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**HELOA North West & Northern Ireland, Group Training Day**

University of Liverpool – 05.12.2019

**Institutions in attendance:**

Blackpool & The Fylde College (1)

Edge Hill University (8)

Lancaster University (2)

Liverpool Hope University (2)

Liverpool John Moores University (3)

Manchester Metropolitan University (5)

Scotland’s Rural College (1)

University Centre at Blackburn College (1)

UCLan (5)

University of Liverpool (6)

University of Manchester (1)

University of Salford (7)

Student Loans Company (1)

**Total Attendees: 43**

The minutes below were submitted via various reporters during each session. Therefore, formatting may differ.

1. **Welcome and Host Introduction**

*Jonathan Atkinson, HELOA UK Chair, Student Recruitment Officer at University of Liverpool*

1. **HELOA NW&NI Chair Update**

*Chris Mullen, Edge Hill University and HELOA NW&NI Chair*

* **HELOA Office**
  + Dawn McClintock off for foreseeable future, UKC exec taking up all roles on interim based. Please be patient for replies and any queries.
  + Payments from institutions – will now stop allowing booking into future events!
* **2021 conference**
  + Taking place at Carden Park, Chester. Choice of there or Hinkley Island.
  + Benefits: not a chain, beautiful surroundings, only us there
  + **Increase in price to £495** for full delegate – conference making a loss currently. Factsheet to follow on positives and comparisons to other conferences to help business cases
* **Non-Publicly funded institutions**
  + AGM Proxy vote in digest - Vote on non-publicly funded institutions – as associate members, can attend National conferences but not group meetings, vote or become group committee members
  + Further question on would you like us to do more research into full members, what they have to offer?
  + Proxy voters for conference, if primary contacts aren't going - UKC member, group chairs, other members from that institution
* **Members** 
  + It was agreed that members who have a campus within a region that sits outside of their ‘home’ region can go for group roles where their campus is based however cannot vote.
  + For example, Coventry University Scarborough Campus – members based at this campus can go for group committee roles within the North East, Yorkshire and Humber Group.
  + Members who are regionally based but do not have a physical campus – i.e. they are just purely representing a university in a different area of the country cannot apply for group roles.
* Good luck to Lily Wearden – VC Train and Partnerships voting closes **Tuesday 10th December** **5pm** – push primary contacts to vote

1. **“Kindness Matters”**

*John Magee, motivational speaker and author of ‘Kindness Matters’*

* Kindness is the best way to make ourselves and others feel better.
* Took his father 60 years, himself 30 years to change lives - as life is all about choices.
* We all have the ability to ‘take action’ from our choices. Every action has consequences.
* John grew up in a household of domestic abuse and relative poverty, on a council estate that was known for being particularly rough and known for gang culture.
* At a young age, John decided to engage in anti-social behaviour in order to gain the respect and recognition from the local gang. He this led to him first being arrested and getting his first criminal offence at the age of ten. – “you are free to make your choices, but not free to choose the consequences.”
* The gang culture led to further violence, against other rival gangs. The gang began to offer john drugs, which John took out of peer pressure and for brief escapism from his home life.
* Did not realise the value of education and how it can help him later. He began skipping school in order to hang around with the gang and take more drugs. – “Be mindful of the company you keep, because they start to influence your bad habits”
* His drug habits were funded by beginning to commit theft, robbing stereos from cards etc. He was arrested again for attempting to rob a house, receiving a suspended sentence in the process.
* After this, he decided that all of his money being spent on drugs was counterproductive, so began selling drugs to people on the local estates. He began getting exploited by his drug supplier, who was not paying John for the service.
* The supplier was soon arrested and John saw this as a chance to change his life. He wanted to go to Blackburn College to get qualifications, despite still making excuses why he couldn’t. Meanwhile he undertook some charity work with the local community centre and noted this as a significant turning point towards a more positive lifestyle.
* John then attended Blackburn college and got level 1 and 2 qualifications in Carpentry and Joinery. However, in his third year of study, John faced money problems and fell back into dealing drugs, gang culture and violence.
* The death of a high number of his friends and his sister led John to make better choices and chose to change. Raising his sister’s daughter after her passing made John decide to move away from gang culture and seek employment.
* His first role was in telephone sales for advertising spaces in a local newspaper. Hard work led him to gaining a promotion 18 months later. Soon after he collaborated with footballer David Dunn to raise £5000 for Breast Cancer charities.
* David’s kindness towards the event helped John realise the joy and importance of kindness towards each other. The collaborated further to bring their life stories together and create a Random Acts of Kindness programme – which aims to make kindness a habit over a 30-day period.

1. **Updates from Student Loans Company**

*Stephen Jones, North West Representative, Student Loans Company*

* Stephen introduced himself as ‘the new Jon Legg’, who was the previous Funding Information Partners Account Manager. Stephen looks after the North West, with a colleague (Kevin McMullen) covering the top of Lancashire.
* As part of Stephen’s role, he provides:
  + Face to face information
  + Support applications
  + Point of contact with Student Loan Company (relationship manager)
  + Attend events
* **Student Loan Company by numbers**
  + Stephen updated that students in Wales are trialling a new scan first system, which should speed up the process and mean applicants can upload supporting documentation. SLC are also producing a new form for estranged students.
  + 2020/2021 students will see a 2.9% increase on interest across all loan types.
  + SLC currently supporting 8.5million students with a loan book of £136.7 billion.
  + There is a predicted pay-out of £21billion for 2019/2020.
  + Currently 30% of calls to SLC are regarding students who started studying at university this year and are chasing up tuition fees.
* **Submission Rates**
  + 67% of applicants meet the May deadline.
  + DSA applications can be made early and SLC would continue to ask practitioners to encourage early applications for both DSA and Tuition/Maintenance Loans
  + The North West is above the national average for applications being made before the deadline date.
  + Applications are judged through a Right First-Time system, with applications who do not need any additional work being judged to be right first time. 70.6% of North West applications were judged to be right first time (above the national average).
* **Other Information**
  + It was asked what terminology should be used when speaking to students, as sometimes SLC refers to Household Income and other times Parental Income. SLC will clarify terms Household income is only the parents living in the house of the student and would not include sibling’s income.
  + Jonny Atkinson (HELOA UK Chair) updated the group of the referenda of understanding HELOA has with SLC. SLC this year have stopped producing physical documents and Johnny has asked if universities want these to let him know so he can take to SLC.
  + SLC are wanting success stories and if any universities have these please share with Johnny
  + There will be a new HELOA national role for Partnerships, which will involve working closely with SLC and UCAS.

1. **‘What do we provide?’: Evaluating our Resources**

*Nadine Shanahan, Edge Hill University and HELOA NW&NI Vice Chair for Training*

* Each attending institution brought various publications, leaflets and other collateral with them to review and critique, alongside HELOA colleagues from different institutions
* **Lancaster**
  + Pros
    - So much unique stuff!
    - FAQs on RiAB are really useful and concise
    - Postcards – good regional targeting
  + Cons
    - Small writing – maybe highlight key bits
    - Maybe better production quality – booklet instead of plain sheets?
    - Needs context – only in this situation though!
* **Liverpool Hope**
  + Pros
    - Prospectus is compact and nice size
    - Very in touch with students (down with the kids)
    - Regional specific resource
    - Continuous campaign
    - Activity Guide – open days and AVDs
    - PDF’s
    - Liverpool student guide
  + Cons
    - Outreach ‘catalogue’ could be more concise
* **Man Met**
  + Pros
    - Difference between UG and PG – they know their audience (UG is ‘cool and PG is ‘professional’)
* **Edge Hill University**
  + Pros
    - Nice image for main campaign
    - Student recruitment wall planner – campus tours HE Days, Taster Days
    - Pre-16 Booklet good
    - Nice Personal Statements activity booklet
  + Cons
    - Too corporate
    - Mini guide isn’t useful
    - Include more general specific stuff
    - Open Day Poster dates are too small
    - Is the poster too big? – Nice image, could have had a quote
    - Taster day flyer illegible
* **Uni of Manchester**
  + Pros
    - Jargon buster
    - Schools & Colleges Liaison activity booklet set out nicely, with ‘tabs’ along the side to find sections quickly – really attractive piece of collateral
* **Uni of Liverpool**
  + Pros
    - Nice size prospectus
    - ‘Living in Liverpool’ guide good
    - Gives prestige of red brick
  + Cons
    - Brick – not inspiring, old fashioned
* In summary from all the resources considered, there are some main points of advice to take away:
  + A5 and smaller is the best size for prospectuses and booklets
  + Guides to living in the respective city is a good idea, whether it be a separate publication or included within prospectuses
  + Print quality is important and noticeable, it’s worth spending the extra to make sure
  + Ensure all publications are legible and presentable, before disseminating them
  + Keep your audience in mind – these are young people we are trying to inform, what styles do they like to see and what information do they want/need to know?
  + Keep information concise where possible

1. **‘WP: A Hot Topic Discussion’**

*Representatives from Future U, Shaping Futures and GM Higher*

* **Stakeholder relationships**
* Teachers 🡪 CPD and asking how we can work closer with parents
* Tweaking events rather than recreating/starting from scratch
* Engagement – various things tried but those who want to engage do
* [Inspira](https://www.inspira.org.uk/Pages/Category/help-for-you) + co-ordinators – CPD at different institutions and working collaboratively
* Resources 🡪 venue and payment not always available
* Add value and tie into NCOP work
* A lot for post-16 teachers but not enough for the pre-16 (value or availability)
* Twilight CPD events 🡪 specific enough to get approval from line managers
* Missed opportunities not engaging with teachers earlier
* **Parents and Carers**
* Parents/carers talks 🡪 attendance compulsory? and what encouragement?
* UCLAN did a parents evening and advertised in the local paper/radio? Not targeted this way
* Student money week
* Identifying how to get the message out 🡪 step away from the targeted specifics
* Kings college looking to expand Parent Power work to Oldham
* Stealth 🡪 mixing events with celebration events and summer school evenings
* Numbers vs quality of conversations
* Creative futures 🡪 limited with mentoring programmes
* Community approach with neutral venues may be the best way to seem more open to parents
* Can be random and too wide
* The disengaged parent group is bigger and there is more of a gap there
* Internet, Facebook, local pubs?
* Shaping futures created a Facebook group – used by the older demographics
* Universities along can’t tackle the problem
* Government model? (SLC, OfS, HELOA)
* Social media posts – the parameters set by university staff
* Marketing budgets are not really looking at those who may be unemployed
* Early access – parents of primary students gets the parents engaged earlier
* Free events – and familiar faces
* Educate through a young activity as its less intimidating but there is a conflict of interest for recruitment teams and university budgets
* **Collaboration**
* Competing for 6th form students
* Overlap in the content offered and provided but still a gap around the transition skills
* Keeping relationships sweet
* Hard for NCIOIPS to turn down request for general stuff
* Lots of learners but spread out – especially in colleges
* Wrap around activities is it possible and positive?
* Named partners are key for moving forward

1. **UCAS Events Working Group Update**

*Ellie Wharfe, Manchester Metropolitan University and NW&NI Representative on HELOA UCAS Events Working Group*

* Code of conduct and penalties – there is a concern about people leaving events early, need to let UCAS know if there is a valid reason in advance of the event.
* This contravenes health and safety policies if intuitions start packing down stands whilst students are still on the premises.
* UCAS may look to implement penalties to those institutions who pack down early, which will work around a three-strike system and may have financial penalties as well.
* Schools have fed back to UCAS that they don’t want events in May, so they’re sticking with early events in February but there are no plans to bring them any further forward.
* UCAS will inform team managers if staff are packing down/leaving early at events.
* Some of the early event are already full of school visits – the events team are going to carry out a marketing and phoning campaign to check that schools are definitely coming.
* Security reasons- lead booker to complete the individual exhibitor passes for attendees, asked for appropriate personal numbers and emails rather than generic ones to message in the event of issues/cancellation.
* Surrey event is closing at 3.00pm now rather than 3.30pm.
* Norfolk is staying as separate to Suffolk based on venue and limitations.
* UCAS are going plastic free! There will be no more free plastic water bottles, so please bring your own water bottles as there will be water coolers on site instead.
* UCAS is trying to be more sustainable so there will be disposable boxes at events for prospectuses - no more leaving guides lying about please!
* It is also worth mentioning that HE Fairs are happy to take partially used boxes of guides, as long as they’re appropriately taped and labelled.
* Schools and colleges visitor lists are no longer on the event page due to GDPR issues, but they will be on the eNet account, lead booker can download if needed.
* No changes have been made to the scanning apps, but they have made improvements to the app.
* New system 2021 licence code for scanners so we can discuss in the New Year.
* National HELOA are working on guidance alongside UCAS re: the move to “UCAS Sync” this impacts admissions- and the “Hub” impacts on IAG for applicants and from 2020/21 will replace “UCAS Apply”
  + HELOA have asked for materials we can use, and advice and training for us as practitioners, as they’re considering making these for teachers
* Ellie Wharfe meets with the Working Group three times a year and the next session will be held in May.

1. **Degree Apprenticeships**

*Sean Threlfall, GM Higher*

### Greater Manchester Higher

* National Outreach Collaboration
* 15,546 learners – 15% NCOP (7,646)
* 106 target schools

### Quiz

* Lord Sugar was once an apprentice **FALSE**
* Apprentices can live in halls of residence **FALSE**
* In order to do a degree apprenticeship, you must find employment **TRUE**
* Apprenticeships are available from level 2 to level 7 **TRUE**

### Levels

* **2:** Intermediate, completed after GCSEs, usually post-16
* **3:** Higher entry requirements, can be after A Levels (sideways move), or after GCSEs
* **4/5:** *Higher Apprenticeships,* would require a level 3 qualification
* **6:** *Degree Apprenticeships,* equivalent to a traditional degree, exactly the same level, mirrored entry requirements. 96-112 UCAS points.
* Full-time employment whilst studying towards a qualification
* 80% of time with employer, regardless of level
* 20% of time off the job training, e.g. college, online courses etc
* Different structures will be structured differently, for example:
  + Computing – 1 day a week studying
  + Digital Marketing – block of 2 or 3 days every couple of weeks
* Work-based projects and independent study
* 4 years long due to being “part-time”

### Trends

* 13% of new starters in 2018 were higher/degree apprenticeships
* Difficult to track applications for specific HEIs
* 87 HEIs in England offer Higher and Degree apprenticeships
* Great way for institutions to generate income in a competitive Student Recruitment market

### Benefits for Apprentices

* Paid a salary
* No tuition fees
* Student support (skills coach, tutor, workplace mentor)
* Job specific skills
* Relevant work experience
* Employer benefits
* Student experience (still part of NUS and student community)

### Employers

* Thousands of employers offer Higher and Degree apprenticeships, for example:
  + Rolls Royce – Starting salary £25,000/ £30,000, plus relocation bonus, plus company car
  + BBC – Competitive and fast increasing starting salary, good employer benefits

### Sectors

* Over 100 sectors either in development or being delivered
* E.g. B&FC, John Moores, Salford, UCLAN, Man Met, Liverpool, etc…

### Application Process

* Different depending on HEI and employer
* Around 10 different ways
* **Vacancies – apply directly to employer.** Find vacancies using:
  + University support
  + Find An Apprenticeship
  + Amazing Apprenticeships
  + Indeed (largest)
  + Prospects
  + Student Ladder
  + Unifrog (CV builder)
* Employer filters applications
* Test or telephone interview
* Interview or Assessment Centre – this would involve multiple tasks such as:
  + Group activity
  + Presentation
  + Show and tell
  + Prioritisation task
* Mirrored to graduate level employment
* Job offers
* **University – apply through admissions department**
* Conditional on Level 3 qualification
* Different process depending on institution

### Information, Advice and Guidance

* What do I need to be a higher or degree apprentice?
  + Level 2 and 3 qualifications
  + Work experience/ part-time job – not necessarily essential but looks good, the more relevant the better
  + Desire to gain employment – why are you picking an apprenticeship over university?
  + Commitment to the industry – do your research!
  + Motivation and ability for university study – this is often overlooked, but degree apprenticeships are often more intense than typical university study, due to working 30+ hours a week as well
  + Mature attitude and mind-set – in order to stand out
  + Confidence!
* Skills e.g.:
  + **Resilience**
  + **Critical thinking**
  + Independence
  + Confidence
  + Enthusiasm
  + Strong communication
  + Proactivity
* Every application is different
* Apply through UCAS as well, no conflict of interest to keep options open
* Be proactive – vacancies open up throughout the whole year for September starts
* [www.InstituteForApprenticeships.org](http://www.InstituteForApprenticeships.org) 🡨 UCAS for apprenticeships

### Employability Activity (Answers)

* Prioritisation task included below
* Used to look for communication skills, leadership, negotiation, problem solving
* Not bothered about the right answer
* Looking for teamwork, not the loudest or the fastest
* Justification for answers
* **Task:**
* Stranded in Northern Canada in mid-January, temperatures between -25°C and -40°C. Nearest town is 20 miles away. Below items listed in order of importance for survival, plus their uses:
  + Cigarette lighter – can be used to create fire for warmth
  + A ball of steel wool – used with lighter for fire
  + Extra shirt and trousers – needed for warmth
  + 20 x 20 piece of heavy-duty canvas – used to build a tent or shelter
  + A small axe – used to get wood for fire and for shelter
  + Family-size chocolate bar – used as food to maintain energy
  + Newspapers – can be used to help increase warmth
  + A flare gun – to make a distress signal
  + Torch – for light at night-time
  + A compass – not that useful as may just get you more lost
  + A sectional air map made of plastic – better idea to stay still

### Challenges

* **IAG:**
* IAG delivered in March after UCAS deadlines as this is usually priority
  + Means students will have missed deadlines for applications
  + Better to be as early as possible
* Raising Aspirations vs Managing Expectations
  + They’re free and paid for by employer
  + But they also need work-readiness, motivation and strong skill set
* **Learners:**
* Finding vacancies – be proactive
* Lack of support from College or home – more likely to achieve with family support
* Careers fairs usually have many more universities than apprenticeship providers – when in fact these learners need more support, not less.
* Multi-stage application process
* Lack of understanding

### Looking to the future

* Numbers are currently growing
* New subjects introduced such as architecture and nursing
* Levy funds not being used – around £133m left over
* Lots of funding still there
* When levy is sent back to the government it is used to support small businesses
* Government backing regardless, both major parties pledged their support
* UCAS IAG portal on Higher and Degree Apprenticeships – takes you to other, more relevant websites

1. **Governors for Schools**

*Emma Harris, North West Partnership Manager, Governors for Schools*

*Please also refer to slides provided by Governors for Schools for further information.*

**Introduction**

* 20th year of running as a national charity
* Work with schools, volunteers and businesses across England to run effective school governance and encourage a diverse workforce

**Slide 2**

* See slide for facts about the charity
* Governors do not get involved with day to day running of the school, responsibilities include working with the head teachers, approving strategies and school policies and approving budgets
* Governors provide a fresh perspective and different skills to board meetings
* Positions are available from nursery to college, but majority of positions are in primary schools as there is a biggest need here

**Slide 3**

* Financial management – understand the struggles and challenges of schools, 75% of budget is spent on staffing, Governors have discussions around how else objectives can be met

**Slide 4**

Comments from Group members who are Governors include:

* Exposed to higher level of interaction at schools
* Applied for positions within HELOA due to experience gained
* Enables a different way of thinking
* Intimidating at first but after a year, I was able to reflect and have good conversations with teachers
* Increased skill set and awareness
* Help drive Gatsby benchmarks
* Gain a good insight into how schools work
* Good for progression
* Beneficial and rewarding
* Build long relationships with schools
* Good experience outside of work

**Slide 5 – commitment to the role**

* Varies from school to school
* Average around 7 hours per month
* 6 meeting a year
* Some reading in advance of meetings
* Training to attend in first year
* Meetings held after school day
* Look for a long-term commitment (around 4 years) as first year you are getting to grips with the role and the schools do not want a lot of change
* Travel – you will be asked how far you want to travel, and this will help the match
* No personal liability, you will share this with the board

**Slide 6 - Application**

* Apply online – make a match, look at specific skills, meet with schools
* Provide ongoing, online support

**Slide 8**

* Make strategic links
* Target particular areas
* Alumni engagement

**Slide 10**

* University wide recognition
* Can come and deliver presentations at universities to get the message out there
* Case studies work well to gather interest

**Slide 11 – Reporting**

* Reporting allows to measure success

1. **Teachers & Students Panel**

*Staff and students from local schools and colleges, chaired by Jamie Graney, University of Liverpool & HELOA NW&NI Vice Chair for Communications & Membership*

1. What would you want out of a visit to a university campus?
2. As tailored as possible, insight into subject areas, wider range of subjects. Answers to questions they wouldn’t get on an open day. Needs to be subject specific

A. (Student) They want more to do with student life on visits

Q. How difficult is it to get students out of school?

A. Realistic for one or two days with lots of subjects, e.g health and teaching. Needs to be more focused and cover more. The sessions need to be relevant

Q. How can we engage parents more?

A. (student) Can’t take their parent to an open day because of work and they don’t think its necessary for parent to go

A. (Student) Mum went with her to every open day and mum asked more questions than her – parents understand it more. The parents don’t get emails and want to speak in person

A. (teacher) invite parents to evening events. Lots of kids are first generation so

Q.(Teacher) What is your experience of events with parents?

A. (us) Pre-16 events – parents now engaged – Don’t shove us in the corner

Q. Is Gatsby part of the curriculum? Students aren’t prepped for our events

A. They want to integrate careers into the curriculum more

Q. How to access disengaged parents?

A. Parents are worried for welfare and presume teachers know about finance

A. parents are worried about money – not explained to them properly to parents – need to dispel myths – Parents need to be confident – want students to stay in the city but it would be good for students to move away

Q. (us) Are your parents scared of you moving away?

A. (Student) I want to move away but my parents say it costs too much

A. (student) I don’t want to move away but if I did I wouldn’t let me mum stop me

A. (ambassador) I moved from Southampton and its actually cheaper to come here – parents aren’t away that moving away could be cheaper

A. (Teacher) Most students stay in Liverpool – he encourages students to move – It is expensive to send students to see unis outside of Liverpool – most students don’t know anything outside of Liverpool

A. (teacher) Students familiar with Liverpool campuses – hard to visit other unis

Q. Scottish uni based in the north west – lower tutition fees is a selling point, what else can appeal to students?

A. (student) Free gym membership – anything free can convince people

A. Better information about repayment

Q. HE Fairs and events – what do students want to see? Do they want materials to look nice?

A. You all look the same, it is a bit overwhelming – Make yourself stand out

A. It is overwhelming and you all give similar info

A. (teacher) You need incentives to get students to understand other cities

A. (Ambassador – We look out for different things – study abroad, employment stats and links

Q. What do you want from a teacher conference?

A. Lunch, info on courses, build students confidence on moving away – students don’t take risks

A. Have people at conference that are subject specific

A. Tailored support for references – e.g engineering student

Teacher – What can we do to help you?

1. Website with contact details, plan events around other colleges
2. Send info to HELOA chair