

## Background

The S3 engagement is offered to tier 1 schools for up to 60 pupils who meet the LIFT OFF core pupil selection criteria. This is the pupil's first engagement with LIFT OFF and the session introduces Higher Education, widening access and the LIFT OFF programme.

## Aims & Objectives

- To introduce pupils to the concept of HE and the choices available.
- To introduce pupils to LIFT OFF and SHEP.
- To introduce the LIFT OFF team and Student Volunteers.
- To begin to identify pupils who might be selected as LIFT OFF core pupils (target cohort).
- To provide a resource to support remote engagement due to Covid-19 Pandemic

## Previous Recommendations

Based on the previous year's programme recommendations, the following changes were made to the S3 Engagement 2020/21 delivery:

- Staff identified that resources could be more interactive, engaging, and relevant. The team developed introduction and conclusion videos for each activity as well as developing activity content, including one new activity.
- The information provided, in the session, was balanced between University and College sector to address the misconception that H.E means university learning. LIFT OFF regards Higher Education as SCQF Level 7 or above, at either a College or University.

## Covid-19 Adaptations

Restrictions on business travel and national lockdowns impacted the format and timeframe of delivery of the S3 Engagement. The following changes were made to the S3 Engagement 2020/21 delivery:

- As schools were restricted to remote learning, the engagement pivoted to a remote lesson pack to be used by guidance teachers either in classrooms or online.

- To accommodate the uncertainty of school provision, schools were given unrestricted use of the resource to be used when best suited their provision.
- Pupil materials were converted into a digital format and distributed via school contact teachers.

Some previous recommendations were unable to be implemented due to the Covid-19 format adaptations. These recommendations will be carried forward to be implemented when in-person delivery resumes.

## Delivery

Tier 1 schools were provided with a digital resource pack to enable remote provision delivery. The remote lesson pack was designed for school guidance staff to deliver in Personal Social Education (PSE) sessions (both in classroom or online). The pack included:

- Lesson Plan
- PowerPoint presentation- with embedded videos and interactive elements
- Accompanying worksheets
- Integrated feedback

Activities

## Programme Evaluation

To effectively evaluate the engagement, an anonymous feedback survey was embedded into the lesson plan and PowerPoint resource. Both pupils and staff were asked to complete a short Microsoft form at the end of the lesson.

One school; Woodmill High School completed feedback on the remote engagement.

## Pupil Feedback

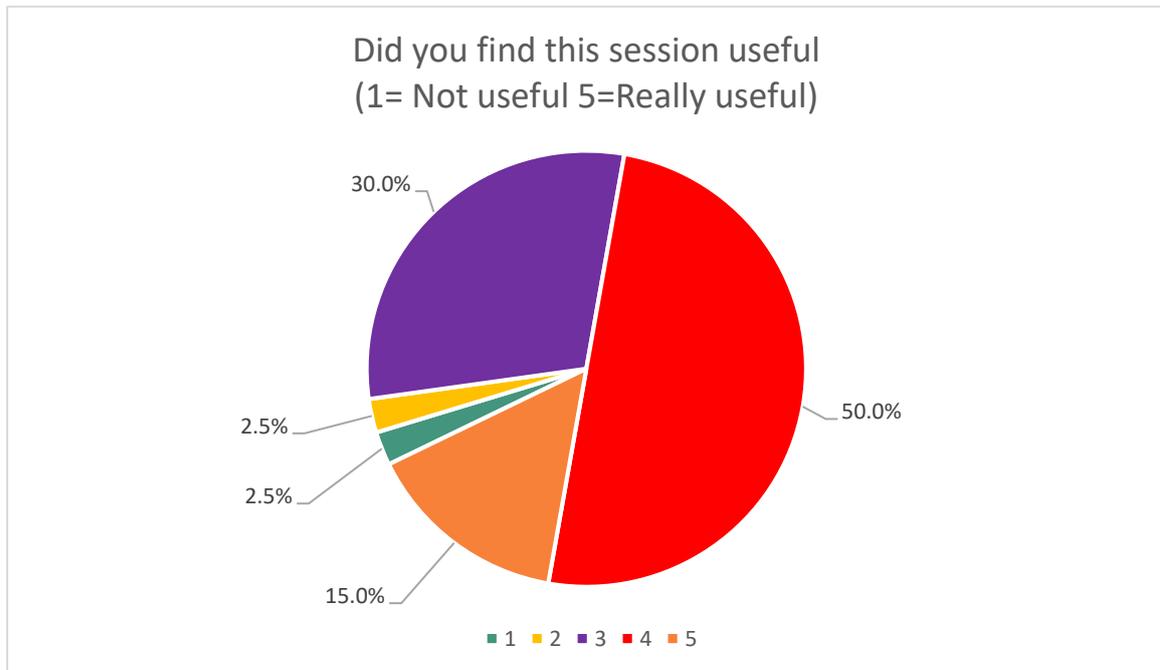
40 Pupils from Woodmill High School completed feedback on the remote S3 engagement.

Pupils were asked to reflect on what they learned in the session. The data produced several common themes that aligned with the aims of the session.

- The most common theme with pupils' was an increased knowledge of H.E phrases and terminology.
- Pupils indicated they increased understanding that academic grades are only part of a successful application to H.E.

- There was overall a greater awareness of the multiple pathways available to Pupils' to progress to H.E.

**Fig 1. S3 Engagement Feedback**



**Fig 1.** Shows 95% of Students rated the session Useful-Really Useful with 50% of students rating the session as quite useful.

30% of pupils, 12 out of 40 surveyed, indicated that they were interested in signing up to become LIFT OFF Core Pupils in S4. This is lower than previous years, however the impact is largely due to many schools not participating in the feedback survey.

## Teacher Feedback

Unfortunately, no teachers completed the teacher feedback survey, however anecdotally teacher's response was positive. The lack of teacher participation is reflective of the extremely difficult circumstances cause by the Covid-19 pandemic.

## Staff Feedback

LIFT OFF development workers were responsible for the development and adaptation of the S3 Engagement and management assisted in creating video content for the resource. Staff were given opportunities to feedback in team meetings and formally post-delivery using MS Forms.

- There is a general acknowledgement that given the circumstance of Covid-19 lockdown that the engagement delivery was limited, however this did not impact on high quality engagement.
- The biggest impact was on feedback, while the team are aware that schools did participate there was a lack of participation in the feedback surveys, especially with school teachers.
- The remote lesson pack was delivered to schools at the end of January, staff felt that this timing may have contributed to the lack of engagement with the resource due to staff commitments elsewhere.
- The remote lesson pack was designed to be delivered in one school period (45-50mins) it was acknowledged that this shortened session fit well with the content delivered.

## Future Recommendations

Reflecting on staff and pupil feedback the following recommendations have been made for the 21/22 delivery cycle:

- To increase engagement, the timing of the engagement should be moved later in the academic calendar (Term 3 or 4).
- The engagement should be reviewed to ensure the content and timing fits with the rest of the LIFT OFF programme.
- If Covid-19 restrictions allow, the session should be delivered in person. If this is not possible, alternative digital options should be explored to better facilitate pupil engagement and feedback.

Some recommendations from 19/20 academic year were carried over as they were unable to be implemented due to Covid-19 adaptations. These recommendations will be implemented when restrictions allow for in-person delivery:

- School staff to attend sessions. Make clear during scheduling that school staff are responsible for class organisation and behaviour management. Also, important to collect feedback from school staff regarding event.
- Add 'icebreaker' task during group work.
- Room booking- ensure large space is available to run the S3 events.

- Update the student volunteer training programme to ensure all volunteers are prepared to support delivery of S3 events.