

**Attendees:**

Wendy Heasmer – University of Brighton  
 Vicky Johnson – University of Brighton  
 Lisa Batchelor – Kent and Medway Progression Federation  
 Rupa Lakhani – City University London  
 Karen Stalker – Sussex University  
 Helen Stevenson – Bournemouth University  
 Lucy Bailey – HEAT  
 Catherine Kelly – HEAT  
 Beckie Bartle – Oxford Brookes University  
 Rosy Smith – IntoUniversity  
 Lucy Barlow - University of Sheffield Students’ Union  
 Martin Webster – NEON  
 Michael Naughton - NEON

**Apologies:** Helen O’Donnell, Esmail Patel, Rosa Sorrento

Discussion	Action point
<b>Martin Webster introduced the meeting and outlined NEON</b>	
<p><b>Q - Are profiles useful?</b></p> <ul style="list-style-type: none"> <li>• Helpful to get background on people</li> <li>• Could be less structured</li> <li>• Was decided that a survey would be better and could be widely distributed, so profiles will not need to be updated</li> </ul>	<p>Wendy will speak to Micheal to get ideas for a survey of users and will circulate question suggestions to group.</p>
<b>Introduction from each group in attendance</b>	
<p>Rupa Lakhani, City University – Currently do Year 6 tutoring, Year 5/6 speak to ambassadors and campus tours for families</p> <p><b>Q - Are the campus tours popular?</b> Done approx. 5 this year, but is a new thing. GET FROM PROFILE</p>	
<p>Beckie Bartle, Oxford Brookes</p> <p>Special packs of resources to schools the team don’t currently work with for the 150<sup>th</sup> Anniversary.</p> <p>Year 5 - University Time Capsule day: An on-campus event designed to introduced pupils to University. Delivered by members of staff and students ambassadors in May. Our 13 target primary schools are invited to this.</p> <p>Year 6 - Personal Pathways session: This is a two-part workshop which we run in the same schools (at their school). Session one is designed to remind them of the concepts which they learnt about at their Time Capsule day last year and encourages them to look ahead to their future. This session takes place in January. Session two focuses on their transition to secondary school and gets them thinking about what personal qualities they will need in order to be successful in the next stage of their education. This takes place in June-July. Both sessions are delivered by members of staff with support from a student ambassador.</p>	
<p>Rosy Smith, IntoUniversity – See profile for details of programmes. Will be opening a new centre in Islington next academic year.</p>	

<p>Karen Stalker, Sussex University – Pilot programme with 3 Primary Schools where Year 5 speak to ambassadors and find out about university, then in Year 6 ‘Explore Education’ and in June do a campus trip with a quiz and a graduation. One school also did a campus visit day which was a success.</p>	
<p>Wendy Heasmer /Vicky Johnson, Brighton – Professor Seagull is used in schools and then visits to the university in June.</p>	
<p>Lisa Batchelor, Kent and Medway Federation – They have a range of different programmes at their different campuses e.g. visits, Poetry Circus, Water rockets (science), Arts and students as researchers (focusing on the transition between Y6-7). They have just developed ‘Oli the Undergrad’ for their programmes. Also did an Olympics on campus with 150 young people.</p>	
<p>Helen Stevenson, Bournemouth – Work with 20 schools. Use ‘Me-Be’ as mascot. Do workshops in schools focused on different subjects e.g. Technology Me-Be for a b-bot workshop. They will be developing Business, Sports and Medicine Me-Be’s over the next few years. Also have a books and stories literacy scheme aimed at raising attainment in reading for Year 5-8. It is a 10 week scheme run by student ambassadors; they do guided reading followed by an activity. Run in 11 schools. Will measure progress by using their own tests next year. Scheme ends in a trip to the university.</p>	
<p>Childrens University (Done by Helen Stevenson on behalf of them) – It has worked well at Bournemouth. They used the ‘Change for Life’ group (disadvantaged pupils from within more advantaged schools). They did some events on campus and ‘Super Saturday’.</p>	<p>Helen O’Donnell from Children’s University to speak at the next meeting about what they do</p>
<p><b>Q- How do different WP teams sit within the university?</b> Sussex – Primary sits under ‘Academic Events’ City – Recruitment is separate to WP, but under the same umbrella. Have specific Primary and Secondary contacts with WP, but both deliver all the programmes. Oxford Brookes – Have recently had some staff changes and are now fully staffed. The WP staff team deliver the programmes, supported by ambassadors. Brighton – Have 50 ambassadors, with 2 different pay grades depending on whether they are delivering sessions or just helping out.  It was generally agreed that ambassadors are very useful but training can be a high investment and intense workload. Katherine from HEAT informed the group that they have a programme that can pay ambassadors and send them notifications etc.</p>	

<p><b>Lucy – presentation on Sheffield University’s programmes</b> Please note: the powerpoint presentation will be shared.</p> <ul style="list-style-type: none"> <li>• Sheffield Volunteering is part of the University of Sheffield Students' Union - we collaborate with the university but our programme is separate to the University of Sheffield outreach programme.</li> <li>• All of our activities are run by volunteers - activities cannot be part of a core course requirement but may offer opportunities for students to develop skills/experience which relate to their course.</li> </ul> <p><b>Q – Do you have a problem with reliability of students?</b> The project where they dropped off most was where students were alone in a school, so they are moving to structured sessions in teams.</p> <p><b>Q – Are ambassadors paid?</b> Most outreach is done through volunteers, who are only paid expenses. But department ambassadors are paid.</p> <p><b>Q – Do you monitor quality?</b> Schools give evaluation/feedback</p> <p><b>Q – How do you get academics/departments involved?</b> Use modules where students get accreditation for volunteering or link volunteering degrees that require placements.</p>	
<p><b>Katherine and – HEAT</b> Please note: the powerpoint presentation will be shared.</p> <p><b>Q – How can we measure what programmes have the most impact?</b> UCL tried to evaluate groups that had the most intense intervention compared to those with the least. Results should be available soon.</p> <p>HEAT are working on a tool to map out sessions and evaluate them using a tailored survey.</p> <p>HEAT suggest looking at their advice about categorising programmes to help with impact analysis. ‘JustMail’ has also got a dataset that might help.</p>	<p>All to get in touch with HEAT if you have any ideas for delivery reports.</p> <p>If anyone is willing to be a case study for HEAT, about working with primary schools, please get in touch.</p> <p>Monitoring and evaluation on next agenda.</p>
<p><b>AOB</b></p>	<p>City University to host next meeting in November and will look finding someone to take minutes. The meeting will also be longer than previous ones.</p> <p>Online resources</p>

NEON Primary working group meeting – 22/07/16

	<p>will be on the next agenda.</p> <p>All to bring registration/data collection and evaluation forms to the next meeting.</p>
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