

University to School Identity Based BAME Mentoring Programme

John Lynch

Beth Thomas-Hancock

Aims of this session

- ❑ To provide the context for the University to School identity based BAME Mentoring Programme
- ❑ To share processes and outcomes
- ❑ To identify successful practices and strategies

Local Context

- ❑ Statistics
- ❑ Global HPO Report
- ❑ BAME Needs Assessment
- ❑ Diversity Walks

University Context

- ❑ Statistics – DHLE national and local
- ❑ Pharmacy Vs Medical based degrees
- ❑ BAME student numbers

What happened?

- ❑ Diversity Walk at Stringer
- ❑ Devised a Pilot Programme - voluntary

Objectives

- ❑ To support BAME Year 11 pupils at Dorothy Stringer school and provide positive role models to help them work towards their goals.
- ❑ To give pharmacy students the opportunity to develop their communication, coaching and mentoring skills.

The detail...

□ Purpose

- Expand opportunities – develop personal skills, build confidence, improve attainment
- Supportive – build trust and resilience

□ Model

- One-to-One

□ Method

- Participants meet at Dorothy Stringer school for one hour a week for five weeks
- Mentors spend 1 hour with pupil and 1 hour in a science class
- Last session at the University - celebration and fun

Training

- ❑ Student information session
 - Create trust
 - Bringing the pupils on board
- ❑ Induction Training for mentees
- ❑ Induction Training and safeguarding for mentors

Outcomes – Pupils

- I experienced how to deal better with problems in and out of school*
- It felt like I had made new friends, both with students at the university and from Stringer*
- 'Sir, I never thought university was something for me, but I think it is now'(leaving the mentor session from the university of Brighton.)*
- When struggling with ways to revise my mentor helped me with a revision plan*
- It helped me to focus on what I need to do to focus on my GCSE studies*
- Would you recommend this programme to other BAME students? 100% YES**

Outcomes – SLT at the School

- The option to choose to take part and the thoughtfulness and planning involved in pairing the students and mentors was very successful and helped form mutually beneficial relationships*
- The science department found having access to young science students supporting in class helpful. It also challenged the male stereotyped scientist idea as many of the students were female.*
- We really want to run the mentoring programme again next year, earlier in the academic year and for year 10 students at the start of their GCSEs*

Outcomes – Student Mentors

- ❑ It was amazing to feel like a role model to my mentee. One of the topics we discussed was life after school and college. I felt like I inspired my mentee and opened his mind up to different options and ideas.
- ❑ It has given me a great opportunity to improve my listening skills, on top of this I have been able to improve my ability to sympathise with someone else and see a situation through their eyes.
- ❑ It has improved my confidence and made me more able to converse with a wider range of people.
- ❑ A fantastic concept that should be rolled out in more schools not just in Brighton but across the UK and not just for year 11
- ❑ Being a mentor, I also learnt something from my mentee which putting it into practice has had positive impact on my studies.
- ❑ This programme was remarkable. It has really helped me develop my communication and organisational skills, good work ethics and has strengthened my general knowledge
- ❑ I have included this programme on my CV hoping they ask me at an interview because I feel like these skills I have developed during this will increase my employability skills.

Outcomes – School of PABS

" Its great to see students really being enthused about the project and appearing to gain some confidence and self-esteem from taking part. Seeing students proudly showing their mentees around the labs and answering questions about University and hearing how they feel their communication skills have improved is just what we had hoped for"

Top Tips

Mutuality

Voluntary

Authenticity

Senior Leadership team on board...and everyone else

Top Tips

- ❑ Practicalities – time tableing, transport, room availability
- ❑ Flexibility – keeping the pupil at the centre
- ❑ Support – don't underestimate the time this involves
- ❑ Everyone needs to know their roles!

What next.....

- ❑ NCOP bid for 5 school: Uni programmes
- ❑ A more structured programme
- ❑ Evaluation systems agreed and embedded from the start

Revisit Aims and Wrap Up

- ❑ To provide the context for the University to School identity based BAME Mentoring Programme
- ❑ To share processes and outcomes
- ❑ To identify successful practices and strategies

Over to you.....

Any Questions, comments or feedback?



Thank you 😊

John Lynch: jk33lynch@btinternet.com

Beth Thomas-Hancock: bt11@brighton.ac.uk