

# Professor C Gull

University of Brighton  
Evaluation



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# Primary work

- ▶ Our Water Matters
- ▶ Partnership with UCL
- ▶ Partnership with Brighton & Sussex Medical School -In school visits based on medical sessions
- ▶ World Book Day
- ▶ Delivering Professor C Gull stage 1 in secondary schools as part of transition days
- ▶ Primary mentoring

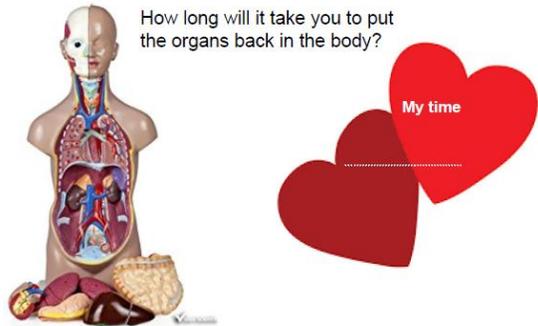




# Professor C Gull

## ► Stage 2

### Medicine & Health continued



### Medicine & Health



Complete the Doctor ABC below

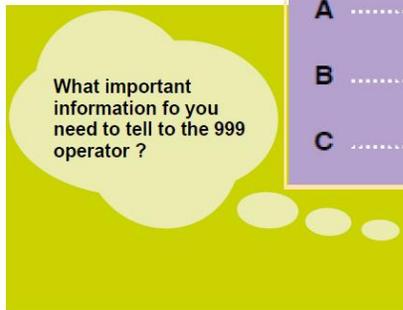
D .....

R .....

A .....

B .....

C .....



## Campus Tour

START



### Explore...

Find your way around campus to answer the questions...



1. Snap a shot reading a book!!



5. What subjects are taught in this building.



7. Did your ambassador live in halls?



4. Can you take a Selfie outside this building.

2. Ask your ambassador what they study!

3. Ask your ambassador why they decide to go to university!

6. What is the name of the Brighton Sports teams

8. How many games are in the in the Students' Union?

9. What society would you start, if you came to Brighton?



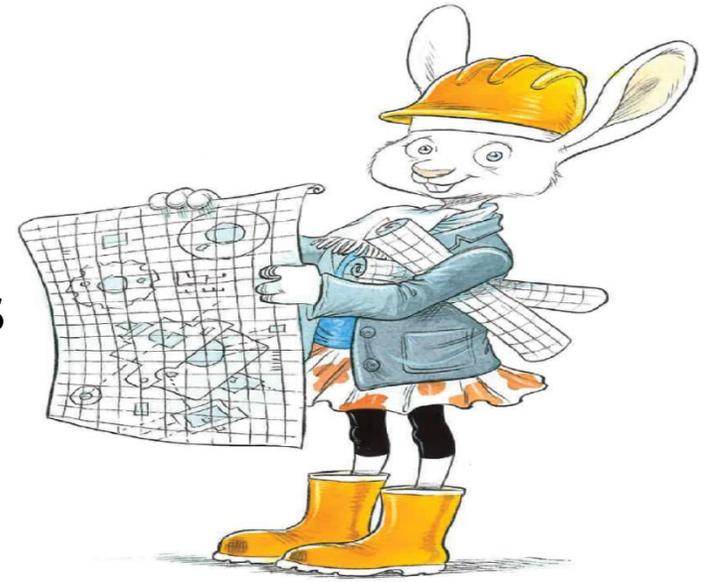
# Professor C Gull

- ▶ 22 primary schools 2017/18
- ▶ 855 pupils
- ▶ 80% of participants considered HE at the end of the event up from 57% at the beginning of stage 1
- ▶ School selection based on % Eligible for FSM, EST Deprivation Q1-Q2, IDACI deprivation, Polar Q1-Q2



# Evaluation

- ▶ Rational used - increase knowledge of university terms  
increase knowledge of University life, increase  
knowledge of options at University and to raise  
aspirations around future careers
- ▶ Pupil focus groups - 60
- ▶ Questionnaires;
  - Ambassadors - 8
  - Teachers/ Teaching Assistants - 55
  - Parents/Carers - 25



# Pupils evaluation

Pupils had many questions; how many subjects do you study, how difficult is university, do you need to be very clever, do you get a lot of homework, is it fun or stressful?

Many had thought university would be boring and involve hard study 'like at school' before the visit

Not all pupils could explain the basics of how money is borrowed to pay the university fees. For some of those who understood the loan system they were not keen to take on loans. They were 'put off' by having to get a loan

A love of learning, the value of having access to new ideas in university and the possibility of trying new activities were not prioritised as reasons to go to university

One school had very negative options prior to the visit such as, I thought it would be rubbish, a rip off and like a prison



# Ambassadors evaluation

- ▶ *“Children really enjoyed the (resuscitation) dummies and were also always very engaged during the first 'dry' section.”*
- ▶ *“I witnessed students really considering how to budget and 'what is important' for living*
- ▶ *“Have had lots of conversations about Uni, children ask lots of questions about living away from home and the courses they could study” “Their curiosity about the sheer range of subjects you can study at university is lovely”*
- ▶ *(What have you gained) “A clearer understanding of the education system and how to get / keep students engaged” “I have developed confidence and been able to deliver sessions confidently and enthusiastically myself”*
- ▶ *“The professional days have vastly improved my communication skills as well as my ability to present and deliver sessions”*



# Teachers evaluation

- ▶ *(reasons for taking part) “To raise pupils aspirations, also school in area with high pupil premium.” Aiming high, being more aware of their options after GCSEs and broadening horizons were other comments made*
  - *“Pupils thought that they wanted to be footballers where they could study sport science etc.”*
- ▶ For the overall event 96% of teachers commented the event was either very good or good. The budgeting and finance element was very important to teachers
- ▶ Most useful elements for pupils - 29% Campus tour - 31% Medicine & Health - 20 % Psychology - 44% Living away from Home
- ▶ Standardising the campus tour was highlighted by teachers
- ▶ *“Realising that university is achievable and accessible for all”*



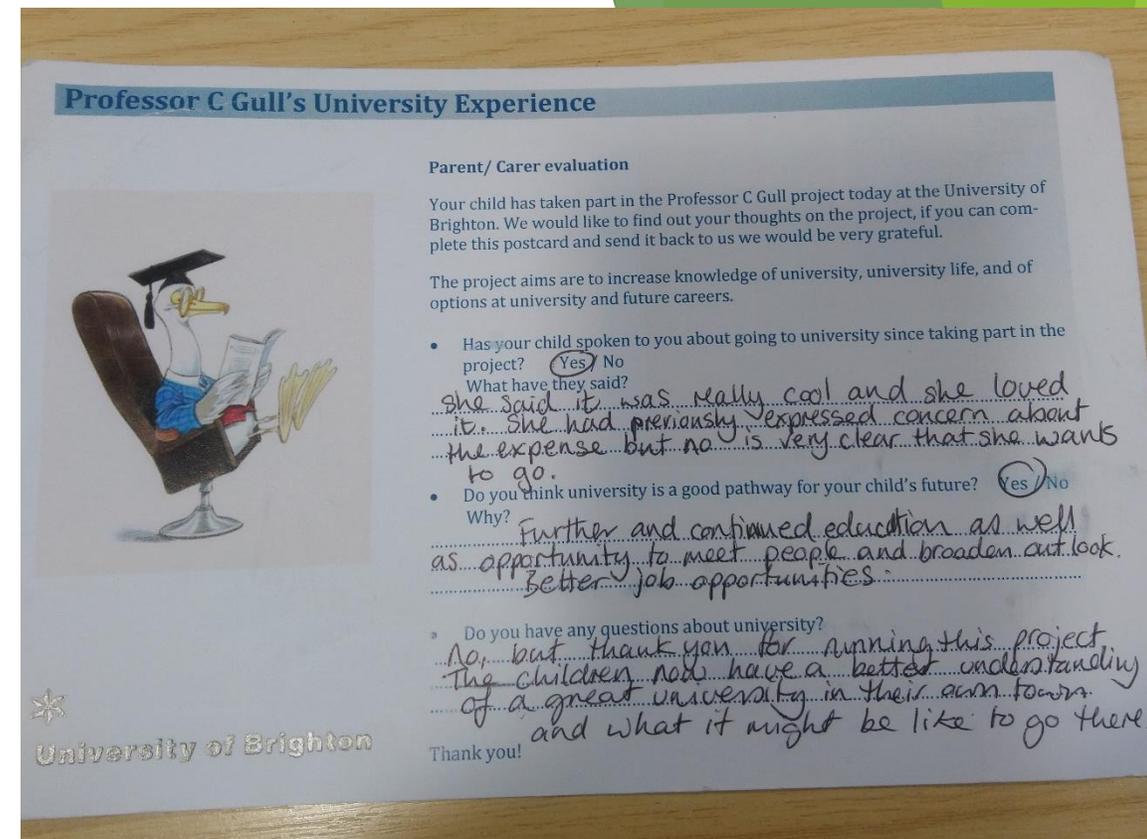
# Parents/Carers evaluation

- Has your child spoken to you about going to university since taking part in the project?  
Yes 88% No 12%
- Do you think university is a good pathway for your child's future?  
Yes 88% No 4% Maybe 8%
- Do you have any questions about university?  
75% did not have any questions at this stage in their child education. 12% parents/carers had concerns about the cost of university

*“To young to know, we do discuss it but at current he is unsure what he wants to do. Yes if relevant to path he wants to follow”*

*“BUT I have concerns over rising costs and amount of debt students have we will be looking into any other options - if I was open to all i.e. no tuition fees no student loans and grants being bought back - she would go”*

*“Fees are too expensive, not fair when Scotland get it for free. Room prices cost more than a week's rent on a normal house! Would be in debt before they are even earning!”*



# Outcomes and recommendations

- ▶ The pupils did not understand why they couldn't be taken into 'real' lectures
  - Due to the fact the ambassadors deliver the taster workshops the pupils did not see the ambassador as 'real life university students'
- ▶ To meet the needs of these pupils we need to develop how student ambassadors discuss their own decision-making process in reference to taking on student debt, as this was an area of concern for pupils
- ▶ Many pupils would still not consider moving away from home beyond the immediate community
  - Visit would benefit from the ambassadors talking about their experiences, how they managed home sickness, how they chose their course, what does a university day look like for them



# Outcomes and recommendations

- ▶ To improve the consistency of the campus tour a 'script' for the ambassadors and a standard tour route
- ▶ Another option would be to deliver stage 2 at another campus
- ▶ Develop a session where ambassadors use their experiences and talk about how they managed home sickness, how they chose their course, what does a university day look like for them etc.
- ▶ It seems also that the WP interventions can only have a limited impact since pupils' ideas about the value of learning and the value of university are influenced by their teachers' comments and their family ideas
- ▶ We want to offer follow up sessions with parents/carers at the university at an after school time or an event in a local primary school for parents



Thank you

