

Currently, young carer students do not have access to the right knowledge that facilitate their transition to higher education. Stakeholders, school staff and parents/carers have limited or outdated knowledge about H.E., so cannot support young carer transition.

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 disruptive school experiences; due to not attending school and the struggle to balance studying whilst having caring responsibilities.

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 young carer students including, summer schools and activity for students from Y7-Y11. All direct activity to young carer students at times has been challenging, due to not having a single point of contact in schools and charitable organisations only working with individuals for a limited time resulting in interventions not being repeated. An extensive literature review along with a report written by Applied Inspiration to identify barriers young carer students 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 review).

Hepp has identified target groups for activity based on their new strategic approach, of which young carer students are one. The Carers Trust' highlights that students with caring responsibilities are more likely not to be in education resulting in young carers on average achieving one grade lower per GCSE than that of their peers. Hepp is perfectly positioned as an impartial provider of advice and guidance to support the access of young carers to H.E.

Input



Activity



Outputs



Aims



Young Carer Students

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

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

Parents/Carers/Supporters:

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

Parent/Carer Sessions: 30 min tea-time sessions to find out how to support young people looking at H.E.

Sustained Programme

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



The main output for stakeholders , parents and 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.

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

Medium

Long

Rationale

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 YC's.

Experiential: Stakeholders will know where and how to access expertise in H.E and support YC's 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.

Experiential: Students will know where and how to access expertise in HE and the support offered.

Both

Trust: between stakeholders, parents/carers, HE providers and Hepp.

Hepp: to develop understanding of HE. landscape, level of support and difference between school and HE.

Both

Stakeholders should be knowledgeable about HE opportunities and feel confident to access information.

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

Hepp has strong connections with young carer organisations and schools within SY and NED to share information and guidance about HE. Therefore, improving knowledge about HE (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 HE giving them the opportunity to make an informed decision.