

The logo for NNECL, consisting of the letters 'NNECL' in a bold, sans-serif font.

*working together to empower
care experienced learners*

Learning from the Quality Mark submissions

NNECL webinar

12 April 2022

Webinar Etiquette

- ▶ For all attendees to have equal access to our slides and speakers please ensure that all videos and microphones are off and muted throughout the webinar.
- ▶ Please be aware that we will be recording this webinar and sharing the recording on our website following the event.
- ▶ There will be time at the end of today's webinar for questions so please use the chat function to ask your questions as they arise. We kindly ask that you do not respond to questions within the chat function.
- ▶ We will be sending out slides, along with any questions and answers following the webinar.

Programme

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- ▶ **Welcome**
- ▶ **A message from Michelle Donelan- *Minister for Higher and Further Education***
- ▶ **Introductions and overview- *Patricia Ambrose, NNECL Director***
- ▶ **Discussion with new Quality Mark awardees: *Led by Moira Mitchell- QM Lead Assessor***
 - ▶ **Liverpool John Moores University- *Phil Bakstad***
 - ▶ **University of York- *Fran Hornsby***
 - ▶ **Royal Central School of Speech and Drama- *Victoria Edwards***
 - ▶ **University of Sunderland- *Wendy Price***
- ▶ **Q&A**

Message from Michelle Donelan, Minister for Higher and Further Education



“One of the themes that has come out loud and proud in my conversations with care-experienced and estranged students is that there are many who have the ability to succeed in higher education, but sadly do not get what they need to be a success.”

“That is something which must be addressed because, as I have long-argued, it is not enough to simply get students through the door. It is about supporting them once at university with high-quality courses which guide them towards a skilled career and successful future.”

“That is why I am delighted to see NNECL’s Quality Mark zero in on getting the right information to students on the academic and pastoral support available to them along with tailored mentoring and financial advice.”

“The institutions that have achieved the Quality Mark today deserve the highest praise for their success.”

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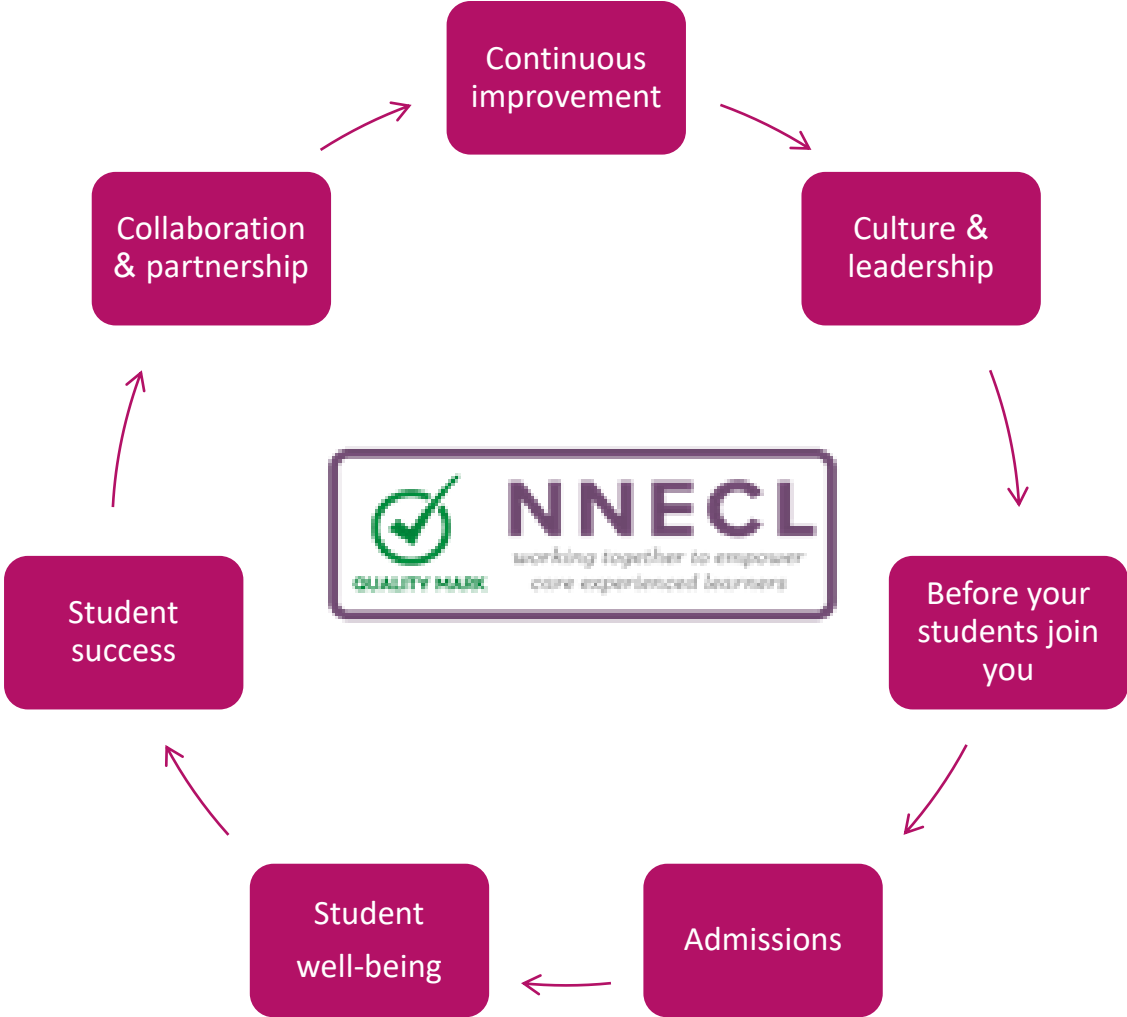
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Introduction & overview

Patricia Ambrose, NNECL Director

Introduction & overview

- ▶ This presentation will cover key highlights drawn from the Quality Mark 2021 submissions, across each of the seven areas of the Quality Mark.
- ▶ In each area, I will give examples of:
 - ▶ what all or most institutions provided as evidence;
 - ▶ examples of practice provided by some institutions (some of which contributed to enhanced or exceptional ratings); and
 - ▶ future plans.



Culture & Leadership

All/most institutions

- Policy statement on inclusion/WP
- Clear and up-to-date webpage(s)
- Identified senior leader
- Signatories of CLC, StandAlone pledge etc.)
- Own CL/CES definitions in place (financial support generally for CL)
- CPD for designated contacts/teams

Some institutions

- Specific policy statement on CES
- More extensive web content & links
- Letter/statement of support from senior leader and/or designated governor (more likely in FECs)
- Signatories of wider, linked initiatives such as Social Mobility pledge
- Provided whole support package to CES, including postgraduates
- Broader CPD offer across institution

Future plans include

- Adding in specific sections on CES when updating strategic policy statements
- Regular progress reports to senior leadership team and Board
- Implementing new definitions (often linked to new HESA data flag)
- Improved staff CPD, involving CES
- New comms plans and regular dialogue with LAs to ensure support for CES is clear and understood

Continuous improvement

All/most institutions

Gathered and analysed mix of quantitative data and qualitative evidence

Had not yet set targets but aspired to do so

Provided examples of how student feedback had informed future improvements

Some institutions

Had whole student lifecycle evaluation strategy, including theory of change

Set targets and monitored performance against these

Management information was gathered and analysed across whole student lifecycle

Future plans include

Developing theory of change approach

New CRM/tracking systems to be fit for purpose and enable future target setting and longitudinal analysis

Regular data audits

Annual CES surveys

Putting systems in place to share information with academic staff (with permission from CES)

Building student voice into quality improvement

Before your students join you

All/most institutions

Named contact/team

Providing range of outreach activities, some specific to CES and others part of broader WP

Some regional or local collaboration (sometimes via Uni Connect)

Some institutions

Dedicated team supporting CES throughout student lifecycle from outreach to graduation

Some more intensive outreach activities over several weeks/months

Dedicated transition support working with feeder schools, LAs etc.

Future plans include

Improving evaluation of effectiveness of outreach activities

Being involved in LA pilot on co-production of post-18 PEPs

New materials on transition (brochures, videos etc.) for use with CEYP and LAs etc.

Acclimatisation days for CES

Pre-entry online modules

Your admissions process

All/most institutions

Encouraging applicants to tick the UCAS box

Admissions policy included reference to under-represented groups

Taking rounded view of applicants

Follow-up communications with care experienced applicants

Offered some support to those not meeting their offer grades.

Some institutions

Specific admissions policy/section relating to CES

Contextual offers, typically one or two grades lower

Accreditation of Prior Learning/Work

Offered more extensive support to those not achieving offers either to own courses or other providers

Dedicated contact(s) available to speak to during Clearing

Future plans include

Making better use of additional contextual data from UCAS

Embedding support for CES and other vulnerable groups more clearly in future review of admissions policy

Improving enrolment process, including focus groups with CES to discuss barriers

Considering possible development of contextual offers (if not already using them)

Your students' wellbeing

All/most institutions

Named contact or team

Signposting to and liaison with pastoral support services

Financial bursary/support provided (typically for CL rather than CES)

Support with accommodation depending on type of institution (ranging from all-year accommodation to support with travel/subsistence costs for students at non residential institutions)

Some institutions

Dedicated team across whole student lifecycle

Regular check-ins and proactive communications particularly at difficult times of year

Bespoke support plans and/or fast-tracking to support

Bursary for all CES plus preferential access to other funding in some cases.

Postgraduate bursaries

Emergency accommodation

Waiving deposits or providing guarantor support

Future plans include

More personalised support (cards, outings, events, graduation dinner)

Improving enrichment programmes for CES

Developing peer mentoring/support

Exploring more flexible bursary payment dates

Including financial literacy as part of welcome/transition activities

Exploring options for guarantor support.

Developing an enhanced personal tutor service for CES.

Your students' success

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All/most institutions

Have supportive systems in place for CES (including sharing information with tutors etc. if permission given by student)

Undertaking some work at curriculum level, usually in social science subjects

Have processes for reviewing academic progress (more frequent reviews in FECs in general)

Offer opportunities for work experience/placements and employability/skills development

Signpost CES towards careers guidance

Some institutions

Have more detailed support plans or data sharing agreements with local authorities (again, dependent on student permission)

Build in consideration of care experience as part of EDI course reviews

CES given priority for internships, work experience

Dedicated careers contact for CES

Signpost postgraduate study options

Future plans include

More structured reviews of academic progress

Develop data sharing agreements

Greater focus on peer-mentoring/peer-supported learning

Working more closely with Students' Unions on volunteering and co-curricular activities

Targeting CES for outward mobility opportunities (e.g. Turing Scheme)

Working with External Relations (Alumni) to stay in contact with CES and monitor future progress

Collaborative and partnership working

All/most institutions

Involved in range of local and regional partnerships/initiatives (some via Uni Connect and other established networks)

Had or established a cross-institution group to work on the Quality Mark, ensuring a whole institution approach (some including students and academics as well as professional staff)

Some institutions

Provide training for foster carers, LA staff

Have strategic relationships with national organisations working to support care experienced people

Future plans include

Working with the library to encourage local CEYP to feel comfortable in using this resource

Working on an employability initiative for NEET CEYP in the region

Broadening membership of internal working groups by inviting CE students and academic staff representatives to join if not already members

Consolidating departmental links to support inclusion and enrichment opportunities for CES

Discussion with new Quality Mark awardees

Moira Mitchell, QM Lead Assessor, in conversation with:

- Phil Bakstad, Liverpool John Moores University
- Fran Hornsby, University of York
- Victoria Edwards, Royal Central School of Speech and Drama
- Wendy Price, University of Sunderland

Q&A

Please use the chat function to ask your questions to the panel.

Our panel consists of:

- ▶ **Moira Mitchell**- QM Lead Assessor, NNECL
- ▶ **Phil Bakstad**- Liverpool John Moores University
- ▶ **Fran Hornsby**- University of York
- ▶ **Victoria Edwards**- Royal Central School of Speech and Drama
- ▶ **Wendy Price**- University of Sunderland

Thank you

- ▶ Thank you for attending our webinar, we hope that you have found this session useful and informative.
- ▶ NNECL very much values any feedback and input from our network, so please do contact us with anything: info@nnecl.org
- ▶ Become a NNECL member for 2021/22 [NNECL MEMBERSHIP](#)