looked-after children
  - adult and part-time learners
  - advice to students wishing to progress to Oxbridge
  - resources to support teachers in helping students progress to selective institutions and courses
- **regional networks**
  - co-ordination between the three existing London networks (assisted through a pan-London network)
  - progression into the professions in Greater London
  - vocational progression in the North East.

22.   An expectation placed on the national and wider regional projects was that they worked with, and in some cases through, local networks to ensure that their links with schools and colleges were known and co-ordinated at the local level. This also ensured that effective practice, materials and resources were shared between all networks.

23.   Early in the scheme we identified the importance of location-specific approaches to outreach and noted the particular challenges faced by institutions working in rural, coastal and urban areas. In 2015, additional project funding was provided to eight networks to support work which would practically and effectively tackle some of the persistent problems encountered when attempting to conduct outreach in rural settings, coastal settings and urban conurbations, as these areas can display significant and multi-layered aspects of disadvantage.

24.   We provided a second round of funding for nine projects in 2016 to explore:

- school factors behind higher-than-expected progression to HE given GCSE results
- the progression and transition to HE of black and minority ethnic learners
- projects focused on aligning networks with local skills planning, particularly in liaison with local enterprise partnerships.

25.   Further information about national and regional networks and NNCO projects may be found at www.hefce.ac.uk/sas/nnco/projects/.

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[4] www.hefce.ac.uk/pubs/year/2016/201602/.

The role of a local network

26.   We were clear that networks should work with the partner HE providers they were serving, so institutions themselves have determined the structures and management arrangements for the networks and also their priorities for outreach. A minimum requirement was that information should be provided to all state-funded secondary schools and colleges, but some networks chose to go further, for example offering outreach to primary schools or mature learners.

Funding

27.   Funding was allocated to networks in two ways:

    a.   A proportion of the funding was made available at a flat rate of £120,000 per network in year one and £136,000 per network in year two, to enable the networks to establish the role of the SPOC and to develop their web presence[5]. This funding was allocated to a nominated 'lead' higher education institution (HEI). The lead institution normally hosted the SPOC and the network's hub.

    b.   The rest of the available funding was delivered through a formulaic allocation to individual institutions, based on the methodology used at the time to allocate the widening access element of HEFCE's Student Opportunity funding. This funding enabled institutions collectively to support the network.

The monitoring process

28.   As this was the final year of NNCO monitoring, we needed to make some changes to the previous monitoring forms to ensure that we sufficiently captured information about the networks' activities and effectiveness. We also required assurance from every institution receiving NNCO funding, confirming that the funding had been spent in pursuit of the scheme's aims.

29.   In preparing the final year NNCO monitoring forms, the NNCO team shared drafts with the networks at a HEFCE network event in February 2016. We then sought specific advice from an NNCO monitoring forum in March 2016, using the expertise of SPOCs from four networks to help shape the questions and advise on the process. The final monitoring forms and guidance were issued on 23 September 2016, with a return date of 27 January 2017. We held a webinar on 26 September 2016 in which we talked through the process and responded to live questions from our audience. A copy of the monitoring template is at Annex A.

Outcomes from the monitoring process

Local networks

30.   Local networks offered substantial feedback through their monitoring returns, responding to a series of questions to establish:

- how far they met their aims
- any changes in the context in which they worked
- how the network was structured
- how decisions about expenditure across the network were made
- how effective they considered the network and the SPOC to have been in meeting the network's objectives

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[5] The flat rate was raised to £136,000 for 2015-16.

- up to three examples of innovative practice to demonstrate innovation
- the challenges and opportunities they met in pursuing their aims.

31.   The monitoring returns offer much detail about how networks have achieved the key aims of the scheme and the additional aims and approaches they have adopted, to give a rich picture of activity over the two years of the scheme. In providing this substantial overview of network activity, a view of collaborative practice emerges across higher education providers, the third sector and other agencies bent on providing information, advice and guidance to young people so that they can make informed decisions about their futures.

<ins>The key aims of the scheme</ins>

32.   The key aims required for a local network under the NNCO scheme were:

- to provide a single point of contact
- to establish a web presence, which would hold details of the individual and collaborative outreach activity available from each member institution
- to act as a source of information to all state-funded schools and colleges in its sphere of activity
- to seek actively to reduce duplication, identify gaps in provision and help its partner institutions to deliver more co-ordinated, coherent and sustained outreach programmes
- to identify itself as part of a national 'brand'.

<ins>Establishing a SPOC and website</ins>

33.   All local networks have established a SPOC and a supporting website. The following description from Higher Education Progression Partnership Collaborative Outreach (HEPP&CO) in Sheffield is typical of the way in which networks achieved these aims:

'The partnership website www.heppco.org was developed in May 2015 and was formally launched in October 2015. The site displays events and opportunities relating to higher education and higher-level skills at all partner institutions, [and] is accessible to schools, colleges, students, parents and the general public.

'At the time of writing we have promoted **581** different HE-themed activities and events from across our partnership through the website's "activities" section. Between September 2015 and December 2016 **4,198** users viewed the site, logging **5,644** sessions.

'The SPOC along with the partnership website is established and together act as a mechanism whereby schools and colleges receive information about all of the opportunities taking place within the Sheffield City Region for learners to find out more about higher education and higher-level skills on offer by individual partners within HEPP&CO as well as collaborative events delivered by HEPP&CO.'

<ins>Working with schools and colleges</ins>

34.   We asked networks to describe how they had worked with schools and colleges. As the purpose of the scheme was to ensure that all state-funded secondary schools and colleges knew where to go to access existing HE outreach and to make it simpler for them to do so, the SPOC was central in enabling this interaction. Their role was to understand what outreach activity was available in their network and to act as a 'one stop shop' for schools and colleges. Annex B sets out information on partner organisations and schools by NNCO network and project.

35.   All networks ensured that they had an offer that was suitable for all state-funded secondary schools and colleges, whatever their intake in terms of likelihood of progression. Most, though, decided to make differential offers to secondary schools and colleges depending on their levels of progression to HE. Those schools where a high proportion of learners progressed were offered basic coverage, often on-line information for teachers about, for example, student finances, or opportunities to attend larger events such as campus visits. Schools where, traditionally, low proportions of learners progressed were offered enhanced support. Often referred to as 'cold spot' schools, these were given access to intensive, often progressive activities which aimed to offer information, advice and guidance but also to build the confidence and subject skills levels of learners. The example from the Devon Collaborative Outreach Network (DCON) gives a good overview of a detailed response to targeting a more extensive offer:

> 'DCON has offered all schools within the target area a core outreach offer. Using POLAR3 data, Free School Meals, gaps in participation, cold spot data and 2010 Index of Multiple Deprivation the DCON network collated and analysed this data to select schools to receive the extended and e-mentoring offers.

> 'Combining the data sources identified has enabled the DCON to assess the unique social, environmental, economic and health characteristics of the target outreach area it covers, and the challenges they pose. As a result of this assessment DCON selected certain schools to receive an extended offer of targeted outreach to ensure maximum impact from the outreach in the areas that need it most.

> 'The core offer to all schools consisted of:

> - 'Careerpilot'
> - 'talks and presentations
> - 'campus and school visits
> - '[continuing professional development] webinar sessions for teachers and HE advisers
> - 'support for parents and carers.

> 'Using the data sets outlined above we then put in place an extended offer for those schools that scored highly on the combined evaluation criteria to include:

> - 'self-development and confidence building sessions; in collaboration with Articulacy.

> 'Finally, choosing schools with particularly low rates of progression on to HE and/or rural isolation we put in place the extended offer plus e-mentoring.'

36.   The NNCO scheme also enabled some networks to engage in areas where schools previously had little or no contact with HE providers. For example, the Merseyside Network for Collaborate Outreach and Greater Manchester network teamed up to deliver outreach in Warrington:

> '…we identified the Warrington area as a "cold spot" in which schools did not have pre-existing relationships which were as well developed with the partners within our network when compared with communities within the Liverpool City Region. As the Collaborative Network Manager had previously worked on a collaborative project between the

universities of Liverpool and Manchester which had sought to target schools based within geographical cold spots across the wider North West region, we had an existing evidence base as to the fact that Warrington's equidistance between Liverpool and Manchester meant that it had suffered in terms of outreach provision. Therefore, we also offered specific targeted initiatives to these schools.'

37.   This regional working took place in other networks, for example the North East Midlands Collaborative Outreach Network (NEMCON) network in Derby met with neighbouring networks to sort out 'mapping and gapping' between networks, ensuring that they identified and targeted schools which were 'cold' in terms of widening participation (WP) but also not reached by other institutions or networks.

School and college coverage

38.   To assess and ensure coverage we asked networks to supply a list of state-funded secondary schools and colleges with which they were working at the point of monitoring. The Edubase data on which the schools and colleges list is based is dynamic and regularly updated by the Department for Education, as new schools are established or maintained schools change to become academies. We have therefore used an annual snapshot of the database to measure coverage.

39.   Importantly, the lists supplied by networks provided the basis of the school and college linking tool on the HEFCE website. This allowed schools and colleges to find their local network or networks by typing in their postcode. Networks regularly updated their lists of coverage to reflect newly emerging relationships in this changing landscape and to ensure that the linking tool was kept current.

40.   The school and college system is in a state of some change with the continuation of the academisation process and the development of free schools. Further education colleges (FECs) also saw change under the Further Education Area Review process, which has led to a number of mergers between colleges and so a drop in the overall number across England.

41.   Table 1 shows the changes in total numbers of the different types of establishments that took place between the 2014-15 monitoring period and the final period reported here. As can be seen, the number of academies and free schools has grown, while the number of local authority maintained schools has fallen. Pupil referral units and special schools have also seen a drop in numbers, with a total fall of 69 while the number of special post-16 schools has grown by nine over the period.

Table 1: Difference in number of schools and colleges between years of the scheme

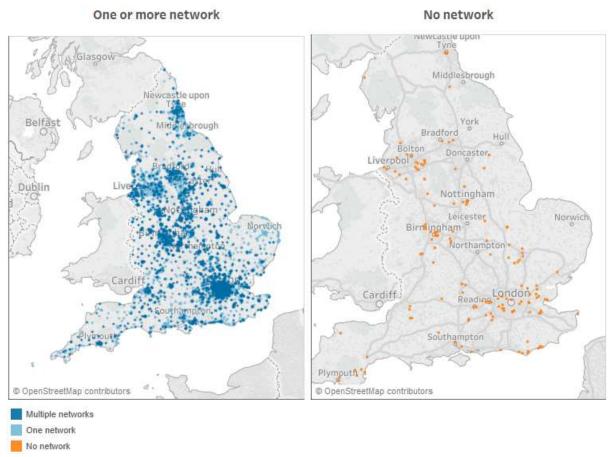| School or college type	Total number on Edubase (2014-2015 monitoring)	Total number on Edubase (2015-2016 monitoring)	Difference between 2015 and 2016
Academies	2,127	2,267	140
Colleges	365	351	-14
Free schools	224	262	38
Local authority maintained schools	1,251	1,158	-93
Pupil referral units	277	249	-28
Special post-16 institutions	69	78	9
Special schools	787	746	-41
Total	5,100	5,111	11

42.   Networks note these changes as a challenge in their returns (see paragraph 132) and discuss the problems that have arisen in terms of engagement. These issues undoubtedly contribute to the slight fall in the number of schools and colleges covered by the scheme in its second year – although as a total the percentage covered remains the same, with 89 per cent of schools covered by a network, and 39 per cent covered by multiple networks. Table 2 shows the changes in school and college coverage for each year of the scheme.

Table 2: Difference in number of schools covered by the NNCO scheme between years

	Number of schools 2014-15	Proportion covered	Number of schools 2015-16	Proportion covered	Difference between years
Total number of schools and colleges in England	5,100	-	5,111	-	11
Schools and colleges in a network	4,550	89%	4,528	89%	-22
Schools and colleges without a network	550	11%	583	11%	33
Schools and colleges in multiple networks	1,996	39%	1,979	39%	-17

43.   Figure 1 shows school and college coverage in geographic format across England, including schools covered by one or more networks and schools not covered by a network. Note that the map excludes pupil referral units, special post-16 institutions and special schools.

Figure1: NNCO network coverage (monitoring 2015-16)

One or more network — No network

Legend:
- Multiple networks
- One network
- No network

44.   Table 3 shows the breakdown in coverage by local networks and by multiple networks. The 'Overall' numbers relate to those schools and colleges covered by local, regional and national networks. As can be seen, the majority of overlap is due to the distinctive outreach support offered by national and regional networks. Nearly 2,000 schools and colleges are the focus of this additional support.

Table 3: Overall summary of schools and college coverage 2015-16

	Overall		Local networks	
	Number of schools	Proportion covered	Number of schools	Proportion covered
Total number of schools and colleges in England	5,111	-	5,111	-
Schools and colleges in a network	4,528	89%	4,470	87%
Schools and colleges without a network	583	11%	641	13%
Schools and colleges in multiple networks	1,979	39%	895	18%

Note: Based on Edubase extract, August 2016.

45.   The overlap between local networks is just under 900 schools and colleges, or 18 per cent. Overlap is not necessarily an issue where some schools and colleges naturally sit on network boundaries or have existing relationships with HEIs in different networks. Networks were aware of the issues of overlap, and worked either to reduce it or to ensure that schools and colleges understood how outreach was co-ordinated across boundaries.

46.   Table 4 shows coverage by type of school and college. We expected networks to cover all state-funded secondary schools and colleges in their work to deliver outreach. As would be anticipated, the percentage of academies, colleges and local authority maintained schools is high, ranging from 96 per cent to nearly 100 per cent. Free schools remain something of a challenge at 79 per cent. We offered flexibility around coverage for pupil referral units (PRUs) and special schools, recognising that for some of these organisations HE outreach would not be a practical response to their learners' needs. Nevertheless, a majority of networks chose to cover PRUs in their area and, as can be seen, 73 per cent of PRUs serving secondary learners were covered by a network. Fifty-six per cent of special post-16 institutions and special schools were also covered by a network.

Table 4: Breakdown of school and college types by NNCO coverage

School or college type	Overall	In a network		Without a network	
	Total	Number	Percentage of type	Number	Percentage of type
Academies	2,267	2,182	96%	85	4%
Colleges	351	343	98%	8	2%
Free schools	262	206	79%	56	21%
Local authority maintained schools	1,158	1,153	100%	5	0.43%
Pupil referral units	249	183	73%	66	27%
Special post-16 institutions	78	42	54%	36	46%
Special schools	746	419	56%	327	44%
Total	**5,111**	**4,528**	**89%**	**583**	**11%**

47.   In this final period of reporting we wanted to understand the additionality that networks offered, over and above the activity that would have taken place anyway between HE providers and schools and colleges. We asked networks to tell us where the network (as opposed to individual partners in a network) had contact with a school or college. This contact might have been emailing an NNCO bulletin or newsletter, or responding to a phone call about NNCO activity.

48.   We also wanted to understand how many schools and colleges took up NNCO activities during the period of the scheme. This related to any event organised through the network – whether these were aimed at teachers or advisers, or were learner-related activities.

49.   We also wanted to know through reporting where networks had worked more intensively with schools by targeting those with learners from disadvantaged backgrounds.

50.   Table 5 extends the analysis in Table 4 and seeks to demonstrate the additionality of the NNCO scheme in terms of the number of schools and colleges which took part in at least one activity delivered under the scheme, and how many were targeted for intensive engagement. As can be seen, overall 58 per cent of schools and colleges in a network (2,626) undertook at least one activity through the network which would not have been delivered by an individual HE provider, and 34 per cent (1,542) were targeted for enhanced activity by a network. While it is not possible to say that HE providers would not have delivered further activity without the presence of the scheme, it appears that the scheme has led to schools and colleges accessing more outreach activity than previously. Importantly, the scheme has led to schools and colleges being able to access a collaborative offer, more likely to deliver impartial information, advice and guidance to their learners.

Table 5: Network coverage showing levels of contact

School or college type	Number in a network		Contact with a network		At least one activity with a network		Targeted for enhanced activity by a network	
	Total	% of type	Number	% of those in a network	Number	% of those in a network	Number	% of those in a network
Academies	2,182	96%	2,123	97%	1,491	68%	867	40%
Colleges	343	98%	341	99%	247	72%	133	39%
Free schools	206	79%	181	88%	67	33%	56	27%
Local authority maintained schools	1,153	100%	1,127	98%	739	64%	422	37%
Pupil referral units	183	73%	142	78%	30	16%	18	10%
Special post-16 institutions	42	54%	29	69%	3	7%	0	0%
Special schools	419	56%	341	81%	49	12%	46	11%
Total	**4,528**	**89%**	**4,284**	**95%**	**2,626**	**58%**	**1,542**	**34%**

51.   An example of this additionality comes from the Aimhigher West Midlands network, which states:

'The NNCO has supported increased engagement with regional state-funded secondary schools and colleges in the overall outreach offer of our partners. Data on the engagement of all regional state-funded schools and colleges in the 2013-14 academic year was obtained from all partners, and used to establish a baseline for subsequent monitoring. Our analysis across the two years of the NNCO shows increased engagement in 13 of the region's 14 local authority areas, with some showing significant growth. Engagement was maintained at 83.3 per cent in Walsall. Overall engagement increased by over 10 per cent, from 72.2 per cent to 82.8 per cent.

'Of the minority of regional schools and colleges that did not engage with our partners, most were special schools and Pupil Referral Units.'

52. The Explore University network (Wolverhampton) notes that the scheme enabled HE providers to increase their level of engagement with schools over and above that previously managed, noting too that the scheme delivered outreach to different age groups from those previously targeted:

'The activity undertaken by partners, both in collaboration and on their own, was recorded by the co-ordinator and collated at the end of the programme. Analysis of this data has shown that, for all of the partners, the scale of outreach activity has increased on what had been previously delivered.

'One of the partners is a specialist institution and reported a 20 per cent increase in activity compared to previous years. This increase in activity was achieved by virtue of their institution, courses and related career paths being represented in schools that they had not previously been to.

'Another of our partners has reported that the scope of their outreach has increased in terms of engagement with new schools but also has included a much younger age range. Their focus pre-NNCO was on post-16, with a focus on recruitment and only certain schools are targeted for this purpose.'

How expenditure was managed by local networks

53. Paragraph 27 sets out the funding method used for the scheme. Networks adopted a range of methods for using the funding across their membership. Most networks established a set of principles to govern how funding would be used across partners to deliver the aims of the scheme. For example, the NEMCON network in Derby describes a comprehensive list:

'Decisions in regard to network finance (both formulaic and infrastructure underspend) were made on the basis of:

- 'adherence to the funding requirements/guidance as laid out by HEFCE
- 'relevance in terms of the key themes that were laid out at the inception of the programme by network partners
- 'sustainability – assessing the potential for the provision of the activity to be continued once NEMCON funding ended
- 'longevity – assessing where activity was funded and resources were developed or invested in, how long those activities and resources would continue to be fit for purpose and relevant beyond the life of the programme

- 'engagement with priority groups and numbers of learners – was the activity proposed able to reach, engage and benefit high numbers of targeted learners for a sustained period of time (value for money/impact/targeting)? Did the activity meet the needs of the learners that it was designed for?
- 'accessibility and sharing good practice – what resources could be developed to broaden the reach of the activity across partners and the sector, and how could they be shared?'

54.   Having established principles for deciding expenditure, networks adopted different models for using funding to deliver the aims of the scheme, but a number of broad approaches can be isolated. In the main, the use of the flat-rate funding was always decided by the steering group. The use of formulaic funding had greater variation:

a.   Expenditure was decided by partner institutions within a set of principles and priorities.

Think Higher, Warwick: 'Formulaic funding was retained by partners to facilitate opportunity to interact with the network and its core priorities, as well as to encourage further avenues to strengthen collaborative activity in the locality.'

b.   Expenditure was decided by the steering group or partners collectively proposing projects or areas for collaborative activity.

AccessHE, London: 'The use of formulaic funding was decided by the AccessHE membership. AccessHE made multiple project proposals and three projects were supported by the HEIs; Capital Access, AccessHE Online and AccessHE Creative Network. The HEIs pooled their resources to support projects which they felt were relevant to their institutions, despite vastly differing sums each institution received.'

c.   Expenditure was managed by pooling all funds and using the allocation collectively against an agreed set of outcomes.

Devon Collaborative Outreach Network: 'A decision was taken by the steering group that the three main partners would pool their formulaic funding and use it for the projects agreed by them.'

d.   A proportion of funds was pooled or contributed so that FECs, or other institutions receiving a small allocation, could deliver projects.

Higher York Network for Collaborative Outreach (HYNCO): 'One of the key priorities which the partnership identified was enhancing the engagement of college-based higher education providers with the widening participation agenda. As part of the HEFCE formulaic funding allocation all partner colleges received relatively low levels of financial support. In order to enable the colleges to participate in the project in a meaningful way the steering group decided to supplement the formulaic funding from central funds so that all colleges would receive a total of £15,000. This enabled colleges to appoint part-time HYNCO staff based within the college who could participate fully in all HYNCO activity.'

How expenditure supported the aims of the scheme

Overall expenditure

55.   The overall expenditure for the scheme is shown in Table 6. As is clear from the table, networks were unable fully to spend the allocation made for the period from January to September 2015. We allowed roll-over of their allocation between the two periods, and the majority of expenditure was made in the second period of the scheme. No expenditure was permitted by networks or projects beyond 31 December 2016. There was overall underspending of £720,878 on this date, and this was recouped from institutions in May 2017.

Table 6: Overall funding and expenditure

Overall	1 January 2015 to 30 September 2015 Total	1 October 2015 to 31 December 2016 Total	Grand total
Funding allocated	£9,774,967	£10,878,558	£20,653,525
Funding spent	£3,661,308	£16,304,137	£19,965,445
Underspending	£6,113,659	£-5,425,579	£688,080

Note: Two local networks have been excluded from this table as their data could not be verified prior to publication.

56.   Table 7 shows the total allocation and expenditure for local networks only.

Table 7: Allocation and expenditure of local networks

	Total allocation	Total expenditure	Underspending
Local networks	£17,613,924	£17,039,094	£574,830

Note: Two local networks have been excluded from this table as their data could not be verified prior to publication.

57.   Table 8 shows a summary of expenditure by cost headings for local networks.

Table 8: Expenditure of local networks

Cost heading	Total flat-rate expenditure	Total formulaic expenditure	Total expenditure across scheme	Percentage expenditure by cost heading
Lead institution costs	620,976	123,212	744,188	4.37%
Network staffing (partner institutions)	51,482	1,019,045	1,070,528	6.28%
Network staffing (central)	3,563,135	712,558	4,275,693	25.09%
Projects including developing and delivering activities	1,692,341	4,694,775	6,387,117	37.49%
Web development	492,266	126,087	618,354	3.63%
Events	572,107	1,004,398	1,576,505	9.25%
Research - eg data gathering and analysis	161,269	221,637	382,906	2.25%
Evaluation	158,384	184,117	342,501	2.01%
Other, including travel, hospitality, equipment and HEAT subscriptions	755,259	886,045	1,641,304	9.63%
Total	**8,067,219**	**8,971,875**	**17,039,094**	**100.00%**

Note: Two local networks have been excluded from this table as their data could not be verified prior to publication.

58.   As demonstrated, the majority of expenditure was in the two areas of staffing and project development and delivery (including events). Together, these costs account for over 70 per cent of expenditure.

59.   Flat-rate funding, as expected, was generally used by networks to support the infrastructure necessary to deliver the scheme, for example central staffing, the development of the network's website, managing central contact with schools and colleges, and the associated costs of housing the network 'hub'. The Lancashire network notes:

'Flat rate funding has continued to support central and strategic network activities, such as central team costs including:

- 'management and staffing time for initial meetings

- 'development time of senior management of lead institutions

- 'recruitment and selection

- 'office space and associated costs and equipment

- 'communication with schools, written and physical

- 'centralised resources to promote the network and support project delivery

- 'support of partner collaborative project delivery

- 'support of partners in receipt of little or no formulaic funding to facilitate their involvement and contribution to the collaborative network

- 'website design, continued development and maintenance and legacy.'

60.   Aimhigher West Midlands notes the support required from flat-rate funding for the network's wider co-ordination role:

'[Flat-rate funding] has been used to establish a single point of contact, a web presence and act as a source of information to all state-funded schools and colleges within its sphere of activity. It has also supported the development and implementation of network-wide systems to monitor the engagement of schools and colleges in support of our work to reduce duplication, identify gaps in provision and help partner institutions deliver more coordinated, coherent and sustained outreach programmes.'

61.   Network partners used their formulaic funding to support additional staffing in institutions so they had sufficient resource to meet the requirements of the network. Sometimes this was simply to ensure that time was available to attend network meetings, although usually involvement went further than this, with support for collaborative activities and events requiring partners' time. However, as can be seen in Table 8, formulaic funding was more likely to be used to pilot new ways of working and to develop new activity. More information on these aspects is given in paragraph 95.

62.   Of note was the approach taken by several networks to fund travel costs for schools so that their learners could attend outreach events taking place on campus. Such subsidies were offered by both urban and rural networks. For example, the Lincolnshire Outreach network states:

'In terms of reaching out to rural and coastal areas, where travel costs have been a problem, the Lincolnshire Outreach Network has offered a travel subsidy for funded events, to help those schools and colleges further away from the urban centres to attend outreach events where they have cited this as a barrier to attending.'

How networks were structured

63.   In meeting the aims of the scheme to co-ordinate outreach activity to all state-funded secondary schools and colleges, local networks were formed by institutional partners to suit the needs of their local region. We held no expectations in terms of size of network, although we were keen to achieve full coverage of schools and colleges across England in line with the Government's aims.

64.   The local networks which formed varied in size and scope. Geography, and the number of institutions in a local region, had a major bearing on how many partners were involved in a local network. This meant that networks operating in urban areas tended to be larger than those in more rural areas. A full list of networks and NNCO projects is at Annex B, which also includes information on partner organisations and schools. This shows the institutional and other partners in each network, as well as the type of schools and colleges each covered.

65.   In general, the governance structure under which networks operated consisted of a steering group, usually chaired by a senior member of staff from the lead HEI, and including senior staff from representative partners. This group developed the strategy guiding the network, decided overarching practice in relation to partnership and usually decided how funding flowed across the network. Generally, this group oversaw the work of an operational or management group which managed the detailed work of the network.

66. Of the 34 local NNCOs, exactly half built on partnerships already established prior to the NNCO scheme. A number of these were originally formed under the Aimhigher or Lifelong Learning Network programmes, so in some cases had been in place, in one form or another, for over a decade. Those networks with established partnership arrangements were able to respond rapidly to the NNCO call by drawing on existing contacts in the partner institutions.

67. Where partnership existed prior to the NNCO, the new networks were often nested within the existing governance structure. For example, the network set up by AccessHE in London was overseen by the longstanding London Higher Board, and the Higher Education Access Rewarding Transformation (HEART) network in Leeds overseen by the HEART board. Networks noted that the maturity and trust developed through existing partnership was a significant benefit when developing networks under the new scheme.

68. Some networks chose to operate a formal service-level agreement or memorandum of agreement between partners to establish expectations. For example, HEPP&CO in Sheffield (also an existing network) notes:

> 'The steering group meets termly and oversees and steers the activities of the network and advises on network development, use of funds, planning of activity and sustainability. The HEPP&CO steering group has a memorandum of agreement in place, clarifying the aims of the partnership and individual partners' roles and responsibilities within it.'

69. A theme running through the submissions from networks was the emphasis placed on siting their work in the local skills strategy. This meant working with local enterprise partnerships (LEPs) and other bodies involved in this agenda. A number of networks included representatives from LEPs and other local bodies in their network. For example, the HEART partnership notes:

> 'The HEART Board provides the strategic direction of the partnership and oversees project activities and performance. The Board comprises senior representation from each of the 12 members and co-opted members from Leeds City Region LEP and HEFCE, as well as from other local partnerships (West Yorkshire Consortium of Colleges and Yorkshire Universities).'

70. The Think Higher Network in Warwick went further and established its steering group within the LEP governing structure:

> 'The Think Higher Steering Group is also a sub-group of the LEP Jobs and Skills Business Group. This group can report and provide input from the LEP board and help to manage continued alignment to the LEP skills.'

71. While not all networks used their governance structures to establish themselves in the broader skills agenda of their local region, the majority worked with LEPs or other bodies to support local skill development, often setting this within the overarching requirements of schools and colleges for careers education, information, advice and guidance.

72. The NNCO scheme expected local FECs to be included in networks, both through its funding method, under which funding was allocated to colleges, and also by expecting colleges to be covered by the scheme as recipients of HE outreach to support their own students' progression. FECs often occupy a 'centre ground' in terms of outreach, by being providers of both Level 3 and Level 4 education; in other words, they bring learners to the point of progression and often offer courses of HE to which learners can progress. Many networks

included representatives of FECs in their governance structure, with some existing partnerships involving them for the first time.

National networks

73.   We funded four national networks to deliver aspects of outreach activity which could work across the sector. Table 9 sets out the total allocation made to the four networks over both years of their operation.

Table 9: Allocation and expenditure of national networks

Total allocation	Total expenditure	Overspend
£1,556,669	£1,560,893	£-4,224

74.   Our expectation was that wherever possible national networks would work with local networks to ensure that the activities they delivered were co-ordinated with those offered locally to schools and colleges. We were also keen that the resources developed by national networks for information, advice and guidance were available to local networks, to broaden the scope of available material.

75.   The four national networks were very different in terms of structure and their target groups. The following summaries briefly describe their outputs.

The Open University NNCO

76.   Working in collaboration with its Social Partnerships Network the Open University aimed to enhance its work through developing and publicising new free online resources aimed at adults looking for flexible academic and vocational pathways to higher-level learning. The resources developed related to informal and formal learning, apprenticeships, recognition of prior learning, work-based and employer-led learning, further and higher education. This entailed developing the new website, Part-time Education for Adults Returning to Learn (PEARL)[6], and six online courses.

77.   The PEARL website was designed as the 'go-to' place for adults (18 years old and older), to guide them through a range of educational opportunities from short, free online courses up to higher-level learning. The website contains aspirational case studies to inspire adults to return to learning. A key innovation is the sophisticated 'Advise me' tool, which personalises the advice to the aspirations and circumstances of the learners.

78.   The six online courses[7], which went live during late August and early September 2016 include:

   a.   Supporting children's development (target groups include teaching assistants and other low-paid, unqualified staff in schools, and parents).

   b.   Caring for adults (target groups include paid and unpaid carers, those who work in social care, volunteering, family or community care settings, and family carers).

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[6] http://pearl.open.ac.uk/
[7] http://open.edu/openlearnworks/course/view.php?id=2232

c.   Introducing practical healthcare (for healthcare assistants, other low-paid, unqualified health sector workers, and anyone with an interest in starting a career in the health sector).

d.   Planning a better future (a generic course for anyone looking to make changes to improve their life or career prospects).

e.   Taking part in the voluntary sector (target groups include anyone interested in being involved with the voluntary sector, paid or unpaid, and those looking to enhance skills in the voluntary sector that will transfer easily into other sectors).

f.   Starting your small business (for anyone who is thinking of setting up a small business or micro-business or of becoming self-employed, or has recently set up a business).

79.   The website and courses will continue to be maintained and developed by the Open University.

<u>The National Network for the Education of Care Leavers (NNECL)</u>

80.   This network aimed to provide the central source of information about and co-ordination of the outreach activity available throughout England to support learners in or leaving care.

81.   This was achieved by providing a website for designated teachers, virtual schools in each local authority, social workers, foster carers and young people. The website lists details of all collaborative outreach activity for children in care and care leavers.

82.   Importantly, the network has also created a community of HE providers sharing good practice about encouraging learners from care backgrounds to consider progression to HE. The NNECL website contains links to all 34 regional NNCO websites, many of which are reciprocal. NNECL has also connected with individual institutions through the regional NNCOs and ensured that its resources and guidance are made available through those NNCOs to inform HEI activity. This has enabled national co-ordination as NNECL, through its regional groups, has facilitated collaborative working on a regional scale, and the online hub has ensured best practice is disseminated throughout England. Working through regional NNCO networks has ensured national coverage.

83.   Additionally, the website and SPOC have enabled virtual school heads to see what is going on locally for all their looked-after children and to be linked up with relevant contacts. The network has connected local stakeholders with regional groups which feed into the national network. The network has also ensured that any HEIs or NNCOs contemplating working with looked-after children have all the information and examples they need and the right contacts to hit the ground running.

84.   NNECL will remain viable beyond the NNCO scheme, as it has undertaken a feasibility study and stakeholder consultation and has put in place an interim structure, interim trustees and mechanisms for transition to a permanent legal and organisational structure by 2020.

<u>Oxford and Cambridge Collaborative Outreach Network</u>

85.   This network sought to bring together the outreach capacity of both universities and, importantly, to co-ordinate the offer supplied by their constituent colleges. Both universities use a scheme whereby individual colleges build up relationships with schools and colleges in the English regions. The NNCO scheme enabled them to harness this effort, de-duplicate

approaches in the same region from the two institutions' colleges, work with local networks and provide generic information on a joint basis.

86. The network targeted state-funded schools and colleges in England that:

- offer post-16 provision
- have at least one candidate per year achieving three A grades at A-level (or equivalent)
- have no strong record of successful applications to Oxford or Cambridge.

87. On this list, schools and colleges that historically had the fewest outreach interactions with Oxford or Cambridge were highlighted as priorities for targeted events. However, those planning such events were encouraged to work with as many schools on the whole list as possible, with the overall goal being to even out the provision of information across the target list, rather than to focus efforts intensively on a smaller number of schools.

88. The network has engaged 43 per cent of the target schools (681 of 1,585) in an outreach activity through this network over the course of the project, with almost 25 per cent (394 of 1,585) benefitting from enhanced activity that would not have been possible without the NNCO funding. A series of webinars run through the website have been viewed a total of 3,341 times.

89. The network notes that changes in the Level 3 awards system meant that it was able to offer particular benefit across the two universities:

'The work of this network has taken on particular importance in the light of the changes to qualifications and the subsequent changes to the universities' admissions processes. Qualification reform, specifically the loss of AS-level [Uniform Mark Scale] scores in reformed A-levels, has had a significant effect on the way that Cambridge in particular will assess applicants in the future. This has led to concern among teachers and applicants regarding individual school/college policies and approaches. The consequential changes in the Cambridge admissions process (primarily the introduction of new written assessments) mean that strong communication and collaboration between Oxford and Cambridge is more crucial than ever. Staff delivering any kind of information, advice and guidance on applying to each institution (as is so often the case when either institution is invited to speak at a school or college) need to be kept up-to-date on how to communicate these changes to prospective applicants and their advisers. This network has allowed us to do this in a formal way.'

Advancing Access

90. This network aimed to provide continuing professional development (CPD) resources to teachers and advisers, to raise their confidence in encouraging learner progression to selective institutions in the Russell Group. It concentrated on 700 'cold spot' schools where there was no interaction with a Russell Group institution, and on schools and colleges which were a significant distance from one.

91. The Department for Education league table measure for progression to selective institutions has led many schools to seek to integrate this topic into their annual in-service training provision. Working with WP professionals, teachers and advisers, the network has developed four strands of work to support teachers and advisers:

- choosing Key Stage 4 and Key Stage 5 qualifications
- choosing a university and course
- university applications
- university admissions processes.

92.   Under each of these strands it has brought together the following materials:

- a presentation and notes covering key aspects of the relevant theme to be delivered to teachers and advisers as part of peer-to-peer training
- an interactive guidebook providing information and advice and signposting other relevant sources of information, together with quick reference sheets which supplement the guidebook
- a questionnaire allowing teachers to reflect on what they have learned
- activities for teachers and advisers to use with learners
- video case studies of current students or graduates demonstrating real-life examples of informed decision-making.

93.   Responses from teachers and advisers are positive, with survey responses suggesting that those who have used the materials feel more confident in providing advice and guidance in this area. The network has worked through all NNCO networks, but had particular links with 19 of them. IT will continue to work collaboratively with NCOP partnerships as these develop.

94.   Information relating to regional networks and NNCO projects may be found on the HEFCE website[8].

Innovation

95.   While tried and tested methods of delivering outreach and reaching schools can often be the best means of making progress in terms of increasing progression to HE, we were keen that the funding allocated through the NNCO scheme should enable new types of activity and new ways of working to be trialled. We asked networks to report up to three areas of innovation in their activity, and the responses showed that genuine innovation had taken place.

96.   Responses from networks demonstrate a range of innovation, which falls into a number of categories:

- continuing to work with teachers, parents, carers and students but using novel means of delivery such as technology or different types of activity
- working with new groups of learners, for example those with certain disabilities, young adult carers or offenders
- new ways of working structurally or more collaboratively, particularly with other organisations.

97.   Most networks put a major emphasis on developing CPD for teachers and advisers. This was seen as a means of sustaining the efficacy of the scheme into the future, when teachers and advisers could continue to use and apply the knowledge that they had gained through the scheme. Networks also noted the low levels of careers education, information advice and guidance available in some schools, and saw teacher CPD as a means of addressing some of this shortfall.

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[8] www.hefce.ac.uk/sas/nnco/.

98.   For example, the Southern Collaboration, a regional grouping of 10 networks, collaborated to bring together a series of webinars to support teachers and advisers. Covering topics such as barriers to progression, post-16 progression pathways, routes to HE, FECs as providers of higher education, student finance and higher apprenticeships, the networks brought together a set of rich resources. By using the technology of webinars, the Southern Universities Network reports that:

'Nearly **300** practitioners/advisers tuned into our webinar series and feedback has been positive across the piece. Our last series which focused on Subject Areas that require Specialist HE Applications received the following poll results:

- '**100 per cent** said that the session had increased their knowledge of the topic
- '**98 per cent** said the webinar would be used to help inform their current practice
- '**98 per cent** said the session had met their expectations.

'Webinar recordings are housed on each network's website as a resource. The Southern Universities Network's webinar on post-16 pathways has been viewed over 75 times.'

99.   An innovative approach to teacher CPD was piloted by the Think Higher network in Warwick. Here, realising that teachers were concerned about aspects of the new GCSE curriculum for design and technology, the network developed a programme of science, technology, engineering and mathematics (STEM) support which helped to develop teachers' practice while integrating outreach activities into the curriculum.

'Working with network partners, the local enterprise partnership and schools across Coventry and Warwickshire, Think Higher has developed a programme of STEM support for schools, teachers and learners that focuses on identifying and addressing the challenges faced with the integration of innovative technologies into the classroom.

'The **Innovate, Learn, Teach** programme has worked with schools to understand their particular challenges in relation to the new design and technology (D&T) curriculum to be implemented in 2017. The programme considered ways in which university or college expertise could support these issues so that schools and their teachers become confident, knowledgeable and experienced users, and integrators, of new D&T-related innovations.

'This work began with a workshop for teachers, held in the Engineering Faculty at Coventry University. The aim was to co-create outreach activities with teachers that meet their needs and fit in with curriculum objectives, rather than being an added extra. The work is supporting teachers in developing skills and confidence to deliver similar work in their classrooms after the end of the current project. The new D&T curriculum was chosen as the focus for this project, as it appeared to be an area of concern for teachers, and is relevant to Coventry and Warwickshire LEP skills priorities.

'Following the initial workshop we worked intensively with four schools to deliver programmes of work for delivery during 2016.'

100.   Collaboration built under this project is likely to continue, as Think Higher reports that:

'The teachers at the initial workshop also highlighted concerns around CPD and support with using new equipment. A network, possibly using Coventry FabLab as its hub, is under consideration, where teachers can meet to share good practice, ideas for classroom

activity, contacts with industry and practical ways of incorporating new equipment (including Arduino, Raspberry Pi, Microbit as well as 3D printers and laser cutters).'

101.   Notable in reports were new uses of social media. This included Twitter, Facebook, Instagram and marketing campaigns using sophisticated means of targeting audiences. For example, the HE in London regional project reports that it used extended online marketing activities between April and November 2016 including:

'a.   Programmatic: Real-time automated buying of online display ad space. It allows targeting of individuals, based on their usage, context, habits and user data – rather than assumption and situational targeting. This was run over the Google Display Network.

'b.   Pay Per Click: Advertising within the sponsored listings of a search engine. [Pay Per Click] was formed mainly of broad generic terms capturing anyone searching for HE resources in greater London.

'c.   Candarine: Candarine research and identify specific professional communities and deliver a targeted communication to a relevant audience. They post into communities that match the people you are trying to target. They typically post to around 30 targeted communities across LinkedIn, Google Plus, Facebook, Twitter and other niche forums.'

102.   In line with evidence of greater mental health challenges for young people, Cambridgeshire and Peterborough NNCO developed CPD resources for teachers centred around supporting learners in mental health and well-being:

'Working with Mind in Cambridgeshire, this project focused on "up-skilling" and equipping school/college staff to deliver a comprehensive, student-led stress prevention programme in schools. Following an evaluation across Cambridgeshire, Mind in Cambridgeshire found that the main cause of suicide and self-harm in young people in the county was directly related to inability to cope with exams and fears of not amounting to anything in adult life. By developing a "train the trainer" programme, staff were able to deliver workshops in school to equip young people with the knowledge and skills they needed to manage the stress and anxiety that many experience in completing coursework, approaching exams, making options decisions, transitioning from school to college and making career and post-18 decisions.

'The funding barrier for schools and colleges in accessing this kind of training was removed and every school and college in Cambridgeshire and Peterborough was able to attend. Each left with a full bank of resources needed to start up a "Stress-Less Champion" scheme in school. Here is some of the feedback from teachers:

'"It has definitely made me more confident about how we talk to students about self-harm or suicidal thoughts. The Stress-Less project is something that I can see making a big difference in my school." (Huntingdonshire participant, 9 December 2016)

'"I thought this was one of the most vital training session[s] I have ever been on. I felt safe and able to discuss and ask difficult questions. The speakers were really approachable and knowledgeable... I went away feeling better informed, more confident dealing with this in my school and happy that I now have a better understanding." (Cambourne participant, 2 December 2016)'

103. Parents are also key influencers, and networks employed some novel ways to work with parents of disadvantaged learners who may be the least likely to engage with messages about progression to HE. The Federation of Regional Colleges for Engagement network in Hull provided a comedy night for parents which booked comedians who had a WP background or used relevant material in their act. The Cambridgeshire and Peterborough network responded practically to the issue of English as an additional language by producing information for parents about progression to HE in the three most commonly spoken languages in the region other than English. The Southern Universities Network used experience of nervous parents at outreach events to develop a scheme of parent ambassadors. The ambassadors are able to address the concerns of other parents by discussing their own experience of their children going to university:

> 'The Southern Universities Network piloted a new scheme to recruit and train parents of first-generation HE students to be deployed as parent ambassadors at events engaging parents. **Three** parent ambassadors were recruited in 2015-16; they attended **nine** events and had interactions with **314** parents. An additional **six** parent ambassadors have been recruited for 2016-17. The project has concluded with the production of a parent ambassador toolkit which will enable the network to implement the programme under NCOP, or for partners to roll out through their own outreach programmes.'

104. All networks developed new activity or resources for specific groups of students. For example, most networks chose to develop activity to support young people from a care background, an aspect of the networks' delivery supported by the NNECL. A newer area of activity is with young adult carers, and five networks discuss their work with this group. For example, Bedfordshire and Milton Keynes network organised a specific activity:

> 'Young Adult Carers: This activity was undertaken in collaboration with [FEC] partners and two local charities, CHUMS and Carers in Bedfordshire. This activity focused on the role of arts and culture as a conduit for the development of confidence, cultural capital and both specific and transferable skills relevant to supporting access to higher education. Young adult carers (YAC) worked together to create a film and on a theatre workshop week. Thematically, the film focused on their experiences […] specifically at the Young Carers Assessment at 18 and how this impacted upon them. The purpose of the film was to engage with YAC learners and enable them to develop their skills through media and production. Additionally, this enabled teachers and other students to better understand the situation of YAC.'

105. The Bedfordshire and Milton Keynes network also explored new approaches for learners with a disability, specifically autism.

> 'Working collaboratively with the [FEC] partner, local authorities and local charities, the university produced an outreach programme that engaged with learners with Autistic Spectrum Disorder and focused on Year 9 students. The outreach programme included focus groups, regular events and the university and FEC partners, engaging both students and parents/carers. The project ended with a transitional residential summer school that included support for further and/or higher education progression from both an academic and life skills perspective.'

106. A new approach to working with learners in PRUs was piloted by the Lancashire and Cumbria networks, which notably helped to build a collaborative grouping of teachers from PRUs as well as offering new activity to their learners:

'The network made contact with each PRU in Lancashire and found a huge appetite for engagement. The central team then set up a working group and invited all PRUs and interested network partners to participate. The result of this collaboration exceeded expectations and responded to a previously unsupported need. This was the first time that representatives from PRUs in Lancashire have come together to work as a group, having previously only met when "exchanging" pupils. This project supported an important exchange of ideas and practice and established new working relationships for the future.

'The PRU Character Building programme was designed to build students' confidence and to support them in seeing their environment differently to open up opportunities available to them. In doing this it was important to consider the distinction between students with medical conditions and behavioural issues and understand their educational trajectories.'

107. In terms of structural changes there were two pilots exploring different means of engagement between networks and FECs and schools. In the first, HEPP&CO established a graduate intern role in each of its FECs:

'HEPP&CO allocated a proportion of its flat-rate funding to enable each partner FEC to fund a graduate intern post within their respective institutions. Partner colleges (which receive less generous formulaic funding than the two university partners, who funded their own graduate interns from their formulaic allocations) would use their formulaic funding to part fund their graduate intern with HEPP&CO subsidising the remainder, ensuring that each partner college had a minimum staffing resource to support the work of the partnership.'

108. In the second pilot HYNCO resurrected an engagement mechanism from Aimhigher by establishing a 'school SPOC' in one of its partner schools. The co-ordinating post was funded on a part-time basis and allowed the incumbent to follow up on all outreach interventions with learners to ensure that momentum was not lost. In evaluation carried out by the Aimhigher Research and Consultancy Network it was found that:

'The school are hugely positive about the impact of the funding on the implementation of their aspiration and progression strategy. They report that they are better able to link career and 16 transition planning to the academic progress of their pupils and that they are better placed to respond to initiatives including HYNCO. The school are particularly positive about the impact the funding has had on their ability to track learners in relation to post-16 progression, and the school are hopeful that the level of [leavers not in education, employment or training] will be reduced accordingly'

109. Collaboration underpinned the NNCO scheme in bringing together a range of partners to co-ordinate, develop and deliver outreach activity. Collaborative partnerships are not new entities, having existed under Aimhigher and Lifelong Learning Networks and under Excellence Challenge and Partnerships for Progression before that. Nevertheless, some aspects of collaboration were considered new by networks – most notably the cross-regional work which brought together a number of networks to work on common areas. An example is the Southern Collaboration of networks which brought together 10 networks across the south of England. As well as enabling efficiency and reducing duplication through co-developing and sharing a range of resources, the collaboration allowed SPOCs to draw on a wider range of experience and expertise housed in the networks. This was considered particularly important given the relative

inexperience of some of the WP practitioners employed as SPOCs who, given their role as impartial co-ordinators, could feel isolated and not part of a team.

110.   Building such wider groups of practitioners can be a means of promoting effective approaches to innovation. In the NNCO scheme, it appeared that in some cases activity that was considered innovative was in fact 'new' to the network or to the network's area rather than necessarily to WP practice. This indicates that more needs to be done to share effective practice between WP professionals, both to build their knowledge and capability and equip them with a range of tools and resources, and to avoid duplication and 'reinvention of the wheel'. Also of importance will be the centrality of evidence and evaluation when developing new responses to tackling barriers to progression. Many of the innovative approaches taken under the NNCO scheme are pragmatic responses to perceived need. This is praiseworthy, but ensuring that outreach is systematically evaluated and the resulting evidence used to improve, widen or, in some cases, cease activity is an essential part of innovation.

111.   Sharing of effective practice began to be established under the NNCO scheme through workshops for SPOCs, the use of a Jiscmail platform on which practitioners could ask questions and share knowledge, and the scheme's evaluators, the Institute for Policy Studies in Education and the Centre for Education and Inclusion Research, which worked with networks to establish effective models of evaluation. We have also put in place a resource pool [9] to capture the assets developed through the NNCO scheme, through which practitioners can share resources and evaluative evidence. More can be done, however, and HEFCE is developing new means of communication with and between NCOP partnerships to ensure that innovation is effectively evaluated and the most effective new practice quickly shared.

Benefits of NNCO networks

112.   The benefits of the NNCO networks were comprehensively described in the reports. As would be expected, the main benefit was seen to be the greater engagement of schools and colleges and the efficiencies they could derive from the scheme. The Cumbria and Lancashire networks note (jointly) that:

> 'The initial mapping exercise undertaken at the beginning of the project indicated that before the network was formed the coverage of HEI engagement across both counties was high with 70 per cent in Lancashire and 78 per cent in Cumbria. Through the work of the network this coverage is now 79 per cent in Lancashire and 92 per cent in Cumbria (coverage for mainstreams in Cumbria is 100 per cent, with the 8 per cent overall consisting of three special schools and one PRU [that] did not want to engage with the network at this time). Overall this now brings coverage across Cumbria and Lancashire to 82 per cent from an initial baseline of 72 per cent. It should be noted when considering these percentages that the number of schools in Lancashire is greater than those in Cumbria.'

113.   Greater engagement of schools and colleges meant that there were more learner beneficiaries. Many networks collected numbers of learners reached by the scheme. This table from the North East Raising Aspiration Partnership (NERAP) in Newcastle was typical of those reporting numbers, showing the numbers of learners reached, including specific groups, for example white working-class boys. In this case parents are also included as beneficiaries:

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[9] http://outreachpool.hefce.ac.uk/s/search.html?collection=outreach.

'The table below provides summary information of beneficiary data […] from 2014-2015 and subsequent activity delivered as part of the NNCO project. As can be seen, the introduction of the NNCO funding resulted in significant increases in activity across all strands. The project has raised the profile of [NERAP] across the region and provided informed information on outreach activity available at each partner university.

'Activity	2014-2015	2015-2016	2016-2017 (to December 2016)
'School visits	64	136	51
'Pupil beneficiaries	17,634	36,812	18,585
'Parent beneficiaries	10,387	14,596	5,366
'Looked-after young people	70	460	37
'Young carers	0	126	0
'[White working-class boys]	0	48	59
'Primary pupils	0	5,107	12,114
'Special education needs and disabled	37	71	36'

114. We did not ask networks to report numbers of learner beneficiaries to us as a matter of course, but all networks were expected to collect data relating to learners involved in the scheme and return it to the Higher Education Access Tracker or another, similar tracking mechanism. Using this tracking opportunity will enable us to reflect on the impact of scheme over time as young learners complete their secondary education and progress into further learning.

115. The perceptions of schools and colleges are reported at more length in the evaluation report of the scheme, but a number of networks included quotes from their partner schools and colleges indicating their perceptions of the scheme and their local network. For example, the Explore network notes that schools reported a streamlining of communication from using the facility to request outreach activity through the SPOC service and subsequently booking onto the various activities provided. Responses to the network demonstrate the appreciation of three schools, and indicate that the perceptions of their learners about future progression were changed:

'You have opened so many doors for our school this year and I cannot express how grateful we are to you and your team in what you have done to support us. The fact that we have been able to explore HE routes from Year 7 upwards is certainly a great credit to Explore as I don't think we could have done this otherwise.' (Jo Mitchell, Bridgnorth Endowed School, Telford)

'The opportunities that have been made available to all students at Holy Trinity Academy through the Explore University Programme have had a significant positive impact on their motivation, career guidance, future choices and university experiences. All of the activities have been extremely well organised and delivered and will have a lasting effect on the students and their future choices. A significant number of students have responded to engagement activities and are now focused on their end goal, resulting in a much higher performance.' (Amanda Welsh, Holy Trinity Academy, Telford)

'Explore University opened students' eyes to the possibility of university education, allowing them to see what they could achieve and considering university as a realistic destination for them.' (Lisa Harris, Hart Academy, Rugeley, Staffordshire)

116. A requirement of the scheme was that networks provided websites to promote the outreach activities available and to offer wider, generic information about progression to higher education. All networks provided a website, and many developed these to offer significant resources to schools and colleges. It was noted by most networks that the prime users of website material were teachers and advisers rather than students themselves, and the websites were generally developed with this audience in mind. For example, NERAP notes:

'For the first time, all five universities are represented on one platform. Nerap.ac.uk has proven to be a very successful tool for teachers, advisers, parents and carers to access information and book activity.'

117.   Most networks used the website as a means of collating the offers of individual network partners as well as finding details of the activity delivered by the network. Aimhigher West Midlands notes that it will persist in providing information to local schools and colleges:

'Our website will continue to include a searchable database of the wider outreach activity of our NCOP partners, and will provide ongoing access to the NNCO-funded online resources we have developed for primary, Key Stage 3 [and] 4 and post-16 learners, and for parents and professionals.'

118. Similarly, the Cambridgeshire and Peterborough network explains that:

'A core benefit of the website has been its ability to showcase the individual outreach activity of each network partner as well as the collaborative activity being undertaken.'

119. The Cumbria and Lancashire Network for Collaborative Outreach (CLNCO) was one of the networks able to report detailed statistics for its website usage, showing significant access to this means of communication:

'The CLNCO website had 3,821 new users in total, with 516 of these returning to the website. Table [A] shows the number of sessions, page views and session duration for new and returning users.

'**Table [A]: Number of sessions, page views and session duration for new users and returning users to the CLNCO website between 18 December 2015 and 13 December 2016**

	'New users	Returning users	All users
'Sessions	3,839	1,773	5,612
'Page views	7,782	6,080	13,862
'Average session duration	00:01:04	00:05:24	00:02:27

'Table [B] shows the percentage of page views on the main CLNCO pages. For the sections of the website which contain resources the percentage of views by returning users is higher. This is also true for the sections within these areas such as the teachers' and advisers' section of the website. This suggests that those returning to the website have come with a purpose and have found the resources and content sections to be of interest and indicates that we have been successful in meeting our aim of providing resources and signposting for the teachers and influencers of young people.

'**Table [B]. Percentage of page views by returning users on the CLNCO website between 18 December 2015 and 13 December 2016**

'Website section	Page name	% Page views by returning users
'Main CLNCO pages	Home page	37.07%
	Our network	49.52%
	Events	43.53%
	Teachers and advisers	57.08%
	Contact	37.79%
	Parents and carers	57.05%
	Learners' zone	63.82%
'Sections within teachers and advisers	Classroom resources	61.18%
	Careers and subjects	65.65%
	What is higher education?	56.82%

120. A recurring theme in reports was the opportunity to build, or rebuild, collaboration under the NNCO scheme. This was noted by many networks in terms of collaborating with other HE providers. For many HE providers, the requirement to recruit students has overridden collaboration as an approach. DCON, a new network, notes how improved collaboration has been viewed by partners and indicates that it will successfully move into the new NCOP programme:

'To build on the existing relationships for the South West National Collaborative Outreach Programme (SWNCOP) project and to enable effective links to be made with the new partners, at the final DCON and partner college steering group meetings we carried out focus groups. During these sessions we aimed to identify what has, and has not, worked in establishing and building the collaboration and how it can be improved as we move into the SWNCOP. The overarching tone of this focus group was extremely positive with partners stating that in the main the DCON project has created a strong base for collaboration which with more time and resources directed toward it can be built and developed further.'

121. Greater collaboration between HE providers was seen to deliver greater efficiencies for the institutions involved, and some networks reported a reduction in costs for partners while increasing the scope and scale of what they could deliver collectively.

122. Greater collaboration between networks also resulted from the scheme. In some cases this was a result of networks co-ordinating their approaches so that schools on their borders were not receiving duplicate cover from several networks, but networks also worked closely together to draw together resources, for example networks in the south shared effective practice and brought together joint resources, and networks in the North West worked together to cover a geographic area previously suffering from low levels of HE outreach, while other networks worked jointly, for example Lancashire and Cumbria working under a shared governance structure.

123. Further, the NNCO scheme appears to have facilitated collaboration between teachers and leaders in schools and colleges. Paragraph 106 gives an example of teachers in PRUs working together. The Essex Collaborative Outreach Network notes in terms of its activity that:

'One important aspect of the work of the network has been through actively collaborating and supporting the networking and dissemination of information, advice and guidance to heads of sixth form and school and college senior leaders through the termly Sixth Sense network events. These network events have helped schools and colleges be aware of the implications of the changes and to share effective practice and inform decision making ([such as] on suitable curriculum offers and what to include in personalised study programmes) to meet the progression needs of students.

'The network has also helped [by being] a model of collaboration and many schools in Essex have started to collaborate on curriculum provision to preserve subjects ([such as] languages and arts subjects) that were in danger of not being able to run in several areas across the county.'

124. Mentioned elsewhere in this report is the increased collaboration between networks and LEPs and other regional skill bodies. This alignment with the skills agenda of local areas has been a significant part of local networks' activity, with many reporting that they supplied labour market information to learners and their teachers and advisers as part of helping them understand local and regional skills needs. The Merseyside National Collaborative Outreach network states:

'We have worked to deliver activities which are designed to tie in with the Liverpool City Region's "Skills for Growth" strategy. Within the context of the Merseyside Network for Collaborative Outreach programme, we delivered a targeted "Employability Project" with a group of schools from across the Liverpool City Region. This project was designed to raise

awareness of these sectors with participating schools via experiential workshops and [information, advice and guidance] sessions. The project involved a number of partners hosting visits based around the key growth sectors as identified by the local enterprise partnership […]

'As a consequence of their participation in the programme, the pupils were able to demonstrate a much clearer understanding of labour market information.'

125.   A number of networks also report liaising with the Careers and Enterprise Council's recently appointed co-ordinators in LEPs. For example, the Sussex Learning Network notes that:

'The SPOC fostered close links with the Careers and Enterprise Network, where both East and West Sussex were awarded funds to develop the first phase of placing employers with schools to develop and embed enterprise into curricula. We liaised with local Careers Enterprise Coordinators to keep abreast of their work and developments with schools, and to try and ease the different messages and schemes that are being offered to schools, with Careers Enterprise Coordinators s also promoting our work when appropriate to do so.'

126.   A further benefit of the scheme was to help to build collaboration between FEC and HEI providers of higher education. In the context of networks contributing to the skills agenda in their region, the inclusion of further education partners meant that, as well as promoting the HE offer of FECs, networks could also go further in presenting stakeholders with wider and complementary routes into onward learning, particularly in relation to apprenticeships. This broader offer presented by some networks enabled them to provide a more complete package of advice to learners, something that teachers and advisers appreciated given their role in providing independent careers education, information, advice and guidance. The Suffolk and Norfolk Network reports, for example, that:

'The benefits of the network have included giving further education and HE providers the opportunity to work with each other and examine what each individual organisation can offer the region. It has given the region the knowledge and chance to explore the complete package of what is available to all stakeholders. The network has worked on new collaboration projects not previously undertaken individually or collectively; this in turn has empowered staff from all organisations to want to continue key activities beyond this project.'

Benefits of SPOC

127.   The benefits of having a named, central person charged with developing links between partners and stakeholders was recognised by all networks. The role often developed across the two years of the scheme, with early work dedicated to auditing the outreach available through partners and 'mapping and gapping' of which schools and colleges received outreach and which received little support. As engagement grew between the network and schools and colleges, the role of the SPOC often became focused on developing more bespoke outreach, tailored to meet the needs of stakeholders. This response from Aimhigher West Midlands explains how the SPOC operated within the network:

'The SPOC has developed during the life of the initiative, reflecting growing awareness of the service among regional schools, colleges and guidance practitioners. Usage of the SPOC mirrors this. 77 enquiries were handled by the service in the nine months between January and September 2015. By December 2016 this had risen to 311 enquiries. During

the first six months much work was undertaken to agree enquiry-handling and referral protocols within the Aimhigher West Midlands Network and with neighbouring NNCOs.

'As more information on existing outreach activity became more accessible to schools and colleges via our website and other communication tools the SPOC began to focus more on the brokerage and development of bespoke activity to meet unmet demand, and less on more straightforward signposting to already available activity. This more complex, collaborative work has added significant value for service users, and has led to the delivery of responsive, demand-led outreach, often in the more rural/remote areas of our region, including the collaborative delivery of activity with neighbouring NNCOs.'

128. The success of the SPOC in developing the 'one-stop shop' envisaged under the scheme is noted by all networks. The Explore University network (Wolverhampton) notes that:

'The SPOC has been vital in creating a centralised point for teachers and advisers to turn to. Building relationships via the network and SPOC has helped schools as a number have indicated that they have often felt "bombarded" by too many institutions and therefore run the risk of saying "no" to everyone, or favouring one more than the others. The SPOC has also been extremely successful in collating and monitoring feedback and evaluations, which is crucial to the network stakeholders.'

129. The success of the SPOC in remaining neutral and creating an impartial offer where HE providers acted as a collaborative grouping rather than each institution promoting itself was also noted by networks. Sometimes this was not easily achieved. A concern expressed by HE providers was that their existing outreach activity might be swamped by new calls on their time and resources through the wider scope required by scheme. There was also concern that existing relationships between individual providers and schools might be overridden or disrupted by the scheme, whose short-term nature could mean a future detriment to outreach cover. Nevertheless, over the period of the scheme, all networks report that co-ordination of partner activity was achieved and collaboration developed. Additionally, networks reported that partner institutions recognised the efficiencies offered by the collaborative nature of the scheme. The Lincolnshire Outreach Network notes that:

'Having a central, impartial team was crucial for the success of some events due to the time and staffing pressure on the partner institutions to coordinate activity. By having the SPOC, capacity was increased and time could be dedicated to the organisation of collaborative events, with partner institutions […] only having to dedicate a more manageable amount of time to delivering their parts of the activities.'

130. The role of the SPOC broadened to include developing new activity and resources. Acting as the fulcrum between network partners and schools meant that they were able to ensure both sides were aware of each other's needs. This example from the HEART network in Leeds describes how the SPOC was able to build on the opportunities offered by the scheme:

'The SPOC Outreach and Activity Coordinator has benefitted the network in a number of ways, not least providing challenge to partners in how they work and communicate with schools, the language they use with young people, conducting research with teachers, parents/carers and young people to better understand requirements and the style of communicating that would be most easily digested. By employing a SPOC we have been able to make considerable progress in coordination of outreach information…'

131. Overall, a noticeable effect of the scheme was to introduce a new cadre of young WP professionals into the sector. This brought a dynamism and energy to the scheme which was an unlooked-for benefit. Occasionally inexperience meant that some SPOCs required further support in achieving the role, but the strength of this resource overall was apparent at the regular meetings held to enable networks to share experiences and information.

Changes in context and challenges

132. We asked networks to report on changes in context which had occurred since they had first submitted their planned approaches to us in June 2014. The education and skills sectors have seen a raft of changes over the intervening period – some of which are summarised in this response from the Essex Collaborative Outreach network:

> 'There have been significant changes to the school, college and university context both nationally and locally during the period the network has been active. For example there have been changes to: student number controls, unconditional offers, post-16 and school accountability measures, GCSE, A-level and vocational specification and assessment changes, school and college funding, increases in the number of academies, new sixth form providers opening, significant reductions in the level of local authority funding and support, and the development of a school-led improvement system [for instance] through teaching school alliances and the proliferation of multi-academy trusts. Many of these changes have the potential to have a significant impact on the progression of students into HE and the subject pathways open to them.'

133. Changes in schools' organisation under the move towards academisation was noted by most networks to be an issue in terms of engagement. This is well described by the HEPP&CO network in Sheffield, which points out that schools' focus on achievement can affected their ability to work with networks:

> 'The growth of academies within [the Sheffield City Region], which has increased rapidly during the lifetime of NNCO. Particularly in circumstances where academies are introduced to address problems of underachievement in a school, turning this around becomes their main focus. Additional activity, including working with higher education, can be seen as a distraction, and engagement can be low as a result. It is anticipated that there will be future engagement with these schools as they settle down.'

134. As academies do not return data to local authorities, some networks noted that collecting data about outreach participants also became an issue with some academies. School funding was mentioned by two networks, stating that pressure on funding affected some schools' ability to partake in the activities offered. As noted elsewhere in the report, some five networks offered funding for travel costs to schools to enable their learners to partake in activities off site. One network also offered cover costs for teachers to ensure that the schools could release them to take part in events.

135. Increasing engagement with the local and regional skills agenda was notable throughout the monitoring submissions from networks, in particular the close working achieved with LEPs. This is further described elsewhere in this report. However, the Lancashire Outreach Network noted the opportunities this brought for synergy:

> 'The development of the LEPs [has] had a positive impact on the network who have been invited to participate in the new careers education, information, advice and guidance

groups. This has facilitated a broader collaboration within the regions than originally intended as demonstrated by the Lancashire LEP using the network to disseminate their labour market information to teachers through a series of workshops hosted at partner institutions.'

136.   The Strategic Area Review of FECs was announced in July 2015. This produced a mixture of responses from networks in terms of changing context. Some reported that the review led to local FECs being distracted from taking part in the scheme, while others found that it had little effect on colleges' ability and willingness to become involved. A number of colleges have merged as a result of the review, leading to a change in partnership members in networks.

Challenges

137.   In the interim report of the NNCO we reported a number of challenges faced by networks in the early days of the scheme. In the main, these challenges have remained unchanged, although the ways in which they have manifested themselves in networks have evolved over time. For example, in returns for the earlier report, networks stated that they considered the start-up time for the scheme to be unrealistic in that they could not recruit staff, build collaboration or engage with schools quickly enough to make the most of the two-year time period available.

138.   In this final report, the short timeframe has remained a primary concern for virtually all networks, but the reasons have changed so that now issues relate to the inability to measure the outcomes of the scheme over the short period of funding, meaning that outcomes feel less tangible than might otherwise have been the case. The short time period also meant that, in reflecting on their achievements, some networks considered that they have behaved pragmatically in establishing new activities, but would have preferred time to act more strategically.

139.   The closure of the programme on 31 December 2016 also led to concerns, with a majority of networks feeling that an extension to 31 July would have given the scheme a more natural closure by allowing it to work with schools and colleges and their learners across a whole academic year.

140.   Many networks noted the issue of competition between various parts of the education sector and the effect that this had on building and maintaining collaboration. Competition around recruitment affected all levels, with schools competing with schools for learners, FECs competing with post-16 schools and other colleges for Level 3 students, and HE providers competing with FECs and each other for Level 4 students. Networks worked hard to build collaboration between partners in these scenarios, but in some areas had little influence. For example, Aimhigher London South noted that greater competition between schools for learners led to a lack of desire in schools to collaborate over outreach; instead they wanted to commission bespoke activity which would only benefit – and so advantage - their learners.

141.   School engagement remained an issue for networks, with most suggesting that some schools continued to be difficult to contact, and impossible to involve in the outreach activity available. As mentioned, all networks decided to target certain schools, often called 'cold spot schools', for particular attention and activity. Most reported an improvement in engagement through this method, with some success in terms of teachers and advisers appreciating the activity and resources made available. However, certain schools remained obdurate and would not be included in the scheme's work. There appear to be a number of reasons for this, including;

- competing priorities, for example schools wishing to concentrate on achievement rather than take part in external activity, or not allowing learners to leave the school premises to take part in campus or other events

- difficulty in initially finding the right member of staff as contact

- high turnover of staff, meaning that contacts moved on

- the short timescale of the NNCO scheme, meaning that some schools were unwilling to commit time to something which would end in the near future

- lack of funding in schools to take part in activities

- established relationships with HE provider partners, or with third sector providers of outreach, meaning that the school did not wish to commit to time to another route into activities.

142.   As described elsewhere in this report, networks employed different tactics to overcome some of these difficulties, for example in one case funding a school SPOC, and in a number of others funding travel costs, cover for teachers or both, to encourage involvement in outreach events. The Essex Network noted that a benefit of the NNCO scheme was in funding time to allow the network to persist in trying to engage hard-to-reach schools.

143.   One or two networks mentioned that the shift in emphasis between the NNCO scheme and the new NCOP programme was unhelpful by disrupting the new, hard won relationships that they had built with cold spot schools, where these did not fall into the 'gaps wards' to be targeted by the new programme.

144.   The way in which we chose to fund the scheme continued to be criticised by networks, having been raised in the interim report. The formulaic aspect of the funding was not considered to meet its aims of driving collaboration by giving every funded HE provider a stake in the scheme. Instead it was felt to be complex and divisive – a preferred method being to offer central funding through one organisation which could be used to bring together partners in a collaborative partnership. (This centralised model is the allocation method that we have chosen to use under the NCOP programme.)

Sustainability

145.   The vast majority of NNCO networks will persist and transition to become NCOP partnerships, and despite the many challenges faced by networks, most felt overall that the NNCO scheme put them in a good place from which to respond to the new NCOP programme.

146.   As noted, many networks had pursued sustainability by producing lasting resources for teachers and advisers. As noted by the Southern Universities Network:

'A considerable amount of funding received by the network during the NNCO scheme has been invested in creating collaborative, sustainable resources that either support our outreach work, or can be used by teachers or careers advisers in schools and colleges.'

147.   While it was recognised that the aims of the NNCO scheme in covering all state-funded schools and colleges differed from the highly targeted NCOP programme, the networks nevertheless considered that the two-year scheme had enabled them to build and strengthen collaboration between HE providers and, importantly, with other local agencies, particularly in relation to local and regional skills needs. They had also developed strong, and in some cases

innovative, responses to the specific needs of local learners. Crucially, they had established a strong staff base with growing levels of expertise. Networks considered that, given these areas of development, the NNCO scheme offered a strong platform from which to begin to deliver the new programme.

List of abbreviations

CLNCO   Cumbria and Lancashire Network for Collaborative Outreach

CPD   Continuing professional development

D&T   Design and technology

DCON   Devon Collaborative Outreach Network

FEC   Further education college

HE   Higher education

HEART   Higher Education Access Rewarding Transformation (West Yorkshire network)

HEFCE   Higher Education Funding Council for England

HEI   Higher education institution

HEPP&Co   Higher Education Progression Partnership Collaborative Outreach network

HYNCO   Higher York National Collaborative Outreach network

LEP   Local enterprise partnership

NCOP   National Collaborative Outreach Programme

NEMCON   North East Midlands Collaborative Outreach Network

NERAP   North East Raising Aspirations Partnership

NNCO   National Networks for Collaborative Outreach

NNECL   National Network for the Education of Care Leavers

POLAR   Participation of Local Areas

PRU   Pupil Referral Unit

SPOC   Single point of contact

STEM   Science, technology, engineering and mathematics

SWNCOP   South West National Collaborative Outreach Programme

WP   Widening participation

YAC   Young Adult Carers

Annex A: Blank monitoring template

Part 1: Written submission

This is the monitoring template which networks used to submit information back to HEFCE for the first period of operation up to 30 September 2015.

Section A: Contact details
Name of network:
Network lead/co-ordinating institution:
Network contact details:

Section B: Background and overview
1.   Set out the agreed aims of your network (guide 500 words)
2.   Describe the context of the area your network covers, highlighting any geographical challenges or unique characteristics (guide 500 words)

Section C: Network finances
3. As network lead/co-ordinating institution, you received £120,000 'flat rate' funding in 2014-15 to establish an infrastructure for the network, including a Single Point of Contact and a web presence. Please confirm that this funding was spent on pursuing these goals and describe what the flat rate funding has achieved in 2014-15 (up to 30 September 2015) (guide 200 words)
4. Please describe how the formulaic funding awarded to each institution has supported the aims of the network in 2014-15 (up to 30 September 2015) (guide 500 words)
5. We will allow for unspent funds from 2014-15 to be carried over into 2015-16. However, all HEFCE funding associated with this scheme must be spent by the end of the monitoring period, 31 December 2016. If any of the grant monies remain unspent at the end of this period, you will need to return them to us. More detailed expenditure information will be captured in Form C.   a. Please confirm below whether you will carry over unspent funds from 2014-15 into 2015-16, and if so how much will be rolled over. Please note that where underspend is a high proportion of the 2014-15 allocation we may need to contact you for further details, for our records.

No

Yes, please specify the amount £

    b. If your answer to question 5a was 'yes', please confirm that funds carried forward will be used to meet the aims of the NNCO scheme and will be spent by 31 December 2016.

No

Yes

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6. Has your network accessed or leveraged additional funding, for example through a Local Enterprise Partnership? Please describe the level of funding secured, from which source, and how it will support the aims of the network (for example, if it was secured to support specific work or projects) (guide 200 words)

Section D: Network features

7. Please confirm that a 'Single Point of Contact' (SPOC) has been established by your network? Briefly describe the role of your SPOC (guide 200 words)

8. Please confirm that a functioning website is in place for your network which holds details of the individual and collaborative outreach available from each member institution in your network (guide 200 words)

9. Please describe how the network is acting as a source of information to all state-funded secondary schools and colleges within its sphere of activity (guide 500 words)

Section E: Effectiveness of the network

10. Please describe the benefits the network has delivered over and above arrangements previously in place to organise and deliver outreach to schools and colleges including, where possible, evidence of the impact of your network on the schools and colleges in your area (guide 500 words)

11. Please describe the benefits the SPOC has delivered in co-ordinating and streamlining the provision of outreach information for schools and colleges (guide 500 words)

12. Are there challenges you have encountered that you would wish to draw to our attention, for example the ability of the network to manage the volume or nature of demand, or difficulties in engaging schools or colleges? (guide 500 words)
13. Is your network able to comment upon arrangements for the sustainability of the network after December 2016? Are there points you would wish to bring to our attention in relation to the effectiveness of networks for collaborative outreach? (guide 500 words)
14. Has your network been able to engage with your local LEP(s)? If so, how have you engaged and what impact is this having on the network and its activities? If not, do you have plans to do so in 2015-16?
15. Please use this space to record any other information about your collaborative network which you think will be useful for us in drawing together findings about the scheme, for example unforeseen benefits or challenges.

This monitoring report should be signed off by a senior manager who has budgetary responsibility for this collaborative outreach network at the lead/co-ordinating institution.
Name:
Position:
Signed: Date:

Annex B: Partner organisations and schools

NNCO partner organisations and schools
Source: NNCO monitoring 2015-16
Produced 18/05/2017

Network	Institution	Organisation	Breakdown of school and college types in network							
			Academies	Colleges	Free_Schools	LA_maintained_schools	Pupil_Referral_Unit	Special_schools	Special_Post_16_Institution	Independent_schools
Access for Rural and Coastal Contexts (ARCC)	Canterbury Christ Church University	Brightside	0	0	0	0	0	0	0	0
Access for Rural and Coastal Contexts (ARCC)		Kent & Medway Collaborative Network								
Access for Rural and Coastal Contexts (ARCC)		Sussex Learning Network								
Access for Rural and Coastal Contexts (ARCC)		University of Portsmouth								
AccessHE	Brunel University London		244	48	39	159	32	89	5	1
AccessHE	City, University									

	of London										
AccessHE	Heythrop College										
AccessHE	Kingston University										
AccessHE	London Metropolitan University										
AccessHE	London South Bank University										
AccessHE	Middlesex University										
AccessHE	Ravensbourne										
AccessHE	Rose Bruford College of Theatre and Performance										
AccessHE	Royal Holloway, University of London										
AccessHE	St Mary's University, Twickenham										
AccessHE	The Royal Veterinary College										
AccessHE	The University of Hull										
AccessHE	The University of West London										
AccessHE	The University of Westminster										
AccessHE	Trinity Laban Conservatoire of Music and Dance										
AccessHE	University										

	College London									
AccessHE	University for the Creative Arts									
AccessHE	University of Greenwich									
AccessHE	University of London									
Action-Oriented Partnerships embedding NNCOs within LEP Plans	New College Durham	Cleveland College of Art and Design	0	0	0	0	0	0	0	0
Action-Oriented Partnerships embedding NNCOs within LEP Plans		Gateshead College								
Action-Oriented Partnerships embedding NNCOs within LEP Plans		Newcastle College								
Action-Oriented Partnerships embedding NNCOs within LEP Plans		Northumberland College								
Action-Oriented Partnerships embedding NNCOs within LEP Plans		South Tyneside College								
Action-Oriented Partnerships embedding NNCOs within LEP Plans		Sunderland College								

Action-Oriented Partnerships embedding NNCOs within LEP Plans		Tyne Metropolitan College								
Address disadvantages experienced by students with disabilities in the main urban areas using sport as a medium for engagement	University of Bedfordshire		0	0	0	0	0	0	0	0
Aimhigher London South	Kingston University	Brightside	180	40	12	125	3	18	0	1
Aimhigher London South	Goldsmiths' College	Kaizen								
Aimhigher London South		London Borough of Croydon								
Aimhigher London South	Roehampton University	London Borough of Hammersmith								
Aimhigher London South	St Mary's University, Twickenham	London Borough of Harrow								
Aimhigher London South	St. George's, University of London	London Borough of Kensington and Chelsea								
Aimhigher London South	The Royal Veterinary College	London Borough of Kingston and Richmond								
Aimhigher London South	The School of Oriental and African Studies	London Borough of Merton								
Aimhigher London South		London Borough of Sutton								
Aimhigher London South		London Borough of Wandsworth								

Aimhigher London South		London Borough of Westminster								
Aimhigher London South	London South Bank University	London borough of Fulham								
Aimhigher West Midlands	Walsall College	Action on Access	260	41	20	135	22	26	9	1
Aimhigher West Midlands		Aspire Birmingham Children's Hospital								
Aimhigher West Midlands	Aston University	Birmingham Careers Service								
Aimhigher West Midlands	Birmingham City University	Birmingham Looked After Children's Education Service								
Aimhigher West Midlands	University College Birmingham	Black Country Partnership for Learning								
Aimhigher West Midlands	University of Worcester	Black Country Training Group								
Aimhigher West Midlands		Careers Enterprise Company								
Aimhigher West Midlands	The University of Wolverhampton	Heart of England NHS Trust								
Aimhigher West Midlands		JobCentrePlus								
Aimhigher West Midlands		Price Waterhouse Coopers, Deutsche Bank, Jaguar Landrover								
Aimhigher West Midlands	Staffordshire University	Prospects (National Careers Service West Midlands)								
Aimhigher West Midlands		STEMNET Birmingham and Solihull								
Aimhigher West Midlands	Hereford College of Arts	Solihull Metropolitan Borough Council								
Aimhigher West Midlands	Newman University	Solihull Specialist Careers Service								
Aimhigher West Midlands	The University of Birmingham	Student Loans Company								
Aimhigher West Midlands	Solihull College	The Bar Council								

Aimhigher West Midlands		The Black Country NHS Apprenticeship Academy								
Aimhigher West Midlands	South & City College Birmingham	The Brightside Trust								
Aimhigher West Midlands		Titan Partnership								
Aimhigher West Midlands		UCAS								
Aspire Northamptonshire	The University of Northampton	Aimhigher Northamptonshire Limited	43	3	3	2	1	2	0	0
Aspire Northamptonshire		Moulton College								
Aspire Northamptonshire	Moulton College	Northampton College								
Aspire Northamptonshire		Northamptonshire County Council Library Plus Service								
Aspire Northamptonshire		Tresham College of Further & Higher Education								
Bedfordshire and Milton Keynes Network for collaborative Outreach	Bedford College	Bedford Borough Council	90	38	5	36	1	9	0	0
Bedfordshire and Milton Keynes Network for collaborative Outreach	University of Bedfordshire	Bedford College								
Bedfordshire and Milton Keynes Network for collaborative Outreach		Bedfordshire and Luton Learning Partnership								
Bedfordshire and Milton Keynes Network for collaborative		Central Bedfordshire Council								

Outreach											
Bedfordshire and Milton Keynes Network for collaborative Outreach		Federation of Small Businesses									
Bedfordshire and Milton Keynes Network for collaborative Outreach		Luton Borough Council									
Better student outcomes for Black and Minority Ethnic (BME) Learners in London	University of London	GSM London	0	0	0	0	0	0	0	0	
Better student outcomes for Black and Minority Ethnic (BME) Learners in London		Kingston University London									
Better student outcomes for Black and Minority Ethnic (BME) Learners in London		London School of Economics and Political Science									
Better student outcomes for Black and Minority Ethnic (BME) Learners in London		London South Bank University									

Better student outcomes for Black and Minority Ethnic (BME) Learners in London		Royal Veterinary College								
Better student outcomes for Black and Minority Ethnic (BME) Learners in London		St Mary's University, Twickenham								
Better student outcomes for Black and Minority Ethnic (BME) Learners in London		University College London								
Better student outcomes for Black and Minority Ethnic (BME) Learners in London		University of Greenwich								
Breaking through the GCSE barrier	The University of Wolverhampton		0	0	0	0	0	0	0	0
Cambridgeshire and Peterborough Collaborative Outreach Network	Anglia Ruskin University	College of West Anglia	33	5	1	3	0	0	0	0
Cambridgeshire and Peterborough Collaborative Outreach Network		The Skills Service								

Cambridgeshire and Peterborough Collaborative Outreach Network		University Centre Peterborough								
Cumbria Collaborative Outreach Network	Blackpool and the Fylde College	BetterCareTogether; NHS	21	4	2	15	3	4	0	0
Cumbria Collaborative Outreach Network	The University of Cumbria	Cumbria County Council								
Cumbria Collaborative Outreach Network										
Cumbria Collaborative Outreach Network	The University of Lancaster									
Cumbria Collaborative Outreach Network	University of Central Lancashire									
Cumbria Collaborative Outreach Network	Furness College	Cumbria LEP								
Cumbria Collaborative Outreach Network	Edge Hill University	Enact Solutions								
Cumbria Collaborative Outreach Network	Lakes College West Cumbria	Inspira								

Cumbria Collaborative Outreach Network	Lancaster and Morecambe College	National Careers Service (Careers Enterprise Co-ordinators)								
Cumbria Collaborative Outreach Network	Accrington and Rossendale College	STEMCumbria								
Developing cohesive skills and higher/degree apprenticeship routes for construction and engineering employers in the Sheffield City Region	Sheffield Hallam University		0	0	0	0	0	0	0	0
Devon Collaborative Outreach Network	Plymouth College of Art	City College Plymouth	58	0	6	20	0	1	0	0
Devon Collaborative Outreach Network	University of St Mark & St John	Petroc								
Devon Collaborative Outreach Network	University of Plymouth	South Devon College								
Devon Collaborative Outreach Network		Strode College								
Engage a targeted group of parents of 12-15	University of Suffolk		0	0	0	0	0	0	0	0

yr olds using social media to increase participation in HE										
Essex Collaborative Outreach Network	Anglia Ruskin University		88	9	4	9	0	0	0	0
Essex Collaborative Outreach Network	Colchester Institute									
Essex Collaborative Outreach Network	South Essex College of Further and Higher Education									
Essex Collaborative Outreach Network	The University of Essex									
Essex Collaborative Outreach Network										
Essex Collaborative Outreach Network	Writtle University College									
Explaining the gaps in GCSE attainment	The University of Leicester	Greater Manchester Higher	0	0	0	0	0	0	0	0
Explaining the gaps in GCSE attainment		Kent and Medway Collaborative Network								
Explaining the gaps in GCSE attainment		Merseyside Network for Collaborative Outreach								

Explaining the gaps in GCSE attainment		National Education Opportunities Network								
Explaining the gaps in GCSE attainment		REACH NCO								
Explore University	Harper Adams University		53	9	2	39	7	10	0	1
Explore University	Staffordshire University									
Explore University	The University of Wolverhampton									
Explore University										
Explore University	University of Keele									
Federation of Regional Colleges for Engagement (FORCE)	Bishop Burton College		73	11	2	30	10	13	1	0
Federation of Regional Colleges for Engagement (FORCE)	Doncaster College									
Federation of Regional Colleges for Engagement (FORCE)	Grimsby Institute of Further and Higher Education									
Federation of Regional Colleges for Engagement (FORCE)	Hull College									
Federation of Regional	North Lindsey College									

Colleges for Engagement (FORCE)											
Federation of Regional Colleges for Engagement (FORCE)	RNN Group										
Federation of Regional Colleges for Engagement (FORCE)	The University of Hull										
Federation of Regional Colleges for Engagement (FORCE)											
Gloucestershire Reaching Out with Schools (GROWS)	Gloucestershire College	Gloucestershire County Council	36	4	1	5	4	9	4	0
Gloucestershire Reaching Out with Schools (GROWS)	Hartpury College										
Gloucestershire Reaching Out with Schools (GROWS)	South Gloucestershire and Stroud College										
Gloucestershire Reaching Out with Schools (GROWS)	The Royal Agricultural University										
Gloucestershire Reaching Out with Schools (GROWS)	University of Gloucestershire										

Gloucestershire Reaching Out with Schools (GROWS)										
Greater Manchester Higher	Holy Cross College	Ashton Sixth Form College	73	21	8	89	15	0	0	0
Greater Manchester Higher	Manchester Metropolitan University	Bolton College								
Greater Manchester Higher	Hopwood Hall College	Bury College								
Greater Manchester Higher		Salford City College								
Greater Manchester Higher	Stockport College	Tameside College								
Greater Manchester Higher	The Manchester College	Trafford College								
Greater Manchester Higher	The Oldham College									
Greater Manchester Higher	The University of Bolton									
Greater Manchester Higher	The University of Manchester									
Greater Manchester Higher	The University of Salford									
Greater Manchester Higher	Wigan and Leigh College									
HE in London	Birkbeck College	Access HE	0	0	0	0	0	0	0	0

HE in London		Aimhigher London South								
HE in London		Linking London								
HE-related IAG for Pakistani / Bangladeshi girls	Oxford Brookes University	Bucks New University	0	0	0	0	0	0	0	0
HE-related IAG for Pakistani / Bangladeshi girls		The University of Oxford								
HE-related IAG for Pakistani / Bangladeshi girls		The University of Reading								
HEART	Bradford College	Leeds College of Building	77	11	12	48	10	19	2	0
HEART	Calderdale College									
HEART	Kirklees College									
HEART	Leeds Beckett University									
HEART	Leeds City College									
HEART	Leeds College of Art									
HEART	Leeds Trinity University									
HEART	The University of Bradford									
HEART	The University of Huddersfield									
HEART	The University of Leeds									
HEART										
HEART	Wakefield College									
Herts AHEAD	University of Hertfordshire	Hertford Regional College	63	1	5	21	7	20	1	0
Herts AHEAD										
Herts AHEAD		Hertfordshire Apprenticeship Network								

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Herts AHEAD		Hertfordshire County Council								
Herts AHEAD		Hertfordshire LEP								
Herts AHEAD		Herts for Learning								
Herts AHEAD		North Hertfordshire College								
Herts AHEAD										
Herts AHEAD		Oaklands College of Further Education								
Herts AHEAD										
Herts AHEAD		The Royal Veterinary College								
Herts AHEAD										
Herts AHEAD		University Campus St Albans Limited								
Herts AHEAD										
Herts AHEAD		West Herts College of Further Education								
Herts AHEAD										
Higher Education Outreach Network (HEON)	Farnborough College of Technology		57	22	4	36	1	1	0	0
Higher Education Outreach Network (HEON)	Royal Holloway, University of London									
Higher Education Outreach Network (HEON)	The University of Surrey									
Higher Education Outreach Network (HEON)										
Higher Education Outreach Network (HEON)	University for the Creative Arts									
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	Barnsley College		76	9	4	36	7	24	3	0

Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	Chesterfield College								
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	Dearne Valley College								
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	Doncaster College								
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	RNN Group								
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	Sheffield Hallam University								
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)									
Higher Education Progression	The Sheffield College								

Partnership Collaborative Outreach (HEPP&CO)										
Higher Education Progression Partnership Collaborative Outreach (HEPP&CO)	The University of Sheffield									
Higher Horizons	Harper Adams University		74	15	9	54	8	3	0	0
Higher Horizons	Macclesfield College									
Higher Horizons	Manchester Metropolitan University									
Higher Horizons	Reaseheath College									
Higher Horizons	Staffordshire University									
Higher Horizons	University of Chester									
Higher Horizons	University of Derby									
Higher Horizons	University of Keele									
Higher Horizons										
Higher Horizons	University of Oxford									
Higher York	York College	City of York Council	16	8	0	39	5	10	1	0
Higher York	York St John University									
Higher York										
Higher York	Askham Bryan College	NYBEP								
Higher York	University of	North Yorkshire County Council								

	York									
Higher York	Craven College	York Cares								
Imagination	The University of Hull	Higher York Network for Collaborative Outreach	0	0	0	0	0	0	0	0
Imagination		Lincolnshire Outreach Network								
Kent & Medway Collaborative Network	Canterbury Christ Church University	East Kent College	85	8	4	27	0	0	2	0
Kent & Medway Collaborative Network		Hadlow College								
Kent & Medway Collaborative Network	North Kent College	Kent Local Authority								
Kent & Medway Collaborative Network	The University of Kent	Medway Local Authority								
Kent & Medway Collaborative Network	University for the Creative Arts									
Kent & Medway Collaborative Network	Mid-Kent College	University of Greenwich								
Kent & Medway Collaborative Network	Canterbury College	West Kent and Ashford College								
Lancashire Collaborative Outreach Network	Blackpool and the Fylde College	Ashton Photography	37	12	9	68	10	27	1	0
Lancashire Collaborative Outreach Network	Burnley College									
Lancashire Collaborative Outreach	Edge Hill University									

Network										
Lancashire Collaborative Outreach Network	Lancaster and Morecambe College									
Lancashire Collaborative Outreach Network	Runshaw College									
Lancashire Collaborative Outreach Network	The University of Cumbria									
Lancashire Collaborative Outreach Network	The University of Lancaster									
Lancashire Collaborative Outreach Network	University of Central Lancashire									
Lancashire Collaborative Outreach Network										
Lancashire Collaborative Outreach Network	Accrington and Rossendale College	STEMFirst Ltd.								
Lancashire Collaborative Outreach Network	Blackburn College	Windmills Ltd.								
Lincolnshire Outreach Network	Bishop Grosseteste University		87	10	2	9	1	8	0	0
Lincolnshire Outreach	Boston College									

Network										
Lincolnshire Outreach Network	Grimsby Institute of Further and Higher Education									
Lincolnshire Outreach Network	Lincoln College									
Lincolnshire Outreach Network	North Lindsey College									
Lincolnshire Outreach Network	University of Lincoln									
Lincolnshire Outreach Network										
Linking London	Birkbeck College	OCN London	1	38	0	0	0	0	0	0
Linking London	Brunel University London									
Linking London	Goldsmiths' College									
Linking London	Havering College of Further and Higher Education									
Linking London	King's College London									
Linking London	Kingston University									
Linking London	London South Bank University									
Linking London	Middlesex University									
Linking London	The Royal Central School of Speech and Drama									
Linking London	The School of									

	Oriental and African Studies									
Linking London	The University of Westminster									
Linking London	University College London									
Linking London	University of East London									
Linking London	University of Greenwich									
Linking London	Waltham Forest College									
Linking London		Pearson								
Mapping the Local Skills Plans Landscape and Embedding the NNCO	The University of Leeds	Leeds City Region Local Enterprise Partnership	0	0	0	0	0	0	0	0
Merseyside Network for Collaborative Outreach (MNCO)	Edge Hill University		59	1	7	53	0	0	0	0
Merseyside Network for Collaborative Outreach (MNCO)	Hugh Baird College									
Merseyside Network for Collaborative Outreach (MNCO)	Liverpool Hope University									
Merseyside Network for Collaborative Outreach (MNCO)	Liverpool John Moores University									

Merseyside Network for Collaborative Outreach (MNCO)	Riverside College									
Merseyside Network for Collaborative Outreach (MNCO)	St Helens College									
Merseyside Network for Collaborative Outreach (MNCO)	The City of Liverpool College									
Merseyside Network for Collaborative Outreach (MNCO)	The Liverpool Institute for Performing Arts									
Merseyside Network for Collaborative Outreach (MNCO)	The University of Liverpool									
Merseyside Network for Collaborative Outreach (MNCO)										
Merseyside Network for Collaborative Outreach (MNCO)	University of Chester									
Merseyside Network for Collaborative	Wirral Metropolitan College									

Outreach (MNCO)										
Mobilising the Marginalised Middle (3M)	Anglia Ruskin University	N/A	0	0	0	0	0	0	0	0
My HE journey starts here	University of Plymouth	Devon Collaborative Outreach Network	0	0	0	0	0	0	0	0
My HE journey starts here		Next Steps Cornwall								
National Network for the Education of Care Leavers	Queen Mary University of London		0	0	0	0	0	0	0	0
National Network for the Education of Care Leavers	University of Winchester									
Next Steps Cornwall	Cornwall College		25	2	1	15	0	3	0	0
Next Steps Cornwall	Falmouth University									
Next Steps Cornwall										
Next Steps Cornwall	University of Exeter									
North East Midlands Collaborative Outreach Network	Bishop Grosseteste University		128	15	5	42	0	4	2	0
North East Midlands Collaborative Outreach Network	Central College Nottingham									
North East Midlands Collaborative Outreach Network	Chesterfield College									

North East Midlands Collaborative Outreach Network	Derby College								
North East Midlands Collaborative Outreach Network	Loughborough College								
North East Midlands Collaborative Outreach Network	New College Nottingham (NCN)								
North East Midlands Collaborative Outreach Network	Nottingham Trent University								
North East Midlands Collaborative Outreach Network	The University of Nottingham								
North East Midlands Collaborative Outreach Network	University of Derby								
North East Midlands Collaborative Outreach Network									
North East Midlands Collaborative	West Nottinghamshire College								

Outreach Network									
North East Raising Aspiration Partnership	Teesside University		107	17	6	84	14	42	5	1
North East Raising Aspiration Partnership	University of Durham									
North East Raising Aspiration Partnership	University of Newcastle upon Tyne									
North East Raising Aspiration Partnership										
North East Raising Aspiration Partnership	University of Northumbria at Newcastle									
North East Raising Aspiration Partnership	University of Sunderland									
Oxford and Cambridge Collaborative Network	University of Cambridge		917	235	2	428	0	1	1	1
Oxford and Cambridge Collaborative Network	University of Oxford									
Oxford and Cambridge Collaborative Network										

Progression into the professions in Greater London (working with employers)	The University of Westminster	Business & Finance	0	0	0	0	0	0	0	0
Progression into the professions in Greater London (working with employers)		Engineering Development Trust								
Progression into the professions in Greater London (working with employers)		FDM, IBM, Warner Brothers, JLL, Barclays								
Progression into the professions in Greater London (working with employers)		Gardiner Theobald, ISG, Lendlease, Turner & Townsend								
Progression into the professions in Greater London (working with employers)		General Electric, Fidessa								
Progression into the professions in Greater London (working with employers)		Property and Construction								
Progression into the professions in Greater London (working with employers)		Science & Technology								
Progression into the professions in Greater London		Wates, Capita, Knight Frank, DBK, Murphy Group, Berkeley Group,								

(working with employers)											
Progression into the professions in Greater London (working with employers)		Young Rail Professionals, Thought Works, SAP, Schroders, MBDA Systems									
Progression to Russell Group Institutions (CPD resources for teachers)	Imperial College London		0	0	0	0	0	0	0	0
Progression to Russell Group Institutions (CPD resources for teachers)	King's College London									
Progression to Russell Group Institutions (CPD resources for teachers)	Queen Mary University of London									
Progression to Russell Group Institutions (CPD resources for teachers)	The London School of Economics and Political Science									
Progression to Russell Group Institutions (CPD resources for teachers)	The University of Birmingham									
Progression to Russell Group Institutions (CPD resources for teachers)	The University of Leeds									

Progression to Russell Group Institutions (CPD resources for teachers)	The University of Liverpool								
Progression to Russell Group Institutions (CPD resources for teachers)	The University of Manchester								
Progression to Russell Group Institutions (CPD resources for teachers)	The University of Nottingham								
Progression to Russell Group Institutions (CPD resources for teachers)									
Progression to Russell Group Institutions (CPD resources for teachers)	The University of Sheffield								
Progression to Russell Group Institutions (CPD resources for teachers)	The University of Warwick								
Progression to Russell Group Institutions (CPD resources for teachers)	University College London								
Progression to Russell Group Institutions (CPD	University of Bristol								

resources for teachers)										
Progression to Russell Group Institutions (CPD resources for teachers)	University of Cambridge									
Progression to Russell Group Institutions (CPD resources for teachers)	University of Durham									
Progression to Russell Group Institutions (CPD resources for teachers)	University of Exeter									
Progression to Russell Group Institutions (CPD resources for teachers)	University of Newcastle upon Tyne									
Progression to Russell Group Institutions (CPD resources for teachers)	University of Oxford									
Progression to Russell Group Institutions (CPD resources for teachers)	University of Southampton									
Progression to Russell Group Institutions (CPD resources for teachers)	University of York									
REACH	De Montfort		53	8	2	18	0	10	0	0

	University									
REACH	Leicester College									
REACH	Loughborough College									
REACH	Loughborough University									
REACH	The University of Leicester									
REACH										
Social Media campaign to address barriers into HE	Falmouth University	Idenna Marketing Agency	0	0	0	0	0	0	0	0
Social Partnerships Network	The Open University	Learning and Work Institute	0	0	0	0	0	0	0	0
Social Partnerships Network		Leonard Cheshire Disability								
Social Partnerships Network		National Council for Voluntary Organisations								
Social Partnerships Network		The Association of Colleges								
Social Partnerships Network		The National Extension College								
Social Partnerships Network		Unionlearn								
Social Partnerships Network		Unison								
Social Partnerships Network		Workers' Educational Association								

Southern Universities Network	Bournemouth University		89	26	6	73	4	11	1	0
Southern Universities Network	Southampton Solent University									
Southern Universities Network	The Arts University Bournemouth									
Southern Universities Network	University of Portsmouth									
Southern Universities Network	University of Southampton									
Southern Universities Network										
Southern Universities Network	University of Winchester									
Study Higher	Buckinghamshire New University	Abingdon & Witney College	98	12	9	31	5	21	0	0
Study Higher	Oxford Brookes University	Activate Learning								
Study Higher		Amersham & Wycombe College								
Study Higher	The University of Reading	Aylesbury College								
Study Higher	University of Oxford	Ruskin College								
Study Higher		Swindon College								
Suffolk and Norfolk Collaborative Network	City College Norwich		78	11	10	26	12	14	1	0
Suffolk and Norfolk Collaborative	Norwich University of the Arts									

Network										
Suffolk and Norfolk Collaborative Network	The University of East Anglia									
Suffolk and Norfolk Collaborative Network	University of Suffolk									
Suffolk and Norfolk Collaborative Network										
Sussex Learning Network	Northbrook College Sussex		43	22	5	52	3	1	0	0
Sussex Learning Network	The University of Chichester									
Sussex Learning Network	University of Brighton									
Sussex Learning Network										
Sussex Learning Network	University of Sussex									
Theatre in Education	The Arts University Bournemouth	University of Bath	0	0	0	0	0	0	0	0
Think Higher Coventry and Warwickshire	Coventry University		45	7	1	11	0	4	0	0
Think Higher Coventry and Warwickshire	North Warwickshire and South Leicestershire College									
Think Higher Coventry and Warwickshire	The University of Warwick									
Think Higher										

Coventry and Warwickshire										
Think Higher Coventry and Warwickshire	Warwickshire College									
Vocational progression in the North East (Higher Learning, Higher Earning)	Cleveland College of Art and Design	Cleveland College of Art and Design	0	0	0	0	0	0	0	0
Vocational progression in the North East (Higher Learning, Higher Earning)	Gateshead College	Gateshead College								
Vocational progression in the North East (Higher Learning, Higher Earning)	NCG	Newcastle College								
Vocational progression in the North East (Higher Learning, Higher Earning)	New College Durham	Northumberland College								
Vocational progression in the North East (Higher Learning, Higher Earning)		South Tyneside College								
Vocational progression in the North East (Higher Learning, Higher Earning)	Northumberland College	Sunderland College								
Vocational progression in the North East	South Tyneside College	Tyne Metropolitan College								

(Higher Learning, Higher Earning)									
Vocational progression in the North East (Higher Learning, Higher Earning)	Sunderland College								
Vocational progression in the North East (Higher Learning, Higher Earning)	Tyne Metropolitan College								
Western Outreach Network	Bath Spa University		115	16	8	28	11	30	5	0
Western Outreach Network	Bridgwater and Taunton College								
Western Outreach Network	City of Bristol College								
Western Outreach Network	Hartpury College								
Western Outreach Network	The University of Bath								
Western Outreach Network									
Western Outreach Network	University of Bristol								
Western Outreach Network	University of the West of England, Bristol								
Western Outreach	Weston College of Further and								

Network	Higher Education									
Western Outreach Network	Yeovil College									