

## Qualitative Interviews

### UNIVERSITY OF [ANONYMISED LOCATION] INSTITUTE FOR SOCIAL INNOVATION AND IMPACT

#### Project:

Interview: NN1 1

Interviewers: EKD  
NU 2

Interviewee: Int

Date of interview: October 2018

#### KEY:

(. . .) Pause

(text/time) Unclear speech or over talking

<<int>> Outside interruption

[:::] Background noise

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#### Recording

Time Utterance

Analysis

0:00:02.2 EKD **Could you please tell us a bit yourself - your background, your job here please.**

0:00:07.6 Int Okay, so my name is **XXXX**. I've worked at the University for five years. Prior to that my career was in marketing and buying so my first job was for the Bodyshop International at their head office and that was for marketing.

Then I went to part of the Argos retail group, I was their **XXXXX** Marketing Manager. Then I went to Tesco stores, I was a Buying Manager, then I became Pyrex Marketing Manager. So that's my background.

0:00:32.2 So what I'm doing at the University is very different. I came to the University five years ago. I started off on the Student Administration team and then this role became available so I've been Pathways Co-Ordinator since April last year.

0:01:00.7 EKD **And what do you do as being the Pathways Co-Ordinator?**

0:01:02.9 Int So as the Pathways Co-Ordinator, I have two **ENCOP** Schools allocated to me. My schools are in Daventry, so they are the two schools that I am kind of responsible for getting opportunities into. So we obviously have - we had over 40 work students, which we call as opportunities and they are opportunities which we offer our secondary schools. So they are targeted at Years 9 - 13.

0:01:31.0 And so I will meet with my school contacts once a term at least and go through the range of opportunities that we have to try to get the percentage of NCOP students registered onto these opportunities. But that's not always the case, there's quite a large percentage of non-NCOP students at well.

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0:01:50.9	So yes, that's part of my job. I also have my own work streams that I manage. So I have the [Anonymised Event] Online Mentoring project; I have the <b>XXXXXX XXXXXX</b> which I co-lead with <b>XXXXXX</b> ; I have the <b>XXXXXX</b> which I co-lead with <b>XXXXXX</b> . And I have the EPQ sessions which the library facilitate for us because we obviously give them a certain amount of money to do that for us. So EPQ sessions, that's the Extended Project Qualification which students in Year 12 do because it can could towards their UCAS application-	
<b>0:02:29.5</b>	<b>EKD Okay.</b>	
0:02:28.2	Int -or points or something.  So yes, that's what I do. So when I'm not managing work streams we also go to schools and deliver workshops in assemblies. And we don't just stick to our own schools per se, so with [Anonymised Event] I will go into other schools in order to get my projects, my work streams taken up with those schools.	
<b>0:03:00.8</b>	<b>EKD Okay, thank you. What's your opinion about Higher Education? Do you think it's a good option for all students? Or if you don't think it's good for all students, why? Can there be other options, do you think?</b>	
0:03:16.1	Int So you mean Higher Education in terms of university?	
<b>0:03:20.3</b>	<b>EKD Yes.</b>	
0:03:22.8	Int I don't know. I don't know to be honest with you. I have an opinion about education in general, it's not just Higher Education it's -  Not every child fits into our education system in the UK, and I speak from direct experience, I have a child with ADHD and Autism. It doesn't work for every kid so therefore university - not every child is academic so therefore university isn't going to work for every child.	
0:03:52.7	I, with my own - well, he's only 13 - I'm more pushing him into an apprenticeship or something much more practical.  And I also think that there are still a lot of students who in Year 12, I would say at least from my experience last year going into schools, who are actually asking us for	

Recording Time	Utterance	Analysis
	careers advice. Like, 'Did you do A-Levels? What did you do? What did you do at university?'	
0:04:17.8	Because they still have no clue about what they want to do with their lives.	
	So I'm not sure - because the only insight into university I get is the University of [Anonymised Location] and so I'm not sure if university is for -	
	And ultimately there's that potential to come out with all that debt, which luckily when I want to uni that wasn't the case, I got a grant and it was brilliant.	
0:04:50.0	So I don't know because it depends what course you want to do but I just think young people don't know what they want to do.	
	And I think, I don't know how you - I'm not articulating myself well - how you can resolve that. Because, particularly Year 12s that are going to be making their choices the following year about what they're doing, a lot of them have no clue.	
0:05:18.8	<b>EKD And do you think it's just - this question is related to NCOP because we have this NCOP project to somehow encourage disadvantaged students to go to Higher Education and specifically to university, so they can see they had the option to go to university.</b>	
	<b>But then do you think that is maybe not the only option? Do you have a question, sorry?</b>	
0:05:43.2	<b>Uni 2 I was just going to XXXXXXXX</b>	
0:05:49.1	Int I don't know because I would say that the disadvantages that our NCOP students have is <b>XXXXX</b> , might not have had a family member go to university before and it may have been just left school, went straight out to work, so they haven't had those conversations and will very much listen or take notice of the press in terms of how much debt they'll come out with at the end of it, and it's a tough one.	
0:06:08.9	Some schools I went into, some of the kids were like, 'I just want to go to work when I finish'.	
0:06:16.1	<b>EKD Get a job, yes.</b>	

**Recording**

<b>Time</b>	<b>Utterance</b>	<b>Analysis</b>
0:06:17.8	Int And maybe that's because they haven't had conversations. But maybe -  Certainly when I went to university it was very much, even though I wasn't, it was very much only the cleverest people went to university, which is rubbish because obviously - well, it depends what uni you go to.  And I don't know if that's still an opinion that that kind of group has. But you only have to look at some of the demographic of our students to know that that's not true because we reduced our grade expectations so low.	
0:06:54.2	And so I don't know, I don't know. I think perhaps the Further Education Colleges, where they offer more practical courses. So like, I don't know, hairdressing or - I don't know.	
<b>0:07:06.2</b>	<b>EKD More vocational.</b>	
0:07:07.2	Int Yes, more vocational. Because ultimately I went to university and I left university still not knowing what I wanted to do. And I fell into a job and now I'm doing something completely different. So I think actually unless you are doing something vocational, so your vocational Degree, what are you doing it for? Is it just to put on another three years of not going into work? I don't know.	
<b>0:07:37.4</b>	<b>Uni 1 With the - obviously with XXXXX of the kids who might to see Higher Education as an option like the ones XXXX vocational, with the ENCOP programme do you feel that it's beneficial to those kids or do you think it doesn't do enough to engage with those children?</b>	
0:07:50.8	Int I don't think it does enough to engage with those kids. I think we -  And also we kind of go in and we do a one-off event or we'll do - so I'm doing my XXXXX at the minute, and then we pull back. And it's like, how do we know what impact - ?  So for XXXXX they're doing an entry and exit survey. For XXXXX, for example, we did some surveys at the end of it. But I just think -	
0:08:21.7	I don't know if those students recognise that we are XXXXX and we're not separate to the University of [Anonymised Location]. Do you know what I mean? So	

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	for example, <b>XXXXX</b> are delivering some assemblies for me at the minute in schools. And I checked the presentation and I'm like, we actually - even though the <b>XXXXX</b> logo is on there you need to say that it's " <b>XXXXX</b> s, in partnership with <b>XXXXX</b> are offering you guys this fantastic opportunity".	
0:08:47.9	<p>sS I just think they will see what we're doing as the <b>XXXXX</b> and I don't see how they would differentiate. Why, when you are a student at that age, would you think, 'What's <b>XXXXX</b>?'</p> <p>And as much as you can stand there and explain what <b>XXXXX</b> is and what ENCOP is, which we do, I think that would probably go straight in one ear and out the other.</p> <p>Does that answer your question? I'm probably digressing to be honest with you.</p>	
0:09:12.9	<p><b>Uni 2 Digress all you want! (laughter)</b></p> <p><b>Honestly, yes, answered everything.</b></p>	
0:09:17.2	<p>Int I don't know. I think, hopefully for us the good thing about having our School Co-Ordinators now is that they will get to know who our ENCOP students are. Because we go in and we present to a whole year group. We never go in and have just ENCOP students.</p>	
0:09:39.3	<p>When I went to an ENCOP meeting, last November actually in Lincoln, a lot of the other consortiums spoke about their ENCOP students, because they have people in schools who are building that relationship with their students. They call them HEPPOS, I think.</p>	
0:09:55.6	<p>And I was like, we just say 'ENCOP schools', we don't know who our ENCOP students are.</p> <p>So I think for us, that's something we have to get much, much better at. And I think with the school co-ordinators in place that will - I hope that will help to get, so that we know them better and can target them more efficiently.</p>	
0:10:15.9	<p>EKD <b>Yes makes sense.</b></p>	
0:10:18.0	<p><b>Uni 2 Yes.</b></p>	
0:10:20.1	<p>EKD <b>In your opinion, what do you think that motivates young people to go to university? Or what makes a</b></p>	

Recording Time	Utterance	Analysis
	<b>difference? Do you think there are differences in motivation for different kinds, like areas, backgrounds, schools, when they make the higher education choice? What motivates them?</b>	
0:10:39.0	Int I think it would be potentially your background. If you come from a -  Okay, say if you - and it depends what people are motivated by, whether they're motivated by money, whether they're motivated by believing that going to university will get them a better job.  And I guess it depends what your upbringing is and what your parents' experience is. Because ultimately your parents are the influences, so it depends what they've been through.	
0:11:10.9	Myself, I won't be pushing either of my boys to go to university unless it's really vocational and I know they're going to benefit. Otherwise, as I said, even though actually doing a higher Degree apprenticeship is more competitive than university I would push certainly my eldest towards that because he's going to get that work experience.  Because ultimately you might be really academically minded but if you don't have - it's hard to get a job without that work experience.	
0:11:35.1	So I think it depends on your family background; it depends on your - not your 'wealth', what's the word? Whether you parents have been to university, whether you've just -  You know, it depends who's influencing you and what those messages are.	
0:11:57.0	EKD <b>Yes, so your neighbourhood network.</b>	
0:11:58.9	Int Yes, yes, and what your friends are doing. Because I think that kind of age can be influenced by their peers and where they go and what they do. Does that answer that question?	
0:12:14.5	EKD <b>Yes, definitely yes.</b>	
0:12:15.3	Uni 2 <b>Yes.</b>	
0:12:16.7	EKD <b>Do you have any questions about this or - ?</b>	

## Recording

Time	Utterance	Analysis
0:12:19.5	Uni 2	<b>No, no I'm quite happy here.</b>
0:12:22.9	EKS	<b>What made you apply for a job in XXXXX team?</b>
0:12:25.0	Int	Because I wanted to make a difference.
0:12:28.4	EKD	<b>That's nice.</b>
0:12:29.2	Int	I wanted to help people. I'm a bit of a helper, probably to my detriment, to be honest with you because I help everyone first before my own family. I like to help people and I really thought this job would enable me to make a difference and that's why I wanted to do it.  However, it's so hard with secondary schools, it's just so hard. Because they don't have the resources, they don't have the staff, they don't have the money. And sometimes, particularly over the last few months this job feels like pushing water uphill. You know, all these amazing opportunities. And I would love to -
0:13:06.9		And the thing about it as well is I would love to just - whether - I don't know. However many young people out of thousands that we kind of intervene with, that made a difference and you knew that and you had that kind of face to face contact and those conversations that -
0:13:25.3		Because that's what I like doing, I like that whole face to face contact. But we don't get the opportunity to do that because it's such an admin, I don't know, 'admin heavy'. Like, a lot of the projects when you are initially setting them up it takes a long time. We don't get that opportunity to talk to our students.
0:13:47.3		And when you are presenting to a whole year group, I wonder - so if we go round and talk about, I don't know, study schools or why go to university, if they're actually taking all that information in. Are we just another load of people that are in front of them, talking?
0:14:06.7		Because you see their faces, they're - well, they're just at an age where they think they know it all and - whatever. But no, I applied for this role because I wanted to make a difference and I wanted to help.
0:14:16.7	EKD	<b>That's nice. I think we all felt that way-</b>
0:14:18.1	Uni 2	<b>Yes.</b>

Recording

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Analysis

- 0:14:18.5 EKD -and then applied to our positions because of that.
- Sorry, I got thinking about all the things you said. Ask your question.
- 0:14:30.2 Uni 2 So obviously you mentioned pushing water uphill when it comes to the schools. Do you think the school are looking for something different out of the ENCOPI programme than we are giving them? Or do you think it's just a lack of resources that mean they can't engage?
- 0:14:42.3 Int Do you know what? I think we've got a really healthy, diverse opportunity portfolio that we're offering them.
- The feedback that I've had from one of my own schools is, because their school Co-Ordinator hasn't been appointed yet, it's not going to happen til January, they were so disappointed because it was like, 'XXXX, we're so snowed under we haven't got enough staff'.
- And I want to do all this stuff but without that school co-ordinator I don't know how I'm going to do it'.
- 0:15:10.7 And I was like, 'Don't worry, I'll come here as much as I can XXXX'
- Because ultimately they just don't have the resource. You know, it's like trying to get data out of them, a simple register, it's really -
- 0:15:21.8 So I think we have brilliant opportunities. And you can see it in some of them where they just get capacity gets full up - I'm not articulating myself very well - you know they sign up for XXXXX, like [Anonymised]'s running XXXXX really full and I think she's got hundreds.
- 0:15:42.4 There are certain, like Commando Joe's, there are certain programmes that just hit the spot.
- There are some that perhaps - so the traineeships, not so much at the minute.
- But unfortunately this job never gives us the luxury of time to sit back, reflect, review. I'm sure Rachel's doing that but we don't get the luxury of time to do it.
- 0:16:07.7 I've never been, well actually maybe when I was a buying Manager at Tesco, I've never been in a job where



Recording Time	Utterance	Analysis
	it's so full-on all the time. There's never that down period, even when they're on holiday in August and you think, 'Okay, I'm not going to get contacted by the schools', it's just full on all the time.	
0:16:26.5	So I think there's probably a few of the work streams that can be cut, but on the whole actually I think we offer an amazing package. And if anything I think we offer too much because we just give ourselves too much work.	
0:16:42.6	<b>EKD Now that you mentioned all the opportunities and the rich portfolio you have that you offer to schools, how do you decide on those activities? Can you please tell us a bit about that process?</b>	
0:16:54.6	Int Okay, so when we first joined the team there was a document which - that portfolio, I would say a great percentage of that portfolio had already been put into place. So for example, [Anonymised Event] was already there, there were loads of things. Commando Joe's was already there. There were lots of things that were already there.  I had another work stream which was called 'Degree Careers at the Uni' which actually never took off because it was just too dry a work stream, couldn't be enthusiastic about it, just couldn't find a good way in which to deliver that to students.	
0:17:40.6	But along the way, because we've been to conferences or you share best practice with other ENCOP consortiums so you hear what they're doing. So that's I guess how other work streams are created as well.  So for example, I think when [Anonymised] started to deliver the Radio traineeships, I think then the Television traineeships came on board and the Sports Journalism one, so that was kind of a natural progression from one.	
0:17:40.6	And also it's that thing of the more experience we get, it's building those relationships with the academics who can then add something in terms of a work stream.	
0:18:22.8	So it's a bit of we've inherited some but we've created some along the way as well through sharing best practice with other ENCOPs, through building relationships with academics, just by having ideas yourself.	

**Recording**

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**0:18:36.9 EKD Okay, thank you.**

**0:18:39.4 Uni 2 As you mention the traineeships as one that wasn't - picked up as much as others, do you think there's reasons why certain ones don't attract as much interest as others?**

0:18:48.7 Int Do you know what, I don't know to be honest with you because -

So the Radio one was - at the start [Anonymised]didn't have anyone come to it and I thought that was a real shame. And I don't know why. Maybe it's the wrong -

I don't know, but she's run it before.

The podiatry one was really successful-

**0:19:07.7 EKD Yes, I got the feedback from XXXXX**

0:19:09.9 Int Wasn't it?

**0:19:10.0 EKD It was, yes.**

0:19:11.2 Int I think the Sports Journalism and the Television, I don't know why, to be honest with you. Maybe it's the wrong time of year; the schools are too bogged down. I know we're five weeks into term now but just don't have that time to get the students to register for that. I don't know.

**0:19:33.2 EKD Do schools ever give you feedback on students or why or why not or anything from them?**

0:19:45.1 Int [. . .] We get -

So following [Anonymised Event] we had really positive feedback. [Anonymised]got that [Anonymised Event] filled up, she did really well with that.

I don't know, maybe - I don't know. Maybe it's - maybe the schools hadn't had the time to identify Media students or English students or History, whoever could do that radio traineeship. I don't know.

0:20:13.1 So we do get feedback but to be honest with you I don't know what it was about that one, I don't know, I don't know.

## Recording

Time	Utterance	Analysis
0:20:24.1	EKD Thank you, that's fine.	
	<b>Why do you think these chosen activities are important for students to take part in? I know there are loads, but if you can maybe tell us about some of them or why do you think in general it's important for students to take part in them?</b>	
0:20:39.1	Int Because I think otherwise they wouldn't have that opportunity. So when I was at 6th Form I wasn't offered online mentoring to help me decide what career I wanted to go into or what I wanted to do at university, or explore institutions and courses and what' it's like living away.	
0:20:56.6	I just knew that I liked English Literature and Drama and I didn't know what to do with that. So I think our opportunities need to give students an insight into what potential subjects or careers could be that they wouldn't -  And also the opportunity to come onto a university campus, which I didn't do until I had to go and visit uni to see which one I wanted to pick. Which - it just opens a whole new world to them.	
0:21:26.4	And because it's all free because we fund it they don't have to pay for anything! It's a complete no-brainer. The only stumbling block to that is taking them out of lessons. But I just think it's giving them those opportunities that they wouldn't have normally.  Do you want me to expand on that?	
0:21:52.4	EKD <b>If you want.</b>	
0:21:52.0	Int Can you read me the question again? My head's all over the place.	
0:21:53.7	EKD <b>No, that's fine. The activates that students take part in, why do you think it's important for students to take part? You did answer but if you want to expand.</b>	
0:22:02.7	Int Yes. If you look at our [Anonymised Event], the [Anonymised Event] careers day, not only they were lucky enough to watch a simulated rescue, if you like, all the services involved, but then they had the opportunity to attend - I think we put on about 12 workshops in the end which range from midwifery to podiatry to forensics to human bioscience and sport.	

**Recording**

Time	Utterance	Analysis
0:22:35.0	<p>They would never have - school cannot offer that, not 'curriculum', that insight for them. They just wouldn't -</p> <p>And say for example, one of [Anonymised]'s traineeships or the [Anonymised Event], it's looking at science and technology and they just -</p> <p>And like, going to Big Bang. When else would they have the opportunity to go and do something like that and start thinking about what they want to do in terms of whether it's academic or whether it's the pathway to that or then to career. That's what our opportunities do.</p>	
0:23:14.8	EKD Thank you. Do you want to ask?	
0:23:18.1	<p>Uni 2 <b>XXXXX</b> then, I've got another question. Obviously you came from a marketing and buying background. When you came into this role, is there anything you feel that we could learn from your previous experience, like things that you took from there and put into the ENCOP that you think - yes <b>XXXXX</b> experience?</p>	
0:23:39.2	<p>Int Yes - not spend all that money on that website that's completely rubbish! What a complete waste of money <i>[emphasis]!!</i></p> <p>I'd really love to swear - but what a complete waste of money and the time and the resource that it's taking. I don't get that. I know that's -</p> <p>It would be - yes. It's apart from that it would be really hard, I'd really have to think about that question before I answered it. Because particularly my marketing background was very much online and offline. So it would be magazines and newspapers and creating brochures and all things like that. So it was very much print, a lot of it was print.</p>	
0:24:28.8	<p>So yes, that's a hard question, aside from the thing that immediately swung to my mind, which is the website. I haven't looked at it recently but the last time I looked at it I just thought, 'What? What? What?'</p>	
0:24:43.6	<p>Uni 2 <b>On the website do you think that it will have a - is it the amount of money spent on it or is the impact you think it will have or is it a - ?</b></p>	

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0:24:53.8	Int The amount of money that's been spent on it. But also the last consortium, our consortium meeting that we went to, I wasn't even sure who the website was aimed at, was targeted at. So I had to -	
0:25:04.8	EKD <b>That's pretty important.</b>	
0:25:06.4	Int So I had to seek clarity because I didn't even know that myself, which is <i>ridonkculous</i> . And so it's targeted at our ENCOP students? I didn't know that.  So as I said, I haven't had a look at it since, but I don't know that our students will go and have a look at that, I really don't. If you put something on YouTube they might do.	
0:25:32.3	EKD <b>Yes (laughter)</b>  <b>Or Facebook, Instagram.</b>	
0:25:35.2	1 Yes, Instagram, yes. So I'm probably a bit ignorant because I haven't looked at it for quite a few weeks but my initial impression was, 'What? What? What?'  But - yes.	
0:25:51.3	EKD <b>Thank you. Which if your activities do you think have been the most successful and why? You can think about it for a while if you like!</b>	
0:25:58.6	Int No, I know. It's [Anonymised Event] Careers Day. So in terms of the ones that I work on, [Anonymised Event] Careers Day, because this year we spent an increased amount of money on it and it was just that whole scenario, everything on the day was so slick.  Like, last year we were just amateurs, we really did! But this year -  And it just all flowed and because we used the acting students, we had the music and it was just brilliant. And the fire services who cut one of the doors off, it was just amazing.	
0:26:47.3	But then following on from last year, what made last year's a success was all the workshop providers in the workshops because they were amazing. And then again this year they were.	

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	<p>And it was because it was so interactive. All those workshops - I only got to see a few - they were all so engaging. I went to a midwifery. I was doing the student ambassador role and some of the boys were like, 'Where are we going next?'</p>	
0:27:11.3	<p>And I was like, 'Midwifery'.</p> <p>And they were like, 'Hmmm'.</p> <p>But the midwifery ones, the senior lecturer got the boys to wear the fake baby bump and to run up and down hills so that they could feel what it would be like to be pregnant with a six month baby. And they had the pelvis and the baby coming out of it and they were just so interested. It was really, really -</p>	
0:27:33.5	<p>Maybe I was really generalising there, but I was really surprised. Everything was hands-on. And then in Podiatry, Paul was using the ultrasound machine to scan people's legs .</p> <p>And even, what amazes me as well is that we had obviously the fire engine and we had the police car. Bear in mind what these Years 9, 10? So what, 14-15? 15-16 whatever? They all wanted to get into the police car and do the lights and the sirens and stuff, and the same with the fire engine.</p>	
0:28:00.3	<p>So I just think there was such a breadth of workshops and they were all so interactive and enjoyable and they weren't too long. I think they all attended about five each. It was just brilliant, it was just -</p> <p>Well actually, before I worked on [Anonymised Event] last year I didn't know what Occupational Therapy was and yet now I know because we had an Occupational Therapy workshop and we did again this year. And it worked because all the academics that were working with us were so enthusiastic about it and really wanted to be involved.</p>	
0:28:36.0	<p>So we've already set the date for next year, a percentage of them have already said yes.</p> <p>And also we had a Journalism, a new Journalism one this year where the students were doing pieces to camera. It was just - it was brilliant and we got amazing feedback. So that, for me, just sticks out.</p>	

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0:28:54.6	And that's why - because I thought we were moving away from doing these one-off events and I didn't think that we would be able to do it again next year, but we are because it was such a huge success this year.	
0:29:06.4	<b>EKD That's really good to hear.</b>	
0:29:07.0	<b>Uni 2 That's really good.</b>	
0:29:06.8	<b>EKD Yes, that is really good to hear the impact, thank you.</b>	
	<b>Is there anything else you want to ask?</b>	
0:29:14.2	Uni 2 No, no I'm good.	
0:29:15.3	<b>EKD Is there anything else that you'd like to add that we may not have asked or that you want to add about ENCOP, about anything really?</b>	
0:29:26.9	Int I think that we are at a disadvantage due to the consortium that we are in and that has such a negative effect on us. And I only know topline, I don't know any of the detail under it but from what I hear, we're not being done any favours.  And although I don't think it gets us down, I don't think it has - I'm sure it creates a lot of work for Rachel and Ray and it was good that Marcel, our Account Manger OFS now, came to [Anonymised Event] this year because she could see what we were doing because she'd heard bad - no sorry, not positive things about us.	
0:30:18.4	So I just think we're a bit disadvantaged in the consortium that we're in.  And I also think, having had a look at that report from the OFS that actually we're only interviewing with 9.6% of ENCOP students - that was a shocker! And there's some were on there were like 49.-!	
	I'm like, 'Oh my word, what are they doing? We need to know what they're doing'.	
0:30:39.1	It just hit home that actually we need to be - I think it's a big kick up the bum for all of us, but we need to be more stricter in terms of if we haven't got the data we're not going to work with them. We need to focus more on these opportunities that we're offering, that that ENCOP number has to be a lot higher. Okay?	

Recording Time	Utterance	Analysis
0:31:01.3	EKD Yes. Do you have any other questions?	
0:31:01.0	Uni 2 No, I'm through.	
0:31:01.8	EX Okay, thank you very much.	
0:31:03.8	Int That's alright.	

**[ANONYMISED INSTITUTION]  
INSTITUTE FOR SOCIAL INNOVATION AND IMPACT**

**Project:**

**Interview:** NN1 3  
**Interviewer:** EKD, Uni 2  
**Interviewee:** Int  
**Date of interview:** October 2018

**KEY:**  
(. . .) Pause  
(text/time) Unclear speech or over talking  
<<int>> Outside interruption  
[:::] Background noise

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Recording Time	Utterance	Analysis
0:00:03.2	EKD Could you please tell me a bit about yourself and your job.	
0:00:06.2	Int Sure, my names XXXX. I'm a Pathways Co-ordinator here at the [Anonymised Institution]. As part of my role I look after a number of work streams within the programme, ranging from Commander Joe's, English and Maths mentoring, parent and student workshops, so includes parents evenings, options evenings.  Also help facilitate on the [Anonymised Event] events. Also co-deliver the Changemaker Award with Sam.	
0:00:43.9	I'm sure there's some others as well but I can't think what, but there's a few.	
0:00:46.5	EKD Busy!	
0:00:49.6	Int Yes busy.  So yes, also look after the Pathways website by populating our events that we offer as our work streams respond to the website.	
0:00:58.4	EKD Yes, I did check that website briefly.	



Recording Time	Utterance	Analysis
0:00:58.9	Int By this afternoon it should be all up to date.	
0:01:02.7	EKD <b>Okay, good.</b>	
0:01:02.9	Uni 2 <b>When you say 'deliver', could you just classify what you mean by delivering and actually what you do?</b>	
0:01:09.8	Int Sure. So for example some of the schools that I work with, so the three schools within the [Anonymised Location] district, I will liaise with them and we will arrange for one of our four, or four of our assemblies or workshops to be delivered. So we focus on what is Higher Education, what is UCAS, student finance and why go?	
0:01:32.9	So I've delivered, in terms of delivering those assemblies, to students ranging from Year 9 to Year 13.  But also, <b>XXXX</b> want us to stay focused on one particular work stream, which is Commander Joe's, so I help facilitate the external company in delivering their programme into schools. But I've also been in to meet with the teachers, held meetings prior to that programme starting so they know exactly what we're looking to get from the programme and also what can be offered to their school and pupils.	
0:02:05.7	EKD <b>And how do you decide on these activities? You mentioned Commander Joe's, all those other ones, how do you chose them?</b>	
0:02:14.7	Int A number of the work streams that we have were already chosen or in place before the co-ordinators started in April 2017.	
0:02:24.9	EKD <b>Okay.</b>	
0:02:25.7	Int So a number of them were already in place. But what we've - particularly last academic year when we had a little bit more money in the budget to play with, we could suggest ideas and work streams that we'd like. So not marketing the work streams but ones that I could mention is, for example, Adventure Science, Medical Mavericks. Work streams that wern't initially on the programme but we've spoken to externals, we've seen what they can deliver and said, 'Actually, we'd like to commission you to deliver work streams for us to engage the students within [Anonymised Location]shire'.	

Recording Time	Utterance	Analysis
0:03:01.7	EKD <b>Okay. Do you have any questions?</b>	
0:03:05.5	Uni 2 <b>so the ones that you went to, what was it about what they were doing that you thought would fit in with the Pathways team and your XXXX programme?</b>	
0:03:11.7	Int From talking with our SPOCKS within schools, there is a big focus on young people interested in STEM related activities - science technology, engineering, arts and maths.  But also a lot of students are focussing on medicine and working within the NHS and those services. So there was a call for schools that wanted professionals to go in to actually teach skills, or to raise awareness of particular professions.  So for example, one of the work streams we also offer is Podiatry. You know, students, and some even teachers, don't know what podiatry is but what that can lead to in terms of a career. And just giving them the opportunity to give it a go, to try it and see if they'd be interested in that career path.	
0:04:00.7	And then obviously coming on to Further Education or university to study that course and gaining that qualification.  So to go back to your original question, it's about liaising with our schools, understanding the needs of our students and then trying to be proactive in finding a solution to enhance their skills and knowledge around a certain subject.	
0:04:22.8	EKD <b>Okay, thank you. What is your opinion of Higher Education, like going to university? Do you think it's a good option for every student? What do you think, your personal opinion.</b>	
0:04:36.0	Int I think if you'd asked me that question a number of years ago I would have given you a very different answer. I was never going to go to university. I was basically laughed at when I mentioned that I'd like to go to university and that's why I never went, until recently.	
0:04:56.0	So having the opportunity to study Higher Education, for me was a great opportunity. I'm very privileged to have been given that opportunity, to recently have gained my degree.	

**Recording**

Time	Utterance	Analysis
d0:05:13.3	<p>But also I feel that I can relate to students that we work with because they might be thinking, 'Well actually, I can't do this'.</p> <p>Or, 'I haven't got the support by people in my family or maybe the school or college'.</p> <p>But I think it's a great example that actually if you want to do something, if you want to give something a go, whether that's career or university based, then you should follow your dreams. It's your decision, it's nobody else's, it's yours.</p>	
0:05:39.5	<p>So for me yes, but obviously there's a lot on the media these days about how much university costs. But if you look at the statistics in terms of actually the earning potential and getting to understand the career path you want to take then university is a very good option and worth considering.</p>	
0:05:58.9 EKD	<p><b>But do <del>XXXXX</del> with some students or do you think maybe there might be other options like vocational training or apprentices that might be better?</b></p>	
0:06:08.7 Int	<p>No absolutely, and I was one of those students. I did a vocational course, two in fact, and that was where I was at, at that time in my life.</p> <p>So yes, there are other avenues to consider. Obviously with the government's stance on education at the moment where you have to stay in education until you are 18 obviously has put a slight different spin on it because it wasn't 18 when I was younger and considering my courses then.</p>	
0:06:38.0	<p>So they've got to choose one option, whether that's an apprenticeship, whether that's going to further education to do your A-levels rather than stay at school until you are 18 and then choosing a college course or coming to university when you're 18.</p> <p>So there's plenty of different options but again it's up to the young person to make that decision, it's their decision. And I say this to the students I meet, after GCSEs it's your one big decision about what you are going to do next in terms of your education.</p>	
0:07:13.8	<p>So there is different options out there but they need to explore which opportunity best suits them and is going to benefit them.</p>	

## Recording

Time Utterance

Analysis

0:07:22.9 EKD **Thank you. Did you want to ask something?**

0:07:26.8 Uni 2 **XXXXXX**

0:07:26.6 EKD **Okay. And because you've been to main schools and been engaging with lots of students, what do you think the young people get motivated most about going to Higher Education. Do you think there are differences in motivation for different kind of areas, backgrounds, schools?**

0:07:46.5 Int Absolutely. I think, particularly the students that we would class as being under the ENCOP criteria, maybe it's that incentive, 'Actually I'd be the first one in my generation to attend university'.

0:08:00.5 For others it may be actually they're not the first of their generation but an older brother or even a cousin has attended and has heard about it and thought, 'Actually, yes, I can go and I can have a good time; I can get out the family home'.

Because maybe for some of those young people, to get out of that family environment is liberating for them and a chance for them to actually focus on themselves and develop their own identity. And university can do that for individuals, absolutely. It's that opportunity for a little bit of freedom, if you like.

0:08:36.6 I think statistics show that a lot of students will actually stay within their county these days rather than going further afield, but even so you still have that opportunity to stay on campus or slightly off campus anyway so you've got that little bit of freedom as well.

0:08:54.0 EKD **Do you think family has a big influence in students?**

0:08:55.8 Int Absolutely. In terms of them making their decisions but I've spoken to schools, and teachers will say, especially in the careers service, is that if they're particularly from a BME background they will be told, 'Yes, you can go to university, but here's a map, here's [Anonymised Location] and you've got a two mile radius of where you're allowed to go'.

0:09:19.9 Because they do not stay in university, you have to commute home every day. So within that radius you've got quite a few universities from, say, [Anonymised Location]. But also depends on what courses the

## Recording

Time	Utterance	Analysis
	universities offer and if they match what the students would like to study.	
0:09:39.8	<b>Uni 2 So when you've been dealing with these ENCOP criteria students, do you feel that there's a difference in motivation that separates them from other students? Or do you feel that all students are motivated by the same - ?</b>	
0:09:58.0	Int I think - I wouldn't say 'motivated'. I think quite a few of the students, and it is a broad spectrum-	
0:10:03.9	<b>Uni 2 Yes.</b>	
0:10:03.9	Int -quite a few of the ENCOP students we work with are maybe lacking a little bit of confidence, maybe a little bit of support. And hopefully that's where our interventions have come in useful, because they can actually see what's on offer, learn about new subjects that they've maybe never even heard of and have that opportunity to make that decision.	
0:10:28.6	Possibly some of them may say actually financial gain is one of the factors maybe. Because I think we all tend to have that drive of wanting to better ourselves and maybe better than our parents, or even look after them maybe when we're further down the line, etc.	
0:10:49.2	But yes, I think the benefits for young people across the board are very similar; I don't think it tends to differentiate between those who are ENCOP, who will not -  I think there's probably more pressure on those who you would class as G&T, so gifted and talented students because the expectation is, 'You will go to university and you will go to a good university', yes.	
0:11:17.8	<b>Uni 2 And just follow on, when you talked about the BME you mentioned that it is important for them to draw a boundary about what is local to them. Have you seen there's different decision making principles with this, different ways of making a decision as you move from group to group?</b>	
0:11:32.1	<b>So BME, ENCOP and non ENCOP, or is it all - ?</b>	
0:11:34.9	Int I think it's a bit of a mix, to be honest. As I say, we do have BME students within the ENCOP criteria so obviously you do have those more cultural things, so-	

**Recording**

**Time Utterance**

**Analysis**

**0:11:44.4 Uni 2 Yes.**

**0:11:43.3 EKD Yes.**

0:11:44.4 Int -so those from an Asian background, for example, would tend to look at those two hour radius.

**0:11:51.9 Uni 2 Yes.**

0:11:53.3 Int Where you have black students who, you know we have a lot of students from London who come to this particular university because they're quite happy to travel up. Whereas white British students tend to happily stay at home and then come to a local university, sort of what we tend to seen.

**0:12:16.1 EKD It is interesting because there is actually literature on - what you say, with Asian students they do - yes, sorry. Carry on.**

0:12:25.7 Int sorry, does that answer your - ?

**0:12:25.8 Uni 2 Yes, that answers it, I just wanted ~~XXXXXX~~. Yes, that's actually what I -**

**0:12:33.3 EKD But it is interesting that you also said that it's different with different culture groups I suppose.**

0:12:38.9 Int That's it. But you also have students who will say, 'I can't wait to get out of the family home'.

But does that mean still going to a local university or is this, 'Actually, I can still go three hours away and I'm happy with that'.

0:12:54.2 Or again, is it like an hour and a half so they have the comfort of, 'Actually, I can get home; get Mum and Dad to do the washing for me before I go back before it starts again on Monday'?

0:13:04.2 So again, it all depends on the individual and also you've got peer pressure as well. What their friends want to study and where they want to go, or partners, boyfriends, girlfriends.

**0:13:13.7 EKD Also financial maybe, if they stay at home. Yes, it might be.**

Recording Time	Utterance	Analysis
0:13:21.1	<p>Int And I think that also incorporates the breaking down those myths about Higher Education and how much it costs to go to university and having a student loan, and being aware of, 'The household income is this much, so I'm entitled to this much'.</p> <p>And then being able to budget and develop financial skills around looking after yourself while you are at university.</p>	
0:13:47.1	<p>EKD <b>Yes. Next question is about you. I'm actually curious to hear, what made you decide to apply for a job in the Pathways team?</b></p>	
0:13:53.5	<p>Int I think for me, at the time I was just about to finish my Degree, which was in Childhood and Youth, so working with 8-18 year olds.</p> <p>Before that I did an awful lot of work in my current role of working as a community engagement Advisor, with our students here.</p> <p>But my background had always been working with young people, so to have the opportunity to work with young people in our community and give them the option to try new things. Maybe not necessarily the opportunity that I had when I was younger but again beign able to relate to them hopefully about, 'I didn't take the traditional route', because, as you say it's the full - do your GCSEs, do your A-levels, go on to university.</p> <p>'My path has taken a very different route', so -</p>	
0:14:48.4	<p>And hopefully they can relate to that a little bit maybe. And I can also say, 'Don't do what I did!' (<i>laughter</i>) in respect to my qualifications.</p>	
0:14:58.6	<p>Uni 2 <b>XXXXX you said there, so 'don't take the route that you took', do you think your route to higher education has been beneficial for your own personal service? If I asked you, would you red-do it, XXXXXX 18 or do you feel like - ?</b></p>	
0:15:17.1	<p>Int It's a tricky one.</p>	
0:15:19.5	<p>Uni 2 <b>Yes, I understand.</b></p>	
0:15:19.1	<p>Int It is a tricky one because I think I was lucky enough and privileged enough that I had the opportunity to gain a</p>	

**Recording**

Time	Utterance	Analysis
	lot of experience in the years that I should have been at university. So I had the opportunity, I was working abroad so I had all of that opportunity, I very much had the independence. I lived on my own; I earned my own money and was doing what I loved.	
0:15:46.6	But at the same time I also had friends who went to university so I got to visit a lot of universities abroad. So it's difficult.  I think I did as well as I did with my Degree because I had that experience of life, if you like, and though it was very difficult to balance a full time job and a full time course studying at university, I don't think I could have done it when I was younger.	
<b>0:16:18.0</b>	<b>Uni 2 Yes.</b>	
0:16:22.5	EKD So we talked about these activities that you all had chosen, that students are engaging with, taking part. Why do you think those certain activities are important for students to take part in? If you want to give specific examples that's fine.	
0:16:39.6	Int For example - and we can chose two. We can choose the [Anonymised Event], which is for girls in Year 10 and Year 11, it's an event solely for them because we're looking to raise the profile of those subjects in STEM because there is a shortage of women in those careers.  And I think a good way to inspire young people is actually to have female role models in a positive light and showing actually that, 'This is what I've done as a career', or am doing as a career.	
0:17:18.8	We had one lady who was from a BME background and she's a national award winner in her subjects of creating STEM related activities digitally.	
0:17:31.2	We have another lady who travelled all over the world linked to equine sciences, where she got to look after horses and treat them and-	
<b>0:17:42.1</b>	<b>EKD That's really cool.</b>	
0:17:44.6	Int Yes, be part of big race days and all the rest of it.  And I think they don't want to keep hearing from the same people and the teachers etc and possibly even us, but they want to hear from those who have been there	



**Recording**

<b>Time</b>	<b>Utterance</b>	<b>Analysis</b>
	and done it. And I think our opportunities offer the opportunity to do so.	
0:18:00.0	So for example on [Anonymised Event] they had the opportunity to attend different workshops based on STEM related activities. They had a guest speaker, so the lady I've mentioned a minute ago. And also we had an exhibition hall so they got the opportunity to wander round and see different STEM related activities and actually give it a go.	
0:18:21.3	And I think that's the big thing is not everybody learns the same way. And actually to have hands-on experience and to give it a go is what a lot of the students need.  And I think linking that - and also only being a girl's event as well, enables them to come together as a collective without some of the pressures of boys around and all the rest of it, it's solely for them.	
<b>0:18:54.3</b>	<b>EKD Anything you want to ask?</b>	
<b>0:18:55.9</b>	<b>Uni 2 For the assemblies that you deliver, when you are organising at the school, does the school have any influence, or do they ask you what they want to deliver? How does it work out what it is that you deliver?</b>	
0:19:10.9	Int We have an overall five assemblies that we offer to schools and we do say that they are more than welcome to be an assembly, so 15-20 minutes long, or they can be a workshop. They actually did originate as a workshop and then we were advised to cut them down because schools tend to have a shorter period, 15, 20 minutes and we can fill those slots easier, so that's what we did.	
0:19:10.9	In terms of those sessions, they are the format of what we deliver, but as we say - or particularly I say to my schools - is if you want something bespoke then talk to me about it. We will make a bespoke programme for them.	
0:19:53.6	For example, one of the schools we've worked with, Kettering Science Academy, last year they approached us because they had a 6th Form parents' evening to discuss what they were going to do in 6th Form but also what the next steps were in terms of going on to college, apprenticeships, university.	

Recording Time	Utterance	Analysis
0:20:12.0	So we created a presentation that linked all of those aspects in to give them full knowledge of what you can do. And then we also took questions afterwards as well on a one-to-one basis. And the school really appreciated that.	
0:20:28.2	So it seems that we're meeting their needs, and we've had quite a few more requests come through this year as well.	
<b>0:20:33.5</b>	<b>EKD</b>	<b>If there are no requests do you come up with the content of the presentations and the - ?</b>
0:20:37.9	Int	Yes we have a format of a presentation and then would say, 'This is what it covers, if there's anything you want to add or if there's anything that you think "actually that's not really applicable" then it's always open to discussion'.
0:20:54.0		We can touch upon what UCAS student finance, why go, benefits of going, breaking down those myths, as I mentioned earlier. Actually break down the student loan. It doesn't - and when you are paying it back it's actually cheaper than your phone contract, depending on how much you are earning.
0:21:13.9		So again it's just raising that awareness and that's what we do a lot. We look to tackle those myths and raise awareness of what we're trying to promote.
<b>0:21:23.3</b>	<b>EKD</b>	<b>Thank you. Which of your activities have been the most successful and why?</b>
0:21:33.7	Int	Okay (. . .)
		In terms of numbers then - numbers of engagement and on a continuing basis would be Commander Joe's. Because we work with - this year we're working with seven schools, or six schools and one college. And the number of students that we engage with through Year 9 to Year 10 is about 500, which happens on a weekly basis, September through til July.
0:22:02.6		So there's that engagement and what they can get out of that programme is hopefully very beneficial and, you know, the Impact Report and the research that we're doing with yourselves will hopefully showcase that at the end of the year.

Recording Time	Utterance	Analysis
0:22:19.7	But in terms of personal preference is that obviously I don't have an awful lot to do with that because it's external delivery. Whereas, for example, the Changemaker Award, although it hasn't been-	
0:22:34.5	<b>EKD You mean XXXXX? Is it that one?</b>	
0:22:35.9	Int Yes, it was last year. So it hasn't - you wouldn't say it's a great success because we haven't engaged the quota of schools that we should be doing but in terms of what we delivered at Parker last year with their Year 9s and actually having three groups of students that delivered their Social Action Project and made a difference within their school. And so we were able to work within a team situation develop different skills that they may have never even considered before.	
0:23:10.3	So, 'Actually, we're going to repaint the changing rooms'.  Okay, well who do you need to ask permission for? Have you got paint? Have you got the right colour paint to match the school colours? Have you got a paint brush? Have you got a paint tray? Have you actually put dust sheets down before painting the floor lots of different colours?' <i>(laughter)</i>	
0:23:24.7	You know, it's those life skills that students don't necessarily learn until they are given the opportunity. So for me that was a success because it was something different.  And linking that into university is that you are going to have to come and learn life skills. You have to learn to use a washing machine, an oven, pay bills, make sure that you can get from point A to point B without getting lost.  It's all these life skills that actually we don't always focus on within life and school but we can offer that in certain ways.	
0:23:59.0	<b>EKD Also I suppose they thought about something else, something bigger with that as well, apart from themselves. And that was impact, I would imagine so that sounds really cool.</b>	
0:24:12.4	Int Yes absolutely. And so you are linking back into that <b>human utopia</b> was part of that as well. Actually being there on the day and seeing the impact of what was	

Recording Time	Utterance	Analysis
	done within that workshop in terms of awareness of how we make each other feel by calling somebody a name or how that made them feel. And actually now them standing in front of me saying, 'This is how it made me feel, how does that make you feel about being, if you like, a bully?'	
0:24:43.9	And we had tears, we had hugs, we had laughter. Not just from the students but from staff members as well.	
0:24:50.6	<b>EKD I was there, I had tears as well, yes, because I observed one of the sessions.</b>	
0:24:58.9	Int So it can be very impactful. I think what we do need to be careful if is actually if we are bringing these thoughts and feelings to the surface, is how we then work with our students.  Because mental health and wellbeing is a big factor in our society at the moment, but especially in young people, it's just being a little bit careful with that in terms of how we support out students.	
0:25:28.9	<b>EKD Yes. Anything you want to ask?</b>	
0:25:31.2	<b>Uni 2 Just a XXXXX question XXXXXX. Whilst, when you engage with students, what are the outcomes cross the board that you hope to - what skills and outcomes do you find that a student has?</b>	
0:25:45.0	Int I think the main one is that I hope that students engaging in what we're trying to do is just raise their awareness, give them the information and the platform to make their own decision and not necessarily actually think, 'Is this the wrong decision', when I've made it but actually then learning from that as well.	
0:26:07.4	We have many students who will come to university, they pick subjects and get three weeks down the line and say, 'This isn't for me'.  And that's absolutely fine because you can choose a different subject. But it's about giving them the tools to make that informed decision and I think we can't do much more than that because it is their decision.  But make a decision and choose a career path that you are interested in and passionate about, that would be my message to them.	

**Recording**

Time	Utterance	Analysis
0:26:39.2	EKD <b>Is there anything else that you'd like to add that we may have not asked? Or anything you want to say? Anything really.</b>	
0:26:44.8	Int They all say <b>XXXXXXX</b> don't they? <i>(laughter)</i>  <b>XXXXXX</b>	
0:26:50.4	EKD <b>ENCOP, Pathways, general.</b>	
#0:26:56.1	Int I think for me, in terms of the ENCOP programme, I've been a little bit frustrated in terms of wanting to engage with students more and being able to highlight those ENCOP students within a school and actually working with them. You know, getting to know them more and actually having a focus group about actually we are offering these work streams but what else could we do? What would be more beneficial to you?	
0:27:26.3	And I guess that's coming from my youth work background, is because at the end of the day it's there for them so why are we not consulting them in terms of what they want and the needs that we need to help support.	
0:27:48.5	But hopefully with our schools co-ordinators now in post that will definitely - that relationship and rapport will flourish hopefully.  And also from there is leading on to supporting parents as well.	
0:28:03.1	EKD <b>Yes. Are there many parents' events or - ?</b>	
0:28:07.6	Int We've had a few. But for example one idea I would want to get off the ground is having a HE supper evening. So getting those, say, Year 11s from Dustan School in, with their parents and giving them dinner, fish and chips or something. And actually then getting them to sit down, giving them the information about Higher Education and then allowing them to ask questions about what their concerns are and trying to, again demystify some of those questions that they have.	
0:28:45.7	And I think, because parents who aren't in the know are very quick to turn round and go, 'You are not going'.  But that comes from not knowing-	
0:28:54.9	EKD <b>Not being aware, I suppose.</b>	

Recording Time	Utterance	Analysis
0:28:58.2	INT -and just thinking, 'It's this much money you are going to be in debt by the time my son or daughter leaves university'.  And it's about actually making them aware of the financial implications that you can go to university or further education but understanding how you can pay that back.	
0:29:19.3	So there's definitely - within [Anonymised Location]shire I'd like to see more done in terms of supporting our students and definitely parents.	
0:29:29.9	EKD <b>That's true.</b>	
0:29:29.9	Uni 2 <b>Yes, I've just got a few questions to follow on from something you just said. Obviously you were saying you worked in youth - was it youth programmes or - ?</b>	
0:29:39.0	Int Just youth work, outreach programme.	
0:29:39.5	Uni 2 <b>Okay, is there any lessons that you found - obviously you've mentioned about focus groups <b>XXXXXX</b>, so any other lessons that you think could be learned from youth work that the ENCOP programme would benefit from?</b>	
0:29:54.3	Int I think - what I've just mentioned about. You've got to put that focus on the young people; you've got to find out what their fears, concerns. What they want to know.  And again, because a lot of that comes down from the parents so it's - yes, being youth focussed is going to them and finding out -	
0:30:17.3	And I know that we've built some brilliant relationships with our SPOCKS within our schools but that message only goes so far. So being able to be in front of the student and to talk through ideas.  And it's not an assembly, it's a workshop. It's having that opportunity to collaborate, not talk at.	
0:30:43.0	EKD <b>So I know it's been longer than we said, but I have one last question. Do you think it is difficult to access the parents?</b>	
0:30:48.6	Int Yes.	

**Recording**

**Time Utterance**

**Analysis**

**0:30:51.1 EKD Is it like, if you think about everything, is it like the most difficult one or - ?**

0:30:57.3 Int I think it is difficult to access parents but at the same time I think there could be more work done, and work is being done again with our co-ordinators, is that you build up relations with students and then we can arrange events, events where parents can come in and be part of that.

0:31:17.0 Because the only thing they may have is for Commander Joe you should have had a letter sent home with Commander Joe's logo and the school logo and, 'Your son/daughter have been chosen to be part of this programme; this is what it is focussed on', away you go.

0:31:29.6 But do they know who ENCOP are? Do they know who Pathways?

**0:31:33.2 EKD No.**

0:31:36.3 Int So, you know, these sort of information evenings should be in place. Because also what comes from that is, 'My son/ daughter's been identified-'

And usually it's because - it's a bad thing, and it's not. We have no control over the government census of post codes and those who will be part of the programme, unfortunately. So that is decided for us and it's about making them aware of that. 'This isn't **XXXX** your son or daughter needs further intervention and because they're not behaving', or whatever.

'It's because this is an opportunity for them to engage and be part of something and to raise their knowledge and aspirations'.

And hopefully we can do the same for them .

**0:32:19.9 EKD Thank you. Anything else?**

**0:32:20.4 Uni 2 No, great.**

**0:32:20.8 EKD Thank you so much.**

0:32:24.2 Int No worries.

**[ANONYMISED INSTITUTION]**

**Recording**

Time Utterance

**Analysis**

**INSTITUTE FOR SOCIAL INNOVATION AND IMPACT**

**Project:**

**Interview: NN1 4**

**Interviewers: EKD, Uni 2**

**Interviewee: Int**

**Date of interview: October 2018**

**KEY:**

(...) Pause

(text/time) Unclear speech or over talking

<<int>> Outside interruption

[:::] Background noise

**Recording**

Time Utterance

**Analysis**

0:00:03.4 EKD **Could you please tell us a bit about yourself and your job please?**

0:00:05.7 Int Yes. My job is Schools Engagement Lead. So I work part time in Schools Engagement team, delivering mostly wider participation activities, which is linked to the **OFFER** agreement with the university, but also supporting the ENCOP element through some of the Year 9 work that I offer.

So the projects can include the Big Bang, which is open to all, that's the one event that's open to the whole county, down to specific targeted work like the Gifted and Talented Programme we offer called the UNICLUB, which is ENCOP funded.

0:00:42.2 EKD **Anything about you, like what did you do before you started this job, if you don't mind.**

0:00:46.0 Int No that's fine. I kind of fell into Schools Engagement type works. When I was at university I was a student ambassador myself and then when I graduated I got a job in what is called the Schools Liaison Team here at the [Anonymised Institution], going out and doing all the finance presentations and the Open Days and UCAS fairs.

Then moving to Aim Higher, which was essentially a predecessor of NNCO and then ENCOP, so it was very focussed **XXXXXXX** participation type activities.

0:01:13.6 And then I moved into the County Council to deliver enrichment activities for schools, which I absolutely loved. So that was working with schools in a study support perspective, so supporting them with lunchtime clubs then after school clubs and summer schools. A lot



Recording Time	Utterance	Analysis
	of peer tutoring type work, so young people running learning for other young people.	
0:01:32.9	And then, because of redundancies I got <del>XXXXXX</del> into a role which was moved to the University at the same time, so completely by accident and not necessarily by design I got moved into what is now the Schools Engagement Team. So I did full circle almost. But I do enjoy it and I love working with young people and not being a teacher. So I like the flexibility of working with others and inspiring them and feeling like you are doing something good in the world.	
0:02:02.4	I don't necessarily believe in our school system, I think it's too exam focussed so I enjoy being able to offer other opportunities for young people.	
0:02:10.3	<b>EKD Thank you.</b>	
0:02:12.5	Int Not to much?	
0:02:14.2	<b>EKD No, that was - I think we saw how it links with your current job, thank you.</b>	
	<b>What's your opinion of higher education. Do you think it's a good option for all students or it might not be suitable for some? What do you think?</b>	
0:02:31.2	<b>EKD Absolutely it's not suitable for everybody. This was one of my key drivers actually, so it's quite interesting you asked me what my previous work was because when I was in Schools Liaison it was very marketing focussed. You know, marketing team, it's about getting people to the [Anonymised Institution]. And the reason why I moved from that into Aim Higher was because I didn't believe everyone should come to university. I believe everyone should have access to opportunities into further and higher education but there are many routes.</b>	
0:02:57.5	Certainly many students that come to this university shouldn't necessarily be here, they're' not necessarily academic students and I think it puts a lot of pressure on our lecturers and our support services to give students the false hope that with 2 Ds at A-level they can achieve a Degree.	
0:03:13.9	Some students will, they will rise to the challenge. But I think also it's linked to pressures with schools. We know that schools are under a lot of pressure to keep students in Sixth Forms and to send them on this academic route.	

Recording Time	Utterance	Analysis
	And we would hope that the more moral schools, Sixth Forms out there wouldn't be but we know anecdotally, talking to schools, that they have students which clearly they shouldn't, they should have gone to college or done a traineeship or whatever it might be.	
0:03:42.6	So yes, in answer to your question, I don't think everyone should come to university. I don't think even that people - everyone should be pushing into a high level, Level 4 or above, qualification.	
0:03:55.8	But I do think there needs to be more focus on the vocational, and supporting employers to not just train them but to keep the students once they've trained them as well. Because I think a lot of students go into apprenticeships and then there's not always a job at the end of it, that sort of thing.	
0:04:11.7	<b>EKD Thank you. Do you have a question?</b>	
0:04:11.8	<b>Uni 2 No.</b>	
0:04:13.6	<b>EKD Okay, now this is a long question. What do you think will motivates most people to go into higher education? Do you think there are differences in motivation for different kinds, like areas, schools, backgrounds for young people? What's the main motivation and do you think it changes?</b>	
0:04:29.2	<b>Int</b> Yes, I think it's massively different. I think anything from family pressure - so for example the way I was talked to about university, it was almost talked as if assuming I would go to university, so I always remember that. But then I come from a family when my mum and my step dad are both, or were both lecturers. So I was used to growing up in that environment about higher education institutions, despite being what would now be classed as an ENCOP student. From the school I went to and where I lived I would probably be in the ENCOP cohort, which is quite interesting.	
0:05:00.1	Anywa, that aside, I think yes, I think schools probably almost select the students that they are going to make sure stay in that Sixth Form and to do a certain route, so there's pressures.  So the school will probably be talking in quite a positive way.	

Recording Time	Utterance	Analysis
0:05:15.8	But motivations for some, so for example I know people that went to university just to better themselves. My husband, for example, actually grew up in a very rural school in Norfolk and he knew the only way he was going to get out of that area was to go to college and go on to university.	
0:05:31.5	So for him, his driver was to move out of the rural area, move somewhere and do something better for himself.  I think a lot of people assume they're going to get a really good, really well paid job when they graduate from university, and that's one of those myths that we come across all the time, which is unfortunate. And that was even back, like 10, 12 years ago when I was working in Aim Higher and Schools Liaison, there was always that myth.	
0:05:57.9	But I think that probably is one of the key motivations if you are talking about it in terms of why young people chose higher education.	
0:06:06.4	But if you are talking about mature students, I think it's interesting. Their motivations are very different. They've been out, they've gone to work, they know they have a reason for going to university. So for nursing you have to do your degree to become a nurse and so I think for mature students, their motivations are very different. It is about earning more money, getting those better jobs, paying for your family, all those sorts of things.	
0:06:28.1	So your drivers are very different to an 18-year old.	
0:06:31.7	<b>EKD You mentioned families. Do you have any activities, or do you look at family engagement in terms of - ?</b>	
0:06:39.8	Int Not - yes, we would like to but we don't have capacity or funding in our team to do that.	
0:06:44.4	<b>EKD Okay, thank you. Do you have a question before I go on to - ?</b>	
0:06:47.4	<b>Uni 2 No, carry on.</b>	
0:06:49.1	Int Can I - just to say the reason why, because I think parental -  I didn't mention parents, going back to motivation. Parent's engagement is crucial. Again I've worked in	

**Recording**

Time	Utterance	Analysis
	wider participation for quite a long time now and you know that if people aren't given the same messages at home that they're getting at school regarding education, regarding anything - careers, jobs, whatever - then you need to have that whole view.	
0:07:12.4	So that's why I think parental engagement is and would be really key for Schools Engagement activities. But yes, it's just there's not enough funding or capacity I don't think.	
<b>0:07:22.6</b>	<b>EKD Thank you. I think you've already answered this, but I was going to ask you what made you apply for a job in your team. But I think you already -</b>	
0:07:32.4	Int Yes.	
<b>0:07:33.4</b>	<b>EKD Is there anything else you want to say about it or - ?</b>	
0:07:34.8	Int No, I think I've probably answered that, yes. I just enjoy working in this type of environment. I love working at university so I love the job that I get to work with university students and I get to work with school students to inspire them as well.	
	And hopefully, I've referred to earlier, to give them a more open view of the choices out there, not just about coming to 'a university'.	
<b>0:07:59.2</b>	<b>EKD Thank you. Can you tell us a bit about the activities you provide?</b>	
0:08:05.9	Int Yes -	
<b>0:08:07.2</b>	<b>EKD (over talking) activities.</b>	
0:08:07.8	Int (over talking) describe mine?	
<b>0:08:08.0</b>	<b>EKD Like, how do you decide what makes them important? Why do you think students should take part in them?</b>	
0:08:14.9	Int Okay. So a lot of our activities we put on, I guess some of it's just because we've always done it. There's not necessarily any evidence of why we do it but we've always done it.	
	So for example, HE taster days on campus. So we do it because it's nice to show off the university. But the reason I would continue to do it is because it does inspire, not just the school students but also the	

Recording Time	Utterance	Analysis
	teachers. Teachers and school staff love coming to the university and seeing it and getting the 'wow' factor.	
0:08:45.8	And it's quite nice to motivate young people, even if they might not go to a university, just to go to a different type of learning environment, so that's good.	
0:08:54.8	So we have the HE Taster Days. They are, for our team particularly in terms of WP it's for Year 6 through to Year 8. Which is a great age because you catch them quite young, just before GCSE choices and helping them think about the consequences of those choices.  And we always stress that GCSEs actually are the key. Once you've got those 5 Level-4 and above it's going to open more doors to you than not having them. We try and make the links of why people come here and inspire them.	
0:09:25.9	But while they're here we also try and give them access to subject tasters to try and give a feeling for Sociology, which you won't have studied at Year 6 or 7, for example, or engineering or fine arts. You know, we try and give them the breadth of the type of stuff that you might really enjoy at school but you don't get to do in depth. But actually when you go to college and uni you can do them. So that's why we put those on.	
0:09:46.7	The biggest event that we run at the moment in our team is the Big Bang Northants, which is the one that I mentioned, it's the only thing that we offer for all schools across the county and all young people. It's not a targeted event. Though we do target our ENCOP groups etc, it is open to all. And that is part funded by the university faculties as well as our WP budgets. So that's why it's open to all.	
0:10:16.2	That's great because it's a showcase of all things STEAM, so science, technology, engineering, arts and maths. It isn't run by the marketing team but it is a big marketing opportunity for the [Anonymised Institution] because it's open to all schools around Northants, and beyond actually as well. And involves quite key note speakers and inspiring workshops and fun exhibitions. So it's a really good, buzzy, hands-on event.	
0:10:41.4	So that's really great. It's a lot of work but really good, and good for our team, it's all quite high profile	

Recording Time	Utterance	Analysis
0:10:46.8	The other project which I particularly run is the Uni Club, which is for mostly Year 9. Some schools sneak some Year 8s in there. And that's kind of what we used to call Gifted and Talented or Most Able or whatever the buzz phrase is now.	
0:11:03.6	bBt that is using some of the ENCOP money because that's targeted at our ENCOP schools. And that's great, that's a six week programme where we have our PhD students at the university running a six week learning programme in schools. So they link it to their PhD and they run six hour workshops to try and teach young people about their subjects, help the young people learn in a way that's more familiar to a university student.	
0:11:28.9	So for the young people it's about enriching their learning; it's about exposing them to a different topic. It's about exposing them to different ways of learning and also having that mentor, that role model of the university student teaching them.	
0:11:39.4	At the end students have to write a 1,000 word assignment, which again they would not have had to do at that sort of level for Year 9. Have to reference it, and all these skills that we're trying to show them that you develop when you go into university. That's graded and then we have a celebration event at the end as well.	
0:11:59.2	I think last year we had 40% that got Pass with Honours, which was fabulous, quite a big increase on the year before, which was great.  Loads of schools want to do that but we just don't have capacity; we don't have enough PhD students who want to be a tutor. Which is really unfortunate because we've got loads of schools that want to do that. But again, it's linked to funding as well.	
0:12:19.9	<b>EKD It's a bit like XXXX Club, I think.</b>	
0:12:22.4	Int Yes, it is very much that. But we're just working on our own-	
0:12:26.2	<b>EKD That was very successful, yes.</b>	
0:12:25.9	Int Yes. And I guess, like anything in our team, because capacity is an issue because both of us that work in this Schools Engagement Team are part time, it could be so much more if there was more time available to give to	

Recording Time	Utterance	Analysis
	it. So you're all quite stretched so everything's always a bit - you know.	
0:12:45.7	I've got loads of ideas but I just have enough time to put them in practice, which is just a bit of a shame.	
	What else do we do? Oh, we do run - in the Wider Participation Team generally we run other STEAM specific events, so were linked to national initiatives. Like the Girls into Engineering and then it's linked into Women in Science days. And we try and link them into things that are sponsored by Engineering UK and things like that	
0:13:12.2	We're quite big on promoting STEAM type work at this university because the faculty that involves both those subjects is a really big advocate of Schools Engagement work, which is brilliant. Because that is one of the hindrances, I guess is we want to involve more subjects but unless the academics want to get involved -	
0:13:30.6	So for example it's really hard to tie in business. They're not so keen to work with young people; they're scared of children ( <i>laughter</i> ).  So there are some subjects out there we would love to have but if the academics won't do it -  Because for them it's on top of their normal workload so that's kind of an issue with trying to get different types of topics. So usually we end up reverting back to the scheme subjects through the faculty of the Arts and Sciences.	
0:14:01.0	Yes, that's most of our work.	
<b>0:14:03.4</b>	<b>EKD Thank you. Do you have a question?</b>	
0:14:03.1	Uni 2 No, nothing.	
<b>0:14:05.0</b>	<b>EKD In your opinion, which of your activities have been the most successful and why? You can think about it.</b>	
0:14:12.6	Int How are you rating 'success'.	
<b>0:14:14.3</b>	<b>EKD You can tell us. Ike, we really just want to know what you think-</b>	
<b>0:14:17.0</b>	<b>Uni 2 Yes, take a view of what you consider successful.</b>	

**Recording**

Time	Utterance	Analysis
0:14:20.6	EKD -yes. So we know that it's <b>three</b> subjects but we just want to know what you think and why.	
0:14:24.7	Int Do I have to pick one or can I mention a couple?	
0:14:27.4	Uni 2 Yes.	
0:14:27.8	EKD Yes of course you can.	
0:14:28.2	Int Okay, so I guess if I just think about - and does it have to relate to this job or can it be about anything I've done in the past?	
0:14:36.0	EKD This job specifically.	
0:14:38.7	Int Okay, so if I look at last year's activities I would probably say there are two - and I'll explain why I've given you two.  Firstly there's Big Bang Northants. Quite an expensive event to put on for a one day-er. However, the exposure it gave us across all of the schools and the positive responses we received from both exhibitors. so our employer contracts for university, which is a strength, and also the schools attending, was just overwhelming.	
0:15:05.7	Every single exhibitor that was there last year wants to come again, which for a schools event is pretty good. You know, schools events are quite intimidating, again like I mentioned earlier with lecturers, adults sometimes don't know how to respond to young people coming to them and loads of 11 year olds hanging round their stand they find a bit intimidating.	
0:15:24.5	So that's brilliant. And schools just thought it was fantastic. There were a few issues with it. Mixing year groups was quite challenging. We had, due to budget we couldn't have as much space as we wanted. Yet all that aside it was a really positive, buzzy event and a really good marketing opportunity for the university as well.	
0:15:43.9	So it was great for my colleague and I, we were really proud of that event because it took a lot of work to put on but it's quite nice when you get such positive praise at the end of it.	
0:15:53.7	But in terms of, I guess, if you are talking about success in terms of impact on education, it probably would be	



Recording Time	Utterance	Analysis
	the Uni Club. Yes okay, so 120 young people started it, which if you look across the county I guess is quite small scale, yet although they didn't all complete the assignment, most of them finished the end of the six week learning and the teachers were really positive about it.	
0:16:18.8	Students' evaluations said things like it made them think a bit more about coming to university; it made them focus more on their learning because they saw the point. Which again is - one of my key drivers is I want children and young people to understand what's the point of school? So there's an end goal. So that drives me in my work I guess and that's what I try and get across. In the Uni Club that was good to see that that came across.	
0:16:41.3	The PhD students who were tutors, they said it was challenging but in a positive way, they learned a lot, gained a lot of experience from it.  So from that point of view it was a success, not just for our university students but the school students as well. And obviously linked to some of our drive around attainment and education success and things like that as well.	
0:17:03.7	So from a strategic point of view I guess the Uni Club was quite a success on that as well.	
0:17:08.4	EKD Thank you.	
0:17:08.4	Uni 2 Can I just ask - ?	
0:17:09.2	EKD Yes of course.	
0:17:10.0	Uni 2 <b>When you said you wanted to talk about, asked if you could talk about activities you'd done prior to ENCOP, because XXXXX something that you thought has been successful prior to you working with ENCOP?</b>	
0:17:18.4	Int Yes, so when I was in XXXXXX I was the summer school co-ordinator. So I used to organise all the summer schools and residential programmes, which were funded a lot better than they - now they currently are with ENCOP. So we used to run three weeks of summer schools, which was amazing. So we had -	
0:17:37.9	So it used to be not continuous, because you needed a weekend off to catch up with your sleep ( <i>laughter</i> ).	

## Recording

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Analysis

It's the most intensive job I've ever had yet the most rewarding. I was so emotionally invested in it, so were the key staff involved because you put your whole heart and soul into it. But we used to have - it would be either four or five days, depending on the year groups. We'd have Year 10, Year 11 and then a regional Year 11. So the Year 10 and 11 were Northants schools and then there'd be - the third week would be regional so it would be Year 11s from across the county.

0:18:08.8 So the biggest one we had was 120 Year 11s. So we had student ambassadors as well as mentors - so you'd have one to every five students in a flat across the university. We worked with the colleges so the students in the day time would go off to the colleges, so went to [Anonymised Location] College to do childcare, went to Melton College.

0:18:26.3 So it wasn't just about university, it was about just further higher education generally. But by the end of it, because doing a residential in itself, the students, it's improved their confidence. The regional ones particularly, some of them only came with two or three people they knew from school and they weren't necessarily their friends.

I guess if you look at the model that NCS now do with the Sixth Form age students, it's that kind of model. You take them away for an intensive period of time; do loads of curriculum and extra curriculum stuff with them. We did outdoor pursuits and laser zone and all the fun stuff.

0:19:00.4 But bringing them here I think - and reading research since, because I find this quite interesting myself personally, the summer schools were really quite impact, but it's just really hard to evidence. As with all our work, I think the problem with the funding is that you can't evidence people's opinions.

0:19:19.9 We know that the WP work works and inspires young people. But you can't prove that it's the main factor that influences their education and their attainment and all the stuff that we now have to evidence.

0:19:30.3 But yes, I would say some schools, and residential generally on the university were a really successful activity.

0:19:39.2 EKD *(over talking)* intensive and - yes.

## Recording

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Analysis

**0:19:41.7 Uni 2** **Is there anything else that you've had in your career that you would bring forward to ENCOP if you had the opportunity? If funding wasn't an issue, assuming summer schools is one.**

0:19:50.1 Int Yes, I would bring summer schools.

If funding was no issue I guess it would be building a team, to be honest. Because I think with a bigger team you can offer more and you can support each other.

At the moment I think people are quite stretched, if I can be honest. And we know that everyone - if you work in this sort of job you have to love it. And if there was a bigger team, going back to Aim Higher we had a team of 12 I think at one point, so we were able to offer quite a lot. You could double up staff for activities, hence why we could offer the summer schools, because there was a team of us that could run certain things.

0:20:28.9 And yes, I think increased staffing would be quite key.

In terms of activity, I think pretty much our team's trying to cover all the other key stuff, to be honest, yes.

**0:20:43.3 EKD** **Is there anything else you would like to add that I may have not asked?**

0:20:50.9 Int *(Pause)* No, I think we've talked quite a lot *(laughter)*

That's good.

**0:20:53.2 Uni 2** **Yes, I just - what was obviously mentioned on the summer schools that sometimes kids would come with people they didn't know, what factors do you think influence a child's, a kid, a student I should probably say, to partake in activities or go on to higher education. Do you think there's key influences they look for or - ?**

0:21:10.7 Int The school, the school's the main driver I think. And that's true of all our activities. So if you've got a key member of staff in that school that will drive students and it will push students and remind them they're the ones that send the lone students, if you like.

0:21:26.6 So for example, the Uni Club, using that as an example, we worked in five schools last year. All the schools were really on board and some teachers are just more

**Recording**

<b>Time</b>	<b>Utterance</b>	<b>Analysis</b>
	stretched than others. So one school, for example, it was one of our ENCOP schools, they were really on board with it but only a handful of students completed the final assignment because the teacher, for her own admission, said she didn't have time to chase students up.	
0:21:49.9	Another school, where I know they were sending weekly emails out to students, putting reminders in their registers, dah, dah, dah, they pretty much had 100% submission rate for the assignment.	
	That's the same as the summer schools. So my experience of going to schools, because we used to go in and do an assembly, again it was quite similar. NCS almost copied some of the successful things from that previous programme I think. Go and do your assemblies and it was those members of staff that, when you spoke to them, were like, 'Yes, I went back into the form room and reminded them and I did this, and I did this'.	
0:22:18.7	And they're constantly chasing and they're making - some of the teachers are making phone calls home, talk to parents to encourage them to say, 'I know they're not confident but-'	
0:22:27.2	So it's all time. So if you've got enough staff to do that sort of stuff -	
	And I remember, this is where I was saying with the summer schools it was very intensive. It was working long hours for about three months of the year and it was, the evenings - you stay in the office until about 10 o'clock and it was ringing parents and reassuring them and when you've got 120 young people, that's 120 phone calls you've got to make, on top of the day job of actually organising it as well so -	
	Does that answer our quest? Sorry, I went off tangent a bit ( <i>laughter</i> ).	
0:22:56.7	Uni 2	Yes.
0:22:56.3	EKD	Do you have any other questions?
0:22:56.3	Unit 2	No, I'm all good.
0:22:57.8	EKD	You don't want to add anything?
0:22:59.4	Int	No.

**Recording****Time Utterance****Analysis**

0:23:01.8 EKD No, okay.

0:23:01.1 Int I've got to say, it's a great programme (*laughter*).

I think it's a great programme and I just wish there was more longevity to it so that we could plan.

0:23:10.5 EKD **Definitely.**

0:23:12.5 Int Because I think that's the biggest frustration. If you knew that you had it for eight years it would be amazing to see.

And I think working better regionally. I know they've tried and there's various issues and that comes down to personalities and things more than anything else. But I think the regional work that I did with Aim Higher was really successful when the relationships in it all worked and stuff.

0:23:32.4 EKD **So was that down to relationships, you would say?**

0:23:34.2 Int I think so, yes. And it was less competitive. I think this was in a time when fees had just been introduced but it was all still fairly new. Now universities are so competitive and they have even more budget restrictions than they did 12 or 15 years ago so I think that comes down to it as well. People don't want their student experiences -

0:23:56.9 Leicester students don't want to come to a [Anonymised Location] summer school, for example, whereas part of the Aim Higher remit was that it had to be regional so we recruited students from Leicestershire, the same sort of partnership we have now. But also our students may go to their summer schools. So it worked both ways.

My understanding, and I'm not specifically ENCOP, is that it's not quite as clear as that **XXXX** time, which is quite frustrating.

0:24:24.0 EKD Thank you.

**[ANONYMISED INSTITUTION]**  
**INSTITUTE FOR SOCIAL INNOVATION AND IMPACT**

**Project:**

KEY:

(. . .) Pause

(text/time) Unclear speech or over-talking

Recording Time	Utterance	Analysis
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**Interview:** NN1 5

**Interviewers:** EKD, Uni 2

**Interviewee:** Int

**Date of interview:** October 2018

Recording Time	Utterance	Analysis
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**0:00:01.3 EKD** **Okay, could you please tell me a bit about yourself and your job please.**

0:00:09.9 Int My job is to organise and manage a number of different events or projects. Some of them are with external partners; others are run and delivered by ourselves. All of them are aimed at encouraging young people to consider higher education.

**0:00:28.3 EKD** **How long have you been doing this job for?**

0:00:34.7 Int Professionally for three and a half years, but working with young people now for eight.

**0:00:42.1 EKD** **Okay, oh that's a long time.**

**Can you tell me a bit about yourself, what you did before here?**

0:00:48.8 Int Before the ENCOP role I was on its predecessor, NNCO at a different university.

Before that was at the same institution but doing an outreach officer role for about a year, and graduated before that.

**0:01:10.0 EKD** **Thank you. What is your opinion of higher education? Do you think it's a good option for all students or it may not suit some? What do you think?**

0:01:20.9 Int Higher education is a broad term so answers need to be considered carefully in that. I think there are some students who apprenticeships suit more than the traditional university degree. They're - within the umbrella of higher education comes the NVQs as well. A number of different type of other qualifications.

Recording Time	Utterance	Analysis
0:01:49.9	<p>I think university itself is not necessarily for every single student and that they should be considering all of the options carefully first.</p> <p>Unfortunately there does seem to be a growing tradition now of students going into a university Degree because that's what they think is best.</p>	
0:02:08.9	<b>EKD But it might not be, I suppose.</b>	
0:02:11.2	Int No, and there are different ways of learning with every single Degree and course and qualification and some traditional courses just don't necessarily suit every single student. They can learn better on an apprenticeship for example, getting practical knowledge shown to them rather than learning theoreticals -	
0:02:34.8	<b>EKD Thank you. What do you think motivates most young people to go to higher education? Do you think there are differences in motivation for different kinds, like areas, backgrounds, schools for young people to be motivated? That was a long question, sorry!</b>	
0:02:53.1	Int It's okay don't worry, I'll answer it in a few different ways.	
	<p>Motivation with young people, there's a lot of different factors on there. The biggest one is themselves. If they don't want to look at or engage with higher education because of whatever could be currently running through their minds, they just won't be persuaded.</p> <p>Sometimes it could be there's a mental health problem that's in the way for them, might not have the confidence to go to university.</p> <p>I've come across some students who have disabilities and have been worried that an institution wouldn't be able to help them through it.</p>	
0:03:33.2	But looking out on the broader field, if you start looking at background, upbringing, whether or not the parents have any belief in higher education; whether they've been through it themselves or not, if the parent sees value in it then the child is more likely to see value.	
0:03:52.1	Race, gender, the whole shebang ( <i>laughter</i> ) comes into play. I can't remember if there's anything else to that questions, so if there is please just ask.	

Recording

Time Utterance

Analysis

0:04:01.0 EKD Do you want to elaborate on that or do you - ?

0:04:04.1 Uni 2 No, no I'm good, yes.

0:04:07.2 EKD Thank you that was -

**What made you decide to apply for a job in Pathways Team?**

0:04:13.8 Int That's kind of more of a personal answer, so I'm not going to go too far into it but there's more to do with my own upbringing and information that was available for me that made me want to go down the route of working with young people.

I experienced that as an ambassador at the university I went to and just thought this is a worthwhile job. And I wanted to do something that was worthwhile and not just necessarily all about the money.

0:04:46.5 EKD Yes.

0:04:46.2 Uni 2 Yes.

0:04:49.5 EKD Thank you, that's good enough!

**So you engaged with lots of activities for young people. Could you tell us a bit about how you decide on these activities - when you choose them, when you put them in schools?**

0:05:06.7 Int *(Pause)* We don't get to choose.

0:05:10.6 EKD Okay.

0:05:13.1 Int Co-ordinators don't get to choose.

0:05:12.3 Uni 2 Okay.

0:05:14.3 EKD Okay.

0:05:16.2 Int We might come across something new and come back and suggest it. Pretty much when we started the plan for the two years had been laid down already so programme was built as either things have worked or haven't worked or something may not have needed as much money to run.



Recording Time	Utterance	Analysis
	There's been, 'Oh look, there's a little bit left, anybody got any ideas?'	
0:05:42.3	So we've had some input for newer things but we don't have the decision making in that.	
<b>0:05:53.9</b>	<b>EKD Thank you. So the activities we already have, that we also know about. Why do you think they're important for students to take part in?</b>	
0:06:03.3	Int Just because they allow the young people themselves to make a decision on what they're experiencing. Seeing something first hand is going to be a lot more impactful than what is essentially hearsay to them.	
	The amount of different information and guides we're giving them, they will always read that, they will always absorb some of it. But nothing could be more impactful than them actually getting to take part and experience - whether it's an event that's arranged around letting them discover more science options that's there or one that's been arranged that allows them to get a realistic look at the field they're interested in.	
<b>0:06:48.3</b>	<b>EKD Do you want to ask anything?</b>	
<b>0:06:47.3</b>	<b>Uni 2 No, I'm good.</b>	
<b>0:06:48.6</b>	<b>EKD No, good. So this is a very subjective question I know, but it's different things and that's what we want actually, but which of your activities do you think have been the most successful, and why?</b>	
0:07:05.8	Int For the most successful it's difficult to choose a clear winner because there are some that have been doing very well.	
<b>0:07:17.3</b>	<b>EKD You can tell me more than one if it makes it better, no?</b>	
0:07:23.6	Int I'd say in terms of success, judging by how much the teachers and people that we're offering these opportunities to are trying to are book onto something else, I'd go with [Anonymised Event] Careers Day.	
<b>0:07:39.4</b>	<b>EKD That I nearly cried, sorry! (laughter)</b>	
0:07:42.5	Int Their feedback for that event was incredibly positive. Next year's event is not going to be until June and it's only October and we've already had to turn eight schools away from pre-booking, as it is. Not to say that	

## Recording

Time	Utterance	Analysis
	they can't come, however we couldn't allow an unfair booking to come in until we've released a notice to everybody to say registration for this event is bookable.	
	I think that speaks for itself in how impactful the event has been that the school are trying to get their places before we've even opened it officially.	
0:08:24.7	EKD Anything?	
0:08:23.6	Uni 2 Obviously before you started Pathways you've come from a wealth of experience in this field. Having worked as ambassador and to the predecessor of ENCOP, is there anything you would take from your past experience that isn't necessarily in ENCOP? Whether that be different types of activities, different types of engagement or even structure or anything that you feel would be beneficial?	
0:08:51.4	EKD For ENCOP.	
0:08:52.3	Int There's a few events that I've run previously that having seen the impact myself it would be nice to have them run here.	
	One of them, for example, was called NHS Discovery Day. WE arranged to take people from, I think it was about 80 students, into a hospital for the day and had them carouselling around different departments with members of staff of that department giving them an hour, <b>XXXX</b> workshop or information about the insides of how a hospital ran.	
0:09:28.4	One young lady who had been struggling to find what she truly wanted, because she had a crippling fear of having to deal with people on a day to day basis, came to me at the end of the event and said, 'Thank you so much, I've found what I want to do; I know this option will allow me to have minimal interaction with a wider range of people', but still allowed her to focus on the field that she was passionate about.	
0:09:58.0	So that stuck with me. We ran a book club for students who had English as a second language. The whole idea was to help encourage engagement within the social side of Britain as well as being able to further their English language abilities in reading and writing.	
0:10:25.9	That programme lasted, for each school, approximately two months. We read a new book every two weeks, so	

**Recording**

Time	Utterance	Analysis
	they got a different experience with a number of different books, themes that ran across modern literature into some older literature and that ran very, very well.	
0:10:50.2	When I left my previous role one of the schools threw me a little part ( <i>laughter</i> ). The kids were absolutely amazing on that. Those kind of events they have a massive impact.	
0:11:04.9	I delivered those events so the roles are somewhat different now between my previous one and this one. We tend to manage a project more than actually deliver them.	
<b>0:11:15.2</b>	<b>Uni 2 Do you feel like, when you are talking about those projects there, they had different outcomes to what you expected to get with ENCOP? Or do you feel it's just <b>XXXXX</b> on funding and the ability to deliver?</b>	
0:11:29.8	Int No, I think the aims and outcomes were generally similar. That was under the NNCO Project and the targets were a lot less strict, if that's the right way to say to it.	
	But it was all about encouraging and aspiring <b>XXXXX</b> . And although they were very different projects they still were helping to encourage young people to recognise that, 'Actually, I can do this', as well as trying to help them see that to make a decision for the right reason, not because it's what they think they should be doing next.	
0:12:07.6	EKD Is there anything you'd like to add about Pathways, ENCOP that we may not have asked? Anything you'd like to mention or - ?	
0:12:20.0	Int No. A few extra members of staff might help! ( <i>laughter</i> ).	
<b>0:12:24.2</b>	<b>EKD That's the common theme! (<i>laughter</i>)</b>	
0:12:29.2	Int Yes, I think the schools co-ordinators are definitely a bonus coming into the programme.	
	A wider reach of schools would definitely be beneficial, the more students we can reach the more likely we are to reach ENCOPs targets but on a more moral but value basis it's still good to be offering it out to as many as we can.	

Recording Time	Utterance	Analysis
0:12:55.8	I think there's incredible potential for growth, depending on whether or not Pathways is funded again for the next two years, come Christmas or whenever they're going to announce it.	
0:13:12.2	EKD Thank you very much.	
0:13:13.3	Int That's alright.	

**[ANONYMISED INSTITUTION]  
INSTITUTE FOR SOCIAL INNOVATION AND IMPACT**

**Project:**

**Interview:** Working Progress

**Interviewer:** EKD

**Interviewee:** Int

**Date of interview:** October 2018

**KEY:**

(. . .) Pause

(text/time) Unclear speech or over talking

<<int>> Outside interruption

[:::] Background noise

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Recording Time	Utterance	Analysis
0:00:02.0	EKD Can you please tell me about yourself and your job.	
0:00:04.4	Int Yes, well how long do you want me to talk for? (laughter)	
0:00:10.8	Right, so I'm Head of Schools Engagement, so within my job are two strands. So basically my job is looking at how we can encourage students from different backgrounds, usually disadvantage backgrounds and underrepresented groups in the university, how we can encourage those students to think about going into higher education.  So there's two programmes, one is WP, which is Widening Participation and that looks at students who come from areas that are <b>XX3</b> and <b>IMD0-40</b> . And there we have eight secondary schools and about 67 primary schools. So we offer them lots of opportunities.	
0:00:50.4	And they are mostly aspirational but OFS are moving away from aspirational to academic progress within WP.	

**Recording**

<b>Time</b>	<b>Utterance</b>	<b>Analysis</b>
0:01:01.9	And then there's the ENCOP programme which started - well, I started in the April 2016 and ENCOP started in January '17 but the actual bidding process started - it had started, so someone at the university who has now left, not on our team, had decided that we didn't want to link up with Leicester University so it was a bit of a race job for Ray and I to put a bid together, which we did.	
0:01:24.3	And that is looking at <b>XX3</b> and <b>GAP</b> students and that is aspirational, trying to encourage students from those backgrounds to apply to university. .So that's my job.	
0:01:34.3	So what do I do? My line manager is Rachel, who is the Project Manager for ENCOP after running it herself until August '17 with the Pathways co-ordinators.	
0:01:45.7	And I work very closely with the Faculties, so the four Faculties and then ICLT, Learning Library Services, to ensure that through the WP programme they use their WP allocation of hours properly with - 'properly', don't put that in the - !!  -appropriately, with our target schools. Because previously what's happened at the university is that - no, I shouldn't say that should I? Yes.	
0:02:12.0	So just now, to make sure that our WP hours are spent appropriately with the target schools that we've identified with the Local Authority, which is what I've done since I've been here as well.  Because prior to that it was engagement with <b>XXXX</b> schools.	
0:02:26.2	EKD Busy!	
0:02:26.8	Int It's good, yes I really like it. I like working with the Faculties actually, because at the moment they're being very - I've met with two Deans on Friday and I've got one at 2 o'clock.  And we've got a WP steering group which I've set up, which is really good. And it's just getting them to be engaged and actually thinking about how they can use their WP hours to actually benefit the students that are not going to higher education.	
0:02:50.0	So I think - the key thing for us as a county, and it's a no-brainer really, is that when you look at our five districts,	

**Recording**

**Time Utterance**

**Analysis**

which are - well, you know which ones they are - four out of five of them are in the bottom 20% on social mobility. So that's a massive - you can just use that headline in any meeting and everyone goes, 'Oh my God'.

0:03:09.3 So we've got to do something about it and when you say that to an academic they can't then say, 'I'm not going to do anything', because they've got hours that are attributed towards WP, which is great.

0:03:20.2 So everyone's very, very good.

0:03:22.0 EKD Good, **XXXXXX**

0:03:22.6 Int Yes, it is good. So we've just set up a schools engagement web pages, which are new, which Michael knows all about, I'm sure because I was working with Michael and two other people to set it all up. So they are being used. I don't know how well at the moment because they've only just been launched at the start of October. Btu we're trying to develop that so that the schools are directly, to that point. They have one point to go to and then it's much easier to navigate and work out what opportunities we have, what the **XXXXXX** policy is, those sorts of things. So yes, hopefully that should have a bit impact.

0:03:56.7 And we're trying to put something on there for the Faculties, so -

**0:04:01.7 EKD How long have you been working for this role?**

0:04:05.8 Int Since April 2016.

**0:04:07.4 EKD And what did you do before that?**

0:04:09.7 Int I was a teacher, yes. Did you not know that?

0:04:11.0 EKD I **XXXXXX** subject (*laughter*).

0:04:14.0 Int Right, I was Assistant Head at Guilsborough, so I was on the Leadership Team and I taught -

So I started there 13 years before but I taught for 23 years. I was Head of PE and then I got a role on the Leadership Team and then I was Lead for Pastoral, so safeguarding pastoral activities, **u-group** work.

Recording Time	Utterance	Analysis
0:04:39.6	And then my pastoral role changed to enrichment and still safeguarding and XXXXXX values, Educational Trip Co-ordinator, Assembly Co-ordinator, those types of things.	
0:04:49.6	So I've had a real range of experiences actually at school, which has been really useful for this job. And then - what did I do?  Moved away from PE and taught more geography, history and RE, which I love.	
0:05:05.1	EKD XXXXXXX nice.	
0:05:07.2	Int But I don't love the marking, I left teaching because too much XXXXXX	
0:05:11.8	EKD <b>Okay, I see. Do you want to ask anything before I move on to the next one?</b>	
0:05:14.0	Uni 2 <b>No not really.</b>	
0:05:17.1	EKD So what is your own opinion of higher education? Do you think higher education is a good option for all of the students or can it be good for some and may not suit some of the others. What do you think?	
0:05:31.4	Int So I think that students should be aware that the opportunity is out there and aware of the opportunities that it will provide them with and the benefits to their career path and their life chances. And if they don't want to take it, at least they've had that information so that they can make their own choices.	
0:05:50.6	Now for some people they have barriers. So for example you might get a child who thinks, 'Yes, I really want to go to university', but actually their parents are the barrier or the fact is their finances are a barrier, or they thing they are a barrier.	
0:05:59.8	So it's about trying to get around those barriers to enable those students to think, 'I can do this and I want to do this; if I convince my parents and have the right information, I can do it'.	
0:06:11.5	So yes, I think it's really important that students get all the opportunities and all the information.  So we've just had a situation with a school, who shall remain nameless, who presented to a group of parents	

Recording Time	Utterance	Analysis
	that had come to a higher education evening, and all they said is that, 'Your children should be looking at Russell Group universities'.	
0:06:30.9	Which is fundamentally horrendous and totally immoral because actually a Russell Group does not suit every student and every student doesn't have the ability to go to a Russell Group university.  So that's therefore telling that student, 'You are not good enough to go to university', when actually it might be that they need to go to a local university; it might be that they've got to go on a course which is lower entry grades. It might be on a course that doesn't exist in a Russell Group university. But it's about giving students those opportunities.	
0:06:56.1	And when I worked at Guilsborough one of the things that we did do was in Year 11 we used to get the three colleges in [Anonymised Location]shire to come in and talk to the students about what opportunities existed through their colleges, because to give students who weren't going to stay on at Sixth Form the opportunity to know what was out there.	
0:07:11.3	And as a school that's really brave because Sixth Form bring in loads of money. So each student -	
0:07:18.8	So lower school students bring in a certain amount of money per head but a Sixth Form student brings in more money, so like a quarter more. So to have a big Sixth Form really helps the rest of your school.	
0:07:30.5	So what we could have been doing was shooting ourselves in the foot in saying 'Go to another school'.  But actually we realised that school kids needed to know that actually we don't deliver a BTec in something or a vocation in something else. Go over to Malton College, you can do it and that's what you want to do, rather than stay and do three academic A-levels at school and not do very well.	
0:07:50.0	So I think fundamentally I'm very much in favour of that, telling students exactly what is out there. So that's what hopefully our team does.	
0:07:58.0	<b>EKD Any questions?</b>	
0:08:01.6	<b>Unt 2 No I'm good, no.</b>	



**Recording**

<b>Time</b>	<b>Utterance</b>	<b>Analysis</b>
0:08:01.5	EKD Good, thank you. What do you think motivates the young people the most? And do you think there are differences in motivation according to where they come from, their schools, who they hang out with? What do you think?	
0:08:19.8	Int What motivates them the most?	
<b>0:08:20.1</b>	<b>EKD Yes, to go to higher education.</b>	
0:08:26.7	Int I think what motivates all of them most is the thought that they're going to have a better life, they are going to have a better quality of life, more money. I think if you mention to a student that they are going to earn between £250-500K more than they would if they had not a Degree, that's a big motivator for them.	
0:08:49.4	But that's a tricky one isn't it? I think most students want to do the best they can, even if they try and hide that, because it's not cool to be clever in some places. But I  So by outlining the advantages and the benefits of going to higher education and the opportunities and the vast range of courses that there are, I think that's the main motivator for them.	
<b>0:09:18.2</b>	<b>EKD Do you think it changes depending on their background, schools, areas they may live in?</b>	
0:09:23.7	Int Yes, yes. So barriers. So definitely parents are a barrier to higher education and there's some children who are very able whose maybe Mum or Dad have worked in a factory or worked in a vocational activity, vocational role like a plumber or electrician and they earned a lot of money, or a decorator or something and earned a lot of money, that is a barrier to them thinking;, 'I can do better by going to university and getting a degree and going out and getting a job and still earning more than my Mum or my Dad'. It's tricky.	
0:10:00.3	Different areas? I don't know. Different areas do have different motivators. What was the question again?	
<b>0:10:08.4</b>	<b>EKD It's a long question. I asked what motivates most young-</b>	
0:10:11.8	Int Most students, yes.	

Recording Time	Utterance	Analysis
0:10:15.4	EKD But then do you think there are differences in motivation for different kinds, like areas, backgrounds, schools of young people?	
0:10:20.7	Int I think you have to work - that sounds awful doesn't it? I think in some schools, so when I first taught it was the expectation that you would go to university. And I think that's not necessarily the expectation in all schools. Or wasn't, I think it's changed quite significantly. I think most Sixth Formers now think you should -  Most Sixth Formers in schools think you should be going to university. I don't know very much about colleges, I don't know whether colleges are encouraging their students very actively to go to university or whether they are doing their vocational course as a route into a job. But I would consider ( <i>pause</i> ) different areas? Yes, different schools -	
0:11:03.3	I mean, different schools, that's a really tricky question.	
0:11:08.3	EKD That's okay, dory! ( <i>laughs</i> )	
0:11:10.2	Int Horror - !	
<b>0:11:10.0</b>	<b>EKD Sorry!</b>	
0:11:13.3	Int No it's fine. Because regionally, I mean the whole purpose about ENCPOP is that regionally there were less people going to university than from other areas. And those areas, the areas where the progression is lower are disadvantaged areas. So yes, those will be the barriers, so if you are disadvantaged and you don't have a good role model or you don't have a good experience or your parents didn't have a good experience of going to school then you won't.	
0:11:39.4	If there's no support at home to study and they don't benefit, education, as a family, it's going to be a barrier and it's going to stop you from considering going to higher education.	
0:11:53.6	So its about ENCOP working really well in those areas to make students think - and parents. So we've got to get into parents basically to try and get them to encourage their children to do better and go to university. ( <i>over talking</i> ) that but there again -	

Recording Time	Utterance	Analysis
0:12:07.2	EKD No, you have, that's fine. We talked about your background, being a teacher, and your job. But what made you apply for this role? What made you decide to apply for job in Pathways?	
0:12:22.9	Int In Pathways? What at the university? Because I -	
0:12:23.2	Okay, so <i>(pause)</i> - I wanted to not be a teacher anymore, so that was one motivator. So  I needed to do something where I could still use my teaching skills and knowledge. And this job came up and I looked at the job description and thought that was very good and it linked into what I'd been doing as a teacher in my SLT role about bringing the best out of people and bringing the best opportunities to students.	
0:12:56.1	I thought it would be really interesting actually, because coming from a very middle class, leafy, not many exclusions, everyone works really hard in lessons school I thought it would be a bit more of a challenge for me to be working with schools where that's not the case. I mean, I'm not disparaging to the schools that we work with at all but the students, it's a different cohort of students that go to the schools that we work with than what I taught in. And that was an appealing change.	
0:13:27.8	I I wanted to ensure that - it sounds a bit ridiculous really doesn't it, but when I was Head of PE I wanted my PE department to be outstanding and we were outstanding. And then when I was SLT I wanted my Pastoral team to do really well and not have very many exclusions, and we did it.	
0:13:43.2	Now I want us to have a really, really good enrichment and engagement programme, which I think we have. I think we have activities that have worked and lots that have worked, and those that haven't worked we've either amended and changed so they do work or we've dropped and we've moved on to something else. So it's about finding what works for our locality.	
0:14:06.9	EKD Because my next question is going to be about activities <i>(over talking)</i> , <b>yes.</b>	
0:14:10.5	Int Okay, right.	
0:14:11.0	EKD <b>That's good.</b>	

Recording Time	Utterance	Analysis
0:14:14.0	Int Yes, so that sort of appealed to me. And I just thought it would be a different type of working because you are working with academics as well. And you are working with people that potentially should be working with schools but aren't necessarily working with schools, so that was a bit of a challenge that was set to me by Ray when I first joined, how to get the academics and different Faculties to work more closely with us, which I think we're well on the way to developing and achieving, which is good. So - yes.	
0:14:44.9	And also not having so much blooming work to do! <i>(laughter)</i> . That was a motivator! To no actually work every night until 11 o'clock.  But I work in the evenings sometimes. And then I work early doors at other times, so it's about balancing and making sure what you do is actually going to have an impact. So - yes, and that's good.  So I think we have made an impact because we've got a really big team now, whereas before there was only three of us and there's about 21 now. <i>(laughs)</i>	
0:15:15.0	But no, it was very appealing because it linked into lots of things that I'd done and the knowledge I'd got from my teaching background has been really useful so I'm <i>(over talking)</i> with - yes.	
0:15:31.6	EKD MXXXX?	
0:15:31.8	Uni 2 <b>XXXXXX</b> you kind of answered it <b>XXXXXX</b> <i>(laughter)</i>	
0:15:36.5	EKD <b>Yes, so that's good!</b>	
0:15:36.4	Uni 2 <b>One thing I would, if we could quickly just jump back to it, obviously we spoke about what motivates kids to go to higher education. What do you think the relationships, what do you think are the inflectional relationships on a student's life that may impact them in that decision-making process?</b>	
0:15:54.0	Int Teachers.	
0:15:53.6	Uni 2 <b>Yes.</b>	
0:15:54.5	Int Yes, so being the motivator as a teacher. Not necessarily just in your own subject but actually thinking of that student as a tutee rather than a student in your class, to get them to think about what's best for their	

Recording Time	Utterance	Analysis
	careers. What I was talking about at DSLV, not just being, 'Come and do geography; go and do geography, you are a good geography <b>XXXX</b> '.	
0:16:13.8	Actually thinking about the student as a whole and thinking, 'This is the best course for you'.	
0:16:18.9	Parents, massively. If your parents are behind you and they've been to university or they want you to go to university, it's massive, absolutely the biggest barrier, absolutely the biggest barrier.	
0:16:34.4	Influences should be the university, higher educational institution should be - the local university should be getting into your school and giving you those opportunities and informing you about what university's like.	
0:16:45.8	So my job - our team's job is really good actually because we're not about recruitment at all. So we can go in and say, 'This is all about inspiration and aspiration, it's not about us trying to get you to go to the [Anonymised Institution], it's trying to get you to think about higher education and where you go. And if you come to us, brilliant but if you don't, doesn't matter, it's just good that you've gone on to higher education.	
0:17:05.0	So we need to be an influencer and if we're not working properly with our target schools then we are a barrier basically, and we shouldn't be a barrier, we should be a positive influence.	
0:17:19.3	What about - yes, and from that point of view, actually engaging with the teachers and the SPOCKS within our target schools is a really, really important relationship and if you haven't got that then you can't even get in. So that's rubbish basically isn't t? So we've got to -  And I think we've got very good relationships with our schools. You just have to compare us to Leicester don't you? <i>(laughter)</i>  We have good relationships.	
0:17:45.2	<b>EKD</b> <b>What about the parents? Because you talked about parents being a barrier, do you have certain enrichment activities</b> <i>(over talking)</i> .  <b>You talked about parents evenings?</b>	

Recording Time	Utterance	Analysis
0:17:56.2	<p>Int Yes, so the pathway's called Maintenance and also now, I'm not sure how much the school <del>XXXXXX</del> co-ordinators will do.</p> <p><i>(Laughing)</i> I drove past [Anonymised Location] Academy, outside of <del>XXXXXX</del> on the weekend and went, 'Oh, open day'.</p>	
0:18:09.7	<p>So they've got Open Days at the moment for all their Year 7s, 6s into Year 7s. And I was considering speaking to Rachel and saying we need to get our co-ordinators, not the Pathways guys but our co-ordinators to be at those events because then the parents will see that we're - the University of Higher Education is linked to that school. But she's now off for the week so (:::) able to do that. So we might miss that boat, but never mind.</p>	
0:18:33.0	<p>But I know that our guys have been to them before and that's a really important link. But the difficulty is, this is one of my experiences with the Guilsborough, I tried to do parent workshops in English, maths science and other things on a parents evening. And it doesn't work, because all the parents want to do is go and speak to their teachers about how their son's doing with languages or whatever it is. They don't want to do a workshop</p>	
0:18:55.0	<p>So what we haven't maybe yet done is try and find the best way in which we can access the parents. Because if you send an invite out to Guilsborough parents to come and do an HE evening you will get 200 out of the 250. If you send it out to Kingswood you'll get 60, 70 parents. And that's the barrier, they just don't come in in the numbers that we need them to come in.</p>	
0:19:19.3	<p>And also the parents that you need to come in are the parents that don't come in. So those 70 are the parents of children that are going to encouraged to go to university.</p>	
0:19:29.6	<p>So we need to do, in the next rotation of ENCOP we need to have a bigger focus on parents. Because one of the things that we were going to do was that we were going to have community activities and we were going to take along a fish and chip van or something and invite people from the local community, lots of ENCOPs work with Housing Associations don't they?</p>	
0:19:48.5	<p>So we need to look a bit more creatively at that, because they are the biggest barrier.</p>	

**Recording**

**Time Utterance**

**Analysis**

**0:19:55.0 EKD Yes, thank you. Any questions?**

**0:19:54.1 Uni 2 No, that's all good.**

**0:19:55.8 EKD Can you - this is the last question I think -**

0:19:58.4 IN Is it?

**0:20:00.3 EKD No, nearly.**

**Can you talk about your enrichment and engagement activities.**

0:20:03.9 Int Yes.

**0:20:05.3 EKD Like can you tell us a bit about the activities.**

0:20:07.3 Int What are we talking, good? Bad? Indifferent?

**0:20:09.7 EKD Yes.**

0:20:09.4 Int Okay, the best ones.

**0:20:10.7 EKD You can talk about both, the best and the worst.**

0:20:14.8 Int Oh, that's hard isn't it? So the best ones are in my opinion - and that's the only opinion that counts (*laughter*) - are the ones that link with the subject I think.

**0:20:29.7 EKD Subjects.**

0:20:31.0 Int So the radio programmes or the sports journalism one. Or the STEAM-y ones because they link very closely with science subjects, and stemic subjects.

And the reason that is, is because you are giving a child an experience of what they might experience at university. You give them a prolonged experience, so they're going back weekly. But actually what you are doing is you are developing Level 4 types of learning with them, which they will then understand that they can cope with and they like and they enjoy.

0:21:06.3 But you are also preparing their personal statement and their possible interview at higher education, so that when they go there and the person sees on their CV, or their personal statement rather, 'Took part in a six week programme at the local radio station and did these

Recording Time	Utterance	Analysis
	types of activities', that's the whole start of a conversation within the interview that sets you aside and makes you different from someone who just wants to do media studies. This person is the one that's going to get the place and this person's the one that's going to get the job, ultimately. Because you've prepared them totally.	
0:21:39.3	I mean, they're the best ones, in my opinion because it does all of that transition and prepares them for interview and the course and working at Level 4.	
0:21:47.8	But the other ones, like the inspirational ones like the Big Bang is brilliant because that gives a spark and that's really, really important.	
0:21:56.3	Work experience I think was going to be really good. There was so many barriers from people, from employers not wanting to have under 18s, but that's a real shame because that could have had a massive impact, it's a real -	
0:22:10.7	And that's not anyone's fault that it hasn't worked, it's just - well it is, obviously, it's the businesses that haven't engaged. But it's a really good way of students getting a feel for what they want to do.	
0:22:21.6	In fact, they've just brought post-16 work experience back in to Year 12 so all schools have to provide work experience for all Year 12s now which is what we were trying to do, basically.	
0:22:34.1	So if we've not managed to do it, I don't know how they're not going to it because we've got business contacts haven't we?	
0:22:37.8	So that's a good one. Which are the worst? I don't know!	
0:22:41.2	<b>EKD It doesn't - I mean, the answer XXXXX but like something that you think might be improved or something you think that doesn't really work.</b>	
0:22:50.8	<b>Int</b> I am, and [Anonymised] won't mind me saying this at all because it's nothing, absolutely nothing to do with how Sam's managed [Anonymised Event] at all because she's fantastic. And she has the same feeling as I do, I'm really disappointed with [Anonymised Event] and from the point of view of their expectation of what is good, communication between mentor and mentee.	



Recording Time	Utterance	Analysis
0:23:12.0	Because their view, and we set this out really early, that we wanted to have a high interaction between the mentor and the mentee and they came back on their report on both programmes that we ran, and we addressed it after the first one, and they still did <b>XXXX</b> in the second one, that four interactions between mentee and mentor over four weeks was acceptable, and that's not acceptable. Not for the amount of money and the intention of that relationship, it's not good enough.	
0:23:39.2	So I really, really am disappointed with that and I shall not be - we won't be picking it up after Christmas. And if any other ENCOP says, 'I'm thinking about it', we'll say don't do it. Because it's just been a waste of money and time.	
0:23:49.5	And [Anonymised]has put hours and hours of her time - you'll know -	
<b>0:23:51.4</b>	<b>Uni 2 Yes.</b>	
0:23:52.6	Int She's been absolutely brilliant at managing it but so disappointed.  So from that point of view - mentoring can have a massive impact and what we tried to do with [Anonymised Event] was because we didn't have the students who could do the English's and maths mentoring with our - we didn't have the number, the sort of great number that Loughborough and Leicester have, we don't have that foundation of students that could have done it, so we went for the online one and it hasn't really worked. So that's a disappointment.	
0:24:23.7	We need to think about how we do our mentoring better. I know Rachel is working with Lee on that at the moment, which is great. She's looking at companies that do mentoring and stuff <b>XXXX</b> which is really important.	
0:24:33.3	Because that does have a difference and if you can get students through English and maths they can get to university can't they?	
<b>0:24:42.4</b>	<b>EKD Which one is the most successful one do you think?</b>	
0:24:43.2	Int The most successful? ( <i>aghh</i> ), that's really hard without looking at the data, I don't know!	

## Recording

Time	Utterance	Analysis
0:24:50.0	EKD <b>In your opinion. I know it's quite subjective, if you ask everyone they will all probably say something different. But in your opinion.</b>	
0:24:54.7	Int I think the traineeships have been the most successful because they target ENCOP students more and they will have had a greater impact on the students and they will have enabled them to be prepared for higher education.  But they're quite - I suppose they're not quite - they're quite hard to set up insomuch as you need somebody who can contribute six weeks' worth of content and be there at the same time. It's quite hard for the students to maintain that weekly thing as well as studying for three A-levels.	
0:25:28.3	But I think they're worth their weight on gold, I really do.  And things like the Big Bang, I think that's really, really good. Once it's tweaked a bit more, so there's things we did last year that we won't do this year and that will make an impact on the aspirations of the students and the fact that all the students that come and have a workshop instead of just going round the conference hall for the whole day, which is a bit boring.	
0:25:54.8	So yes, there's loads! What have we got, 37 programmes?	
0:25:57.0	EKD <b>There are loads, yes.</b>	
0:25:59.5	Int Yes, Medical Mavericks has been brilliant. And I think Julie is really disappointed that the conference didn't go to the New Scientist down in London this year because it was really good. We took 30 students last year and I didn't go. I was gutted, I was going to this one but it's been cancelled.	
0:26:10.9	So that's really good because you take the students to London, to a conference and they are A-level students and they can see lots of different courses and routes into higher education, it would be fab. But it's not running, no-one picked it up, which is amazing because it's free.	
0:26:26.8	So yes, but there's loads of things that have worked really well. And Rachel's got rid of the ones that haven't so that's fine! <i>(laughter)</i>	

**Recording**

**Time Utterance**

**Analysis**

**0:26:33.8 EKD Good.**

0:26:37.0 Int I suppose what we need to look at more, which is really hard, is in the school activities and I think we've got quite a lot of those already but I think probably that will work a bit more because then there's no barriers to the students coming out of school and no transport issues *(over talking)*

**0:26:51.3 EKD And within school-**

0:26:53.2 Int - **XXXX** because it's in their school. So Commander Joe's works a treat, so does Medical Mavericks, so do other programmes that are based in schools but, you know -

**0:27:02.2 EKD Do you have anything - ?**

**0:27:04.2 Uni 2 No, I'm good.**

**0:27:04.7 EKD So is there anything else you'd like to add that I may have not asked about ENCOP, about anything really? Anything you'd like to add?**

0:27:12.8 Int I think one of the key things for us as a university, and the schools engagement, is the ability to link with the key partners out there. So we now link with the Local Authority, even though it's a bit slow sometimes. But we now pay for it so we now get it a bit quicker, and that's been really useful because we know which of our target schools are WP; we know numbers, even though sometimes it changes which is very frustrating, for ENCOP schools but also for August, who the next cohort of ENCOP schools can be dragged in from. And **XXXXXXXX**

0:27:49.0 So maybe some of our WP schools will be our ENCOP schools. I know Rachel and I have now talked about Macolm Arnonld's, Weston Favell, Kingsthorpe, NIA will be because they'll have loads of students. And that's really useful, so working with the Local Authority's very important.

And also schools respect the Local Authority as well, so being in there is really importan.t

0:28:06.4 But things like Chamber of Commerce, I think we need to get a better link in with them because we can link with businesses more freely and in a better way. So it's

Recording Time	Utterance	Analysis
	the people outside now that we need to start linking with.	
0:28:19.7	So we're linking with SEMXXXX, which is good, the local enterprise partnership, so that's useful. So we've funded a post through thre, which is an Enterprise Co-ordinator. And what their job is is to make sure that all of our schools in ENCOP and WP have had some support with regards careers and the GATSBY benchmarks. And that's how a school proves to the government that it's doing everything that it should be doing for careers and their students, so that's really -	
	And also the XXXXX students love that, so that's good.	
0:28:49.1	But the next linking is with MPs!	
0:28:50.9	<b>EKD Oh.</b>	
0:28:53.3	Int So they were all invited to the Big Bang last year, no-one came. And then they were all linked to - which one was it? Was it [Anonymised Event]? I think I invited them, because there was a media week wasn't there? ENCOP media week, and I was a bit late sending it out.	
0:29:09.1	So I've invited them all to Women in STEAM.	
0:29:09.5	<b>EKD Oh. We'll be there!</b>	
0:29:12.8	Int Yes, we'll be there. And they're all invited to the Big Bang, so they should have all these in their dates.	
	So from that point of view, I was talking to Ray about it this morning, it's really important for two reasons.	
	One it gets OFS thinking that we're linking with these groups outside of the university and that makes them think that we're a proactive, dynamic ENCOP.	
	But also the MPs should be looking, and that way they can put pressure on government authorities and government groups to actually fund, or direct more money and funding into Northants because we've got very bad social XXXXX so -	
0:29:46.7	Yes, so it's working with our external agencies a bit more now, so - yes.	
	I could talk for hours on this, I'm really sorry. <i>(laughs)</i>	

Recording Time	Utterance	Analysis
0:29:52.6	EKD No that’s good. Did you want to ask anything or - ?	
0:29:55.1	Uni 2 No, I’m all good.	
0:29:56.9	EKD Okay, anything else about that?	
0:29:58.1	Int Don’t think so. Probably a hundred things but - no.	
0:30:03.7	EKD Thank you.	
0:30:03.8	Int That’s a pleasure.	

### Activity Datasheet

ACTIVITY NUMBER (PARENTAL ACTIVITIES HIGHLIGHTED)	TOTAL ATTENDANCE	TARGET POP. ATTENDANCE	%
1	16	16	100.00
2	1	1	100.00
3	621	106	17.07
4	101	41	40.59
5	529	149	28.17
6	8	6	75.00
7	129	38	29.46
8	182	63	34.62
9	101	41	40.59
10	101	50	49.50
11	181	93	51.38
12	262	173	66.03
13	17	17	100.00
14	6	4	66.67
15	127	36	28.35
16	127	36	28.35
17	816	204	25.00
18	420	148	35.24
19	51	22	43.14
20	191	92	48.17
21	99	17	17.17
22	22	10	45.45
23	21	11	52.38
24	108	22	20.37
25	64	16	25.00
34	8	5	62.50
35	2	2	100.00
36	344	145	42.15
37	21	12	57.14
38	101	41	40.59

Recording Time	Utterance	Analysis		
	39	13	8	61.54
	40	70	36	51.43
	41	2	2	100.00
	42	875	162	18.51
	<b>PARENT GUIDE</b>	168	168	100.00
	43	79	38	48.10
	44	27	14	51.85
	45	30	15	50.00
	46	30	15	50.00
	47	30	15	50.00
	48	12	7	58.33
	49	159	35	22.01
	50	42	42	100.00
	51	195	13	6.67
	52	329	279	84.80
	53	14	4	28.57
	54	10	3	30.00
	55	11	2	18.18
	56	942	274	29.09
	57	85	41	48.24
	58	7	7	100.00
	59	5	2	40.00
	60	32	8	25.00
	61	138	39	28.26
	62	8	8	100.00
	63	38	38	100.00
	64	8	8	100.00
	65	409	311	76.04
	66	5	5	100.00
	67	143	124	86.71
	68	158	104	65.82
	69	7	7	100.00
	74	40	6	15.00
	75	43	43	100.00
	76	3279	950	28.97
	77	75	32	42.67
	78	173	103	59.54
	79	2008	848	42.23
	80	10	6	60.00
	81	19	15	78.95
	82	343	148	43.15
	83	2981	1200	40.25
	84	713	160	22.44
	<b>PARENT EVENING 001</b>	409	150	36.67
	85	20	18	90.00
	86	262	115	43.89
	87	10	8	80.00

Recording Time	Utterance	Analysis		
	88	4	4	100.00
	89	31	8	25.81
	90	226	33	14.60
	91	245	79	32.24
	92	221	184	83.26
	93	666	392	58.86
	94	22	7	31.82
	95	273	77	28.21
	96	340	170	50.00
	97	172	119	69.19
	98	108	21	19.44
	99	17	17	100.00
	100	7	3	42.86
	101	232	41	17.67
	102	586	116	19.80
	103	1079	250	23.17
	104	13	13	100.00
	105	85	9	10.59
	106	160	64	40.00
	107	423	133	31.44
	108	806	249	30.89
	109	487	121	24.85
	110	241	77	31.95
	111	34	17	50.00
	112	232	41	17.67
	113	280	62	22.14
	114	180	173	96.11
	115	72	28	38.89
	118	195	41	21.03
	119	1510	293	19.40
	120	325	75	23.08
	121	4	4	100.00
	122	10	9	90.00
	123	493	97	19.68
	124	251	71	28.29
	125	29	16	55.17
	126	214	129	60.28
	127	214	129	60.28
	<b>PARENT EVENING 002</b>	86	20	23.26
	128	124	26	20.97
	129	52	5	9.62
	130	86	43	50.00
	132	4	1	25.00
	133	180	51	28.33
	134	180	51	28.33
	135	420	127	30.24
	136	410	113	27.56

Recording Time	Utterance	Analysis		
	137	7	1	14.29
	138	811	203	25.03
	139	241	77	31.95
	140	85	22	25.88
	141	73	26	35.62
	<b>PARENT EVENING 003</b>	81	31	38.27
	142	6	2	33.33
	143	188	53	28.19
	144	53	53	100.00
	145	228	33	14.47
	146	4739	1587	33.49
	147	44	5	11.36
	148	12	4	33.33
	149	298	33	11.07
	150	244	85	34.84
	151	1018	180	17.68
	152	910	290	31.87
	153	202	80	39.60
	154	387	130	33.59
	155	3710	1129	30.43
	156	76	36	47.37
	157	182	67	36.81
	158	164	63	38.41
	159	326	127	38.96
	160	303	214	70.63
	162	1	1	100.00
	163	67	61	91.04
	164	285	192	67.37
	165	68	61	89.71
	166	96	43	44.79
	167	96	43	44.79
	168	106	76	71.70
	169	500	142	28.40
	170	100	32	32.00
	171	59	38	64.41
	172	19	15	78.95
	173	234	40	17.09
	174	541	49	9.06
	175	1454	400	27.51
	176	229	70	30.57
	177	469	157	33.48
	178	233	70	30.04
	179	118	76	64.41
	<b>PARENT EVENING 004</b>	499	183	36.67
	180	85	22	25.88
	181	45	5	11.11
	182	225	43	19.11



Recording Time	Utterance	Analysis		
	183	15	6	40.00
	184	10	5	50.00
	185	18	14	77.78