

**Theory of Change Narrative: Care Experienced Sustained Programme**

**for Students and Train the Trainer Programme for Supporters and**

**Influencers**

Currently, stakeholders, school staff and foster carers have limited or outdated knowledge about H.E. Therefore, if the knowledge of stakeholders is increased, they are more likely to engage potential CES in conversations about H.E and refer them to trusted sources.

Students have a lack of self-belief with a fear for failure both as a barrier to H.E but also thinking about failing whilst studying. This is a consequence of students having some form of school disruption. They are less likely to hold the necessary qualifications to go onto H.E.

The evidence about CES highlights the diversity in their backgrounds, motivation to study and structural barriers they experience. Hepp have tried various methods of engaging with CES including, summer schools and activity for students from Y7-Y11. All direct activity to CES has been challenging with no one point of contact resulting in limited repeat interventions. An extensive literature review along with a report written by Applied Inspiration to identify barriers CES experience accessing H.E. It is envisaged that this evidence will inform the resources developed for the intervention. The evidence is presented below as barriers (Appendix 1: Literature

Hepp has identified target groups for activity based on their new strategic approach, of which CES are one. The OFS identifies that those with care experience have significantly poorer educational and life outcomes than the general population on average and are underrepresented in H.E. Hepp is perfectly positioned as an impartial provider of advice and guidance to support the access of CES to H.E.

**Input**

**Hepp Infrastructure:** this project will be delivered as part of 'normal activity'.

**Programme Specific Resources:** video production, STEER and Applied Inspiration support.

**Activity**

**Carers/Supporters:**

**Video Programme:** Six short videos addressing; finance, support, access routes, UCAS, benefits and myths

**Foster Carer Sessions:** 45 min session to understand H.E. and how it fits into the educational journey.

**Sustained Programme**

**Y8—Y10 Activity:** Three sessions per year (Y8—Y10), a launch event (Y7) and a celebration event (Y11).

**Outputs**

The main output for stakeholders and foster carers will include the resources created for the **videos and live sessions**. These will be available via our communication strategy.

For students the main outputs will be the delivery of a **sustained programme** over a period of 3 academic years, providing students with the confidence and ability to make an informed choice that is right for them.

**Aims**

The strategic outreach aims to provide positive and immersive experiences of H.E. This is in addition to a suite of resources and sessions to increase institutions and individuals (stakeholder) awareness and knowledge about H.E. The information will provide them with confidence to advise prospective students or direct them to relevant sources or organisations for more information.

**Short Outcomes**

**Train the Trainer**

**Learning:** HE Knowledge and an understanding of options through the TTT videos.

**Attitudinal:** Stakeholders see HE as an option.

**Skills-based:** Stakeholders feel equipped to support CES.

**Experiential:** Stakeholders will know where and how to access expertise in H.E and support students to attend activity.

**Sustained Programme**

**Learning:** Positive and immersive experience of HE that are realistic, encompassing multiple aspects of student life.

**Attitudinal:** Students develop familiarity with institutions - sense of belonging and choice.

**Skills-based:** Activities to focus on simple key messages with flexibility for individual needs.

**Medium**

**Both**

**Trust:** between stakeholders, foster carers, H.E providers and Hepp.

**Hepp:** to develop understanding of H.E. landscape, level of support and difference between school and H.E.

**Long**

**Both**

**Stakeholders** should be knowledgeable about H.E opportunities and feel confident to access information.

**Students** should feel confident and reassured to make a choice about H.E.

**Rationale**

Hepp has strong connections with VS's, foster carer agencies and schools within SY and NED to share information and guidance about H.E. Therefore, improving knowledge about H.E (TTT) helping to increase knowledge amongst the target population. In addition to the TTT the connections will support the sustained programme through relationships to bring students onto campus—to feel confident, have a sense of belonging and improved knowledge of H.E giving them the opportunity to make an informed decision.