

S4 Campus Event Evaluation

2019-20 Report

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Outline

S4 Campus Events are the first “targeted approach” by LIFT OFF for S4 Core pupils. They are full school day events and give pupils the chance to experience a Higher Education (HE) institution and what these environments have to offer.

These events are for S4 Core Pupils attending Tier 1 schools, delivered in a partner institution. Student Volunteers (SV's) deliver the materials to pupil groups during the event with support from Development Workers (DW's) and are an integral part of the event. The session outcomes are as follows:

- Give pupils the experience of learning in a HE environment.
- To use partnership working to deliver the best value experience for the pupil.
- Use student volunteers to inform pupils about HE and to dispel any myths they might have.
- Boost pupil confidence.
- Promoting relationship building by mixing with other schools.
- To introduce the idea of transferable skills and the qualities/learning skills needed to succeed in HE.

The S4 Campus Events run during November/December, ideally coinciding with institution remediation/reading weeks where possible.

Event breakdown

Event responsibilities

The lead DW is responsible for overseeing the logistics of the day. It is recommended that the LIFT OFF administrator be available on the day of the events to cover duties if there is a staff absence.

The lead DW is also responsible for delegating roles/tasks to the rest of the team. Cluster lead DW's are responsible for communication with schools in collaboration with LIFT administrator.

The student volunteer coordinator is responsible for the recruitment and training of student volunteers, working in partnership with the lead DW.

Communication with schools

Communication with the schools began in June when a rough timetable for all LO events was outlined.

Promotional visits to schools then took place in late August, the purpose of which was to promote the entire S4 programme to potential core pupils. These promotional visits were outlined in the planning meeting and then confirmed via email.

Once all applications had been received and processed, another email was sent to contact teachers informing them of the planned S4 Campus event and the pupils listed as attending.

Nearer the time an email was sent with bus timings etc. and asking if any of the staff had dietary requirements etc. The email also outlined the number of staff who could accompany the pupils as spaces were limited.

LIFT OFF used the text service a few days before to remind the pupils that the event was happening and to bring water bottles. The attendance was good at both events.

Student Volunteers

Student Volunteers are used to deliver materials during the events. Organising their attendance to the events requires liaising with the SV Coordinator who uses Facebook to advertise the event, including a link to sign-up via a Doodle Poll.

This is then followed up by individual emails which includes information about the event and transport information.

Transport on the day for SV's will be organised by the SV coordinator but may require DW's to give lifts to those who require them. The SV coordinator will inform all DW's of their roles in advance.

The information that must be provided to the SV coordinator at the earliest possible point is:

- The number of student volunteers required.
- The number of pupils they will be responsible for over the course of the day.
- The materials they will be using for the event so that these can be incorporated into the SV training.
- The timings and outline for the day
- What their role for the day is and what is expected of them as SV's.

Post event responsibilities

The raw PowerVote data must be sorted and tables for each of the event day questions and tracking questions created.

These tables and statistics can be used to give feedback to partner institutions and for the main body of the evaluation report.

The tracking questions can also be used to compare how pupils feel at certain points in the programme as they will be asked the same questions again in the senior phase (please see the separate Evaluation strategy document for further clarity).

All completed purchase orders should be double checked and all relevant information sent to Finance at Abertay by the administrator after each event. The completed purchase order tracker used during the planning and organisation stages can be used to support this.

Materials

There are various resources that are required at various points across the events. Within these, there are multiple paper resources used, the scale of which requires them to be printed through the current Abertay system, therefore allowances must be made for the printing times and pick up dates.

All materials can be found in LIFT OFF shared drive, S4 Event folder. The materials as they stand in 2019/2020 are as follows:

Pupil materials

Pupil booklet which contains the following:

- Welcome/Session Outline
- Lecture
- Seminar
- Transferable Skills: Part A
- Transferable Skills: Part B
- Summary
- Timetable

The pupil materials have been devised to explore several areas and are required to cover two time periods between 20-30 minutes, depending on the outline of the day and the feedback suggestions.

The 'Lecture' worksheet allows pupils to practise taking notes during the 30-minute academic lecture. The 'Seminar' worksheet follows on from the lecture and asks the pupils to complete four questions based on their experience of an academic lecture at a HEI.

The 'Transferable Skills' tasks have been split into Part A & Part B. These focused on working with others in a group to discuss Life at HE and then identify strengths and weaknesses regarding transferable skills.

Each pupil was also provided with their own name badge lanyard which included the following details: Name, School, Group, and Badge Number.

SV materials

- A Pupil register, detailing all their pupil group names and schools.
- Copy of the 'Pupil Booklet' for their group.
- A schedule of the event.
- An S4 Campus event SV Help Sheet.
- Laminated 'Group' poster.
- 10 'Life in HE' statements for 'Transferable Skills: Part A' task.

DW materials

- All school pupil registers with additional information (dietary/allergy requirements, ASN).
- A schedule of the event.
- A copy of the Fishers Tours bus timetable.
- Copy of the 'Pupil Booklet'.
- 10 'Life in HE' statements for 'Transferable Skills: Part A' task.
- Copy of the S4 Event PowerPoint.
- PowerVote questions.

Miscellaneous materials

- Copies of reading book (Abertay Lecture)
- LO Pens for pupils.
- Sheets of paper for student snowball task and additional notes.
- Prizes – sweets, LO wristbands + pencils.

2019 – 20 events

Table 3 shows the dates and locations of the separate S4 Campus Events, as well as the number of pupils who attended on the day:

Table 3: 2018-19 S4 event pupil numbers

Schools	Hosting Institution	Date	No. of pupils
Brechin HS, Braeview Academy, Craigie HS, Morgan Academy, St Johns RC HS, St Pauls RC Academy	Dundee and Angus College, Gardyne Campus	20/11/19	95
Arbroath Academy, Baldrigon Academy, Beath HS, Levenmouth Academy, Glenwood HS, Glenrothes HS, Lochgelly HS	Abertay University	05/12/19	98

Dundee and Angus College – Gardyne Campus

This was the first event and ran with six schools: Braeview Academy, Craigie HS, St Johns RC HS & St Pauls RC Academy, with 95 pupils attending in total. One pupil was due to attend from Brechin HS but did not attend on the day. Fourteen school staff were also in attendance to support pupils.

Due to higher than anticipated pupil numbers registering their interest in the event, coupled with limited available space at Gardyne Campus, a decision was made to request both Baldrigon Academy and Arbroath Academy attend the Fife schools’ event.

Dylan Edmonds delivered a lecture on social science which was well received by the pupils.

This event was well attended by eight trained volunteers. The SV coordinator and DWs had met face to face with the volunteers at a training session held at Abertay University prior to the event. SVs received a hard copy of all resources so the students would be familiar with them.

Space was limited to the use of both main lecture theatres. Additional rooms were not available on the day to use for group work.

Lunch was provided by Dundee and Angus College in the form of packed lunches.

Abertay University

The second event was attended by seven schools: Arbroath Academy, Baldrigon Academy, Beath High School, Levenmouth Academy, Glenrothes High School, Glenwood and Lochgelly High School. Windmill High School were unable to attend due to a fire at the school at the start of term.

Due to the location of the University, we duplicated the previous years' timetable as this allowed for the additional travel time pupils. Because of the additional travel time, refreshments were provided by LIFT OFF available to pupils during registration. Both the timings and delivery style worked well.

The main lecture theatre was used for the main welcome, lecture and evaluation at the end of the event. Smaller rooms were spread throughout the Kydd building, allowing groups to be dispersed for group tasks.

Rooms were staffed by SVs for the most part but also by DWs to ensure PVG checked staff were always available.

James Morris delivered a lecture on English, which was well received.

Lunch was packed lunches provided by Abertay University and held in the Student's Union.

Timings

The overviews of the days were compiled using the materials and scheduling overview from the previous year's S4 Campus Events. Each of the event breakdowns can be found in the appendices -

Gardyne event outline – ***Appendix 1***

Abertay event outline – ***Appendix 2***

Event evaluation

To evaluate the event effectively in the time available, a set of questions was delivered to the pupils via a PowerVote quiz. This provided feedback for each of the events and give an overall picture of how the pupils felt about the events.

The questions for evaluating the event are as follows:

“How did you feel about today?”

“What did you think of the lecture?”

“What did you think of the transferable skills task?”

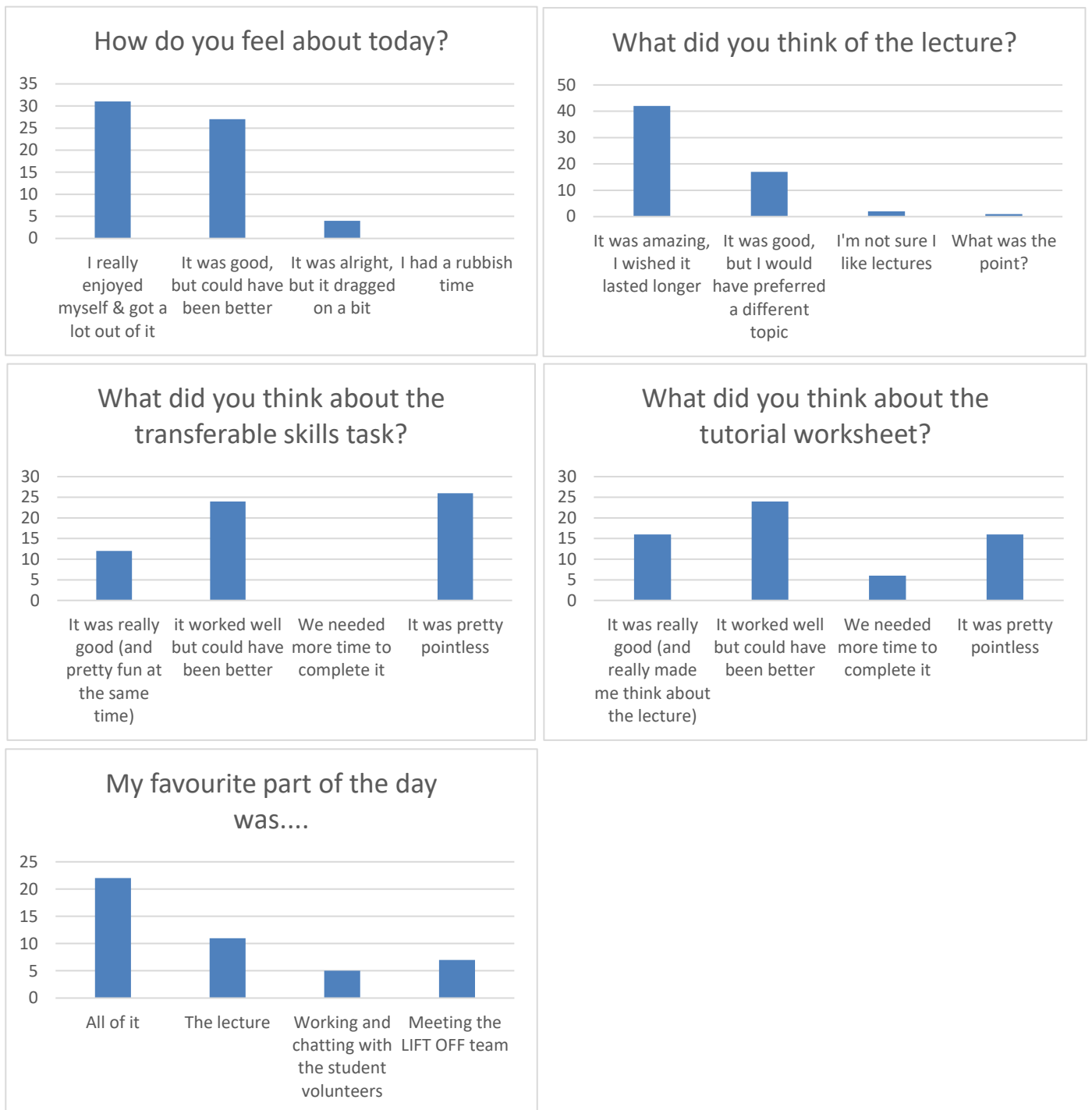
“What did you think about the tutorial worksheet?”

“My favourite part of the day was...”

The responses available for the pupils were loosely based on a Likert scale for the first four questions and the final question responses were as follows:

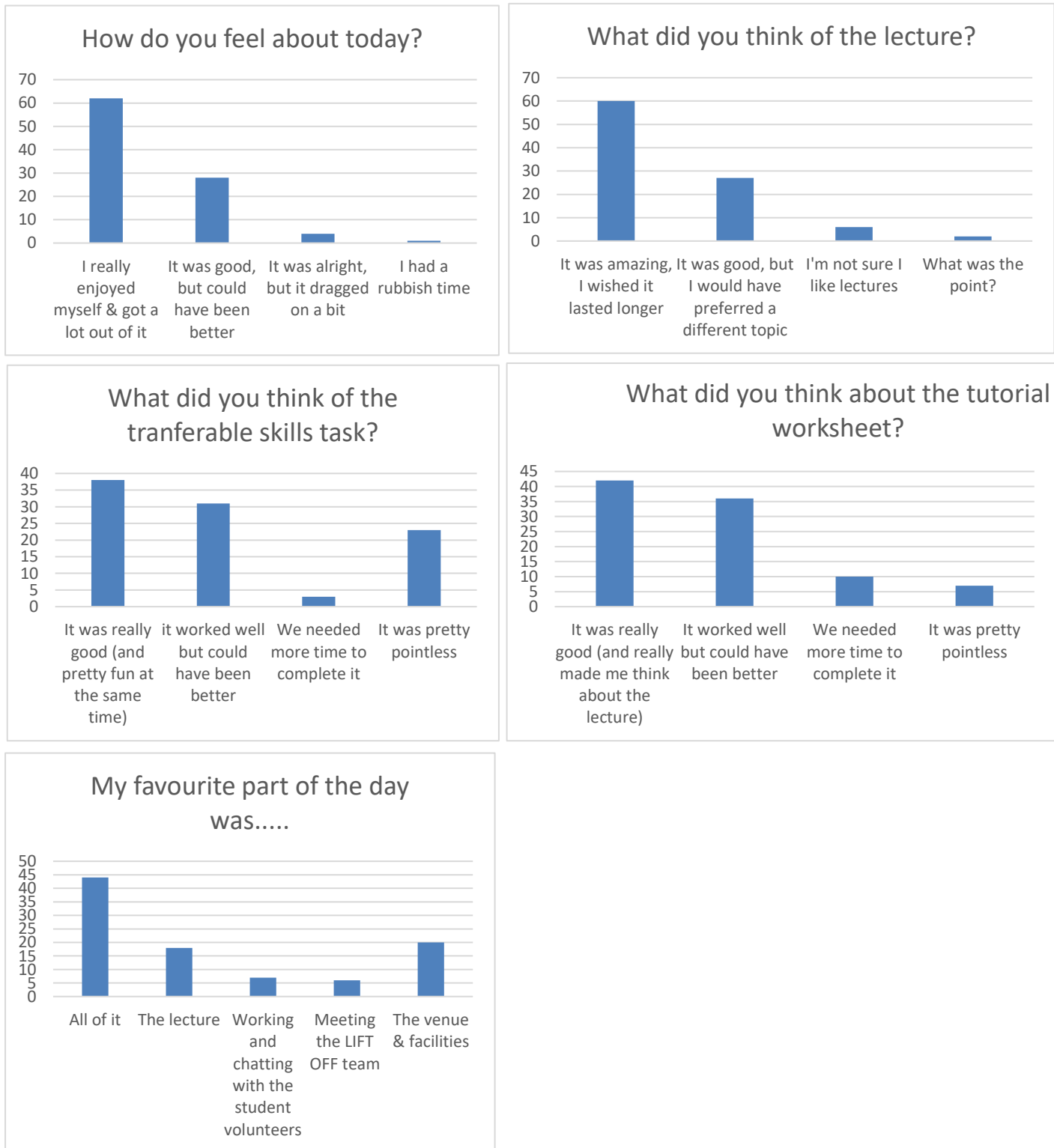
- All of it
- The lecture
- Working and chatting with the student volunteers
- Meeting the LIFT OFF team
- The venue and facilities

Fig 1: Dundee and Angus College:



It can be seen from the graphs, that the Dundee and Angus College event was well received overall, with the lecture from Dylan Edmonds being received particularly well. The feedback also shows that the updated transferable skills activities were not well rated by pupils suggesting a review of these materials and their delivery by student volunteers moving forward.

Fig 2: Abertay University - Fife schools:



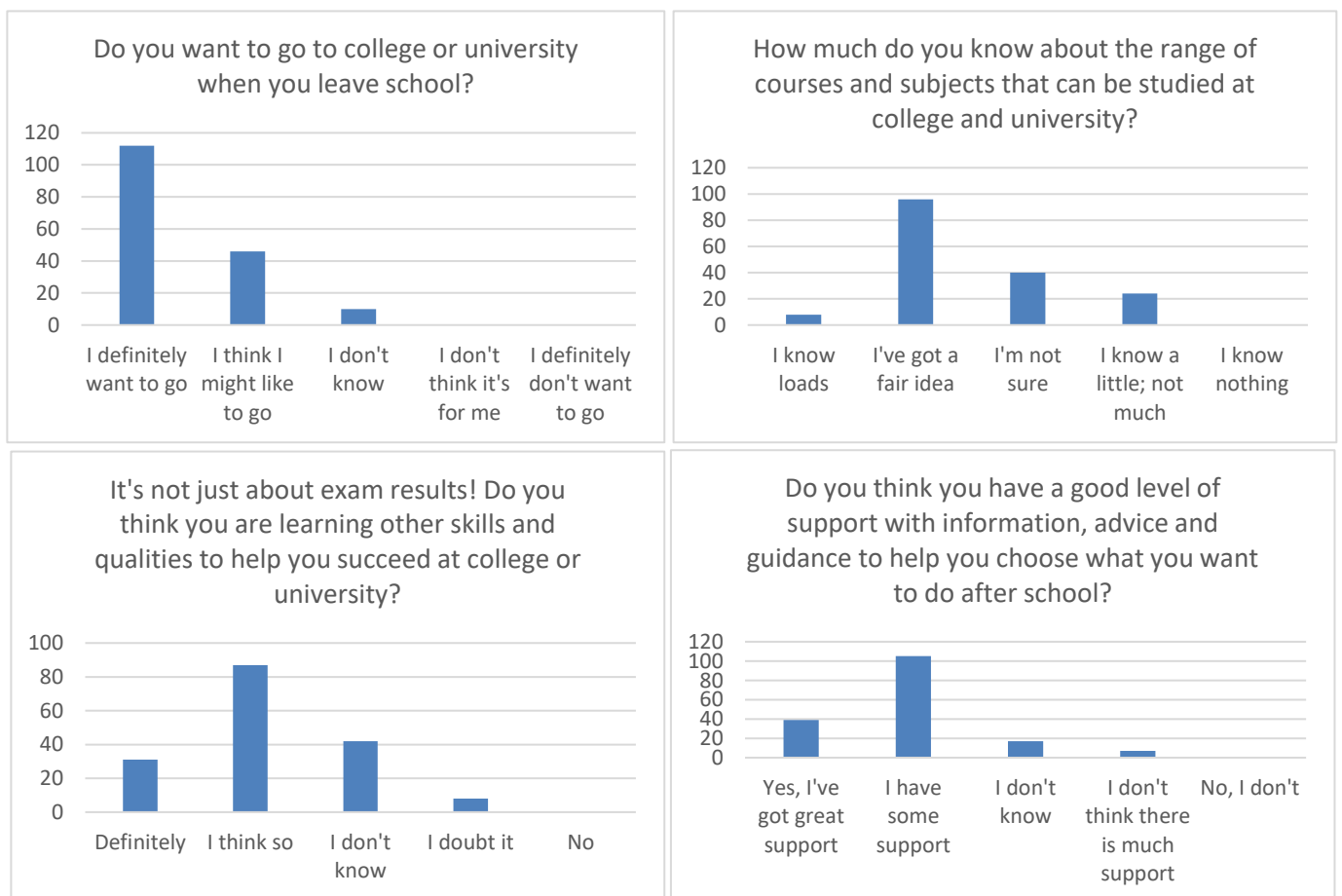
The graphs show that the Fife schools' event at Abertay University was also well received overall by the pupils, with the lecture by James Morris particularly well received. Again, there were issues with the

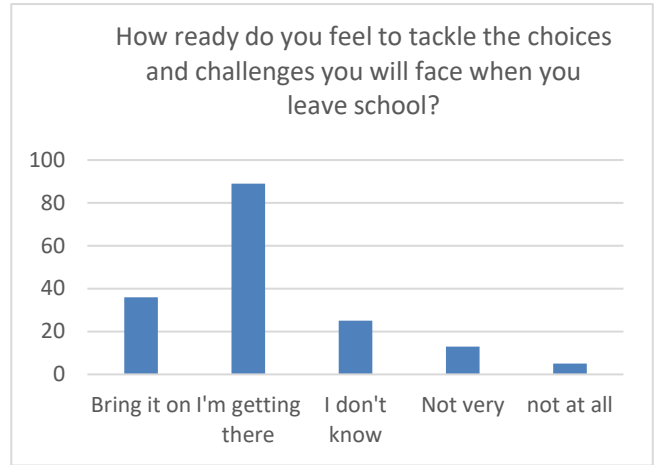
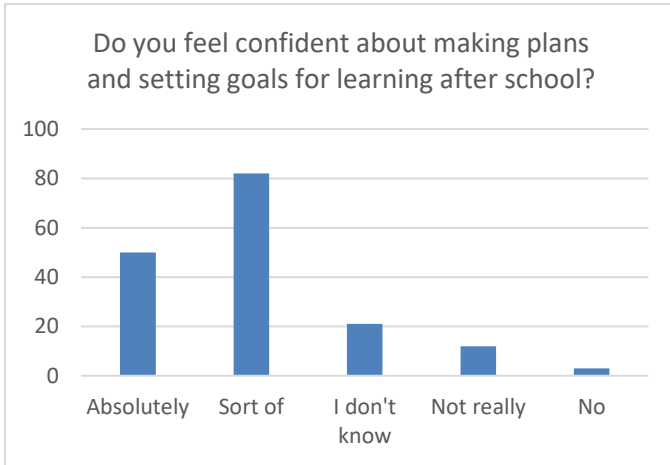
transferable skills tasks proving to be a particularly low point, suggesting these are revisited prior to 2020-21 delivery.

Tracking Questions

In addition to the event focused questions, the S4 events are the first opportunity that our core pupils get to respond to our tracking questions. These questions are specifically designed to gain overall knowledge of HE and their level of preparedness when entering HE after school. The pupils are asked these questions at different points across the LIFT OFF programme to track the pupil learner journey and act as a measure of impact. Questions are answered by the pupils using an electronic keypad-based voting system called Powervote™, which ensures anonymity for the pupils.

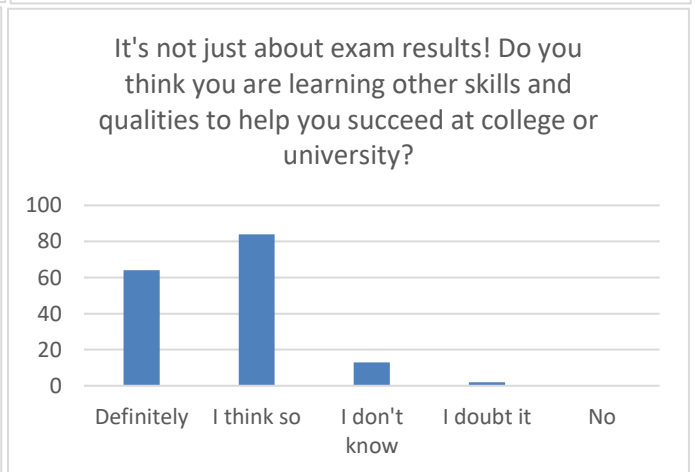
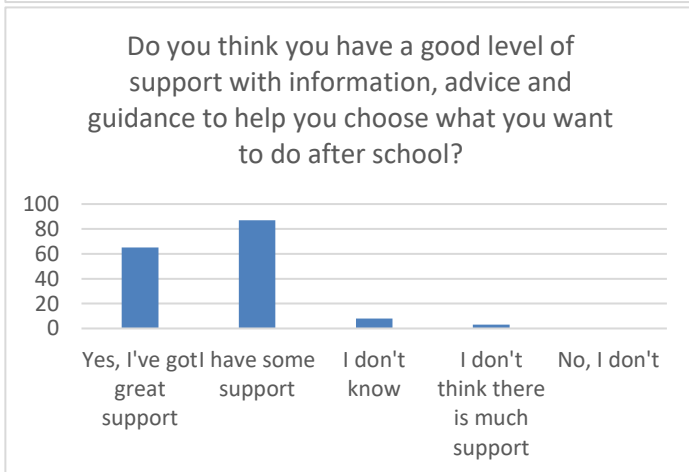
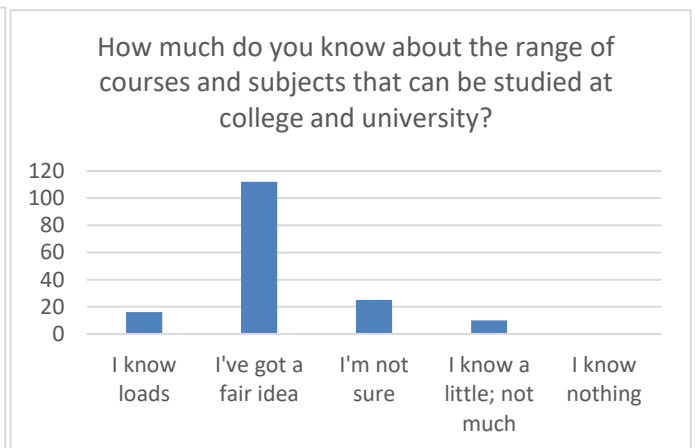
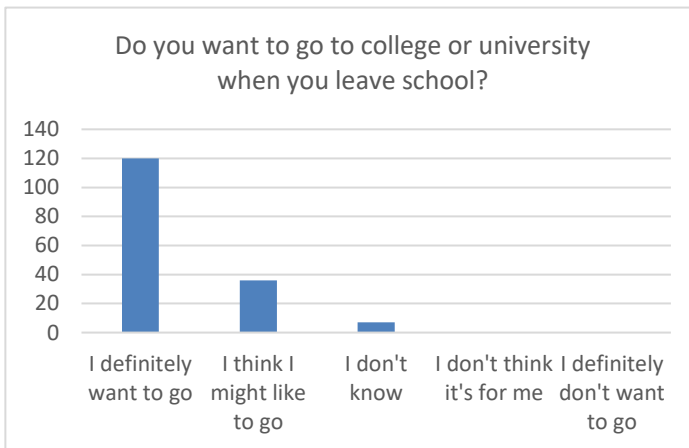
Fig 5: Combined S4 Pre Event tracking question data

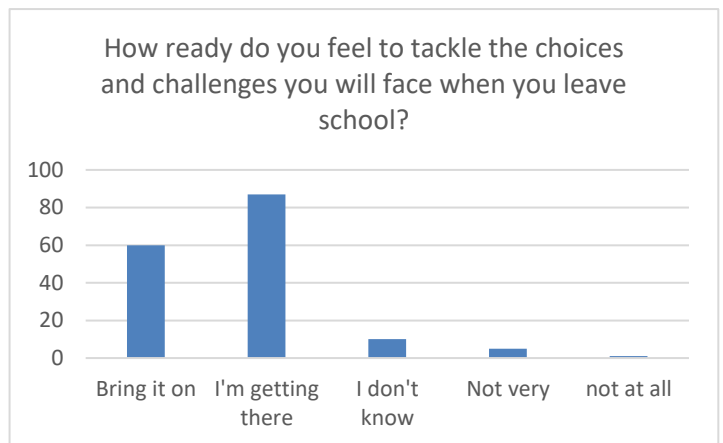




The combined tracking information shows the baseline figures for the entire 2019-20 S4 core pupil group's preparedness for entering HE. This will be the first comparison point for this core pupil group across their LIFT OFF learner journey.

Fig 6: Combined S4 Post Event tracking question data





Conclusion and recommendations

Overall, the 2019 campus events themselves can be viewed as a success. This is reflected in both the pupil event evaluation feedback and the SV/DW feedback from all the events. The following recommendations have been created using the pupil, student volunteer and core team feedback after the delivery of events.

1. *The updated student volunteer training was successful in that students appeared more comfortable and prepared for events. It is suggested that SV's be given the opportunity to familiarise themselves with rooms and event campus prior to event.*
2. *The timings of the lunch for the Fife school event was good in theory, however the layout of the food would have been easier to access if on a couple of surround tables. A layout plan should be requested in the future.*
3. *The pupil feedback on the transferable skills activities was poor this year, suggesting we revisit these materials to improve pupil engagement.*
4. *Materials: check formatting for PP, print materials e.g. Save as pictures to ensure Trashhand/Signika transfers.*
5. *Groups: Where possible ensure at least 2 pupils from each school in a group.*
6. *Buses: check times + pick up points sent from Fishers match those sent to schools.*

7. *Less time dedicated to the transferable skills task, with that time given to more snowball questions. Floaters to sort snowball questions so facilitators can attend lecture to support seminar.*
8. *Staff/Facilitator information in leaf folders, not wallets*
9. *Pupil name badges on lanyards (if possible)*
10. *Alphabetise pupil lists and registers.*
11. *Deadlines for application – streamline process, investigate use of electronic systems to streamline processes and avoid human error.*
12. *ASN procedures/follow up*
13. *Plan event/space for maximum numbers*
14. *Create Teachers Pack*
15. *Pupil text correspondence as well as school correspondence*
16. *Clear correspondence with teaching staff ensures: Staff names attending, pupils MUST be accompanied by school staff on bus, clear correspondence outlining expectations of school staff on day of event (e.g. meeting points, timings)*
17. *Dietary requirements – issues with labelling for Abertay event.*
18. *Student Volunteers require dietary requirements minimum 1 wk. prior to event.*
19. *Explicit explanation of code of conduct/behaviour at the beginning of each event along with housekeeping.*

