



Speaking Up For Yourself and SHE Can

PHASE 1 Pre-Covid vs PHASE 2 Digital

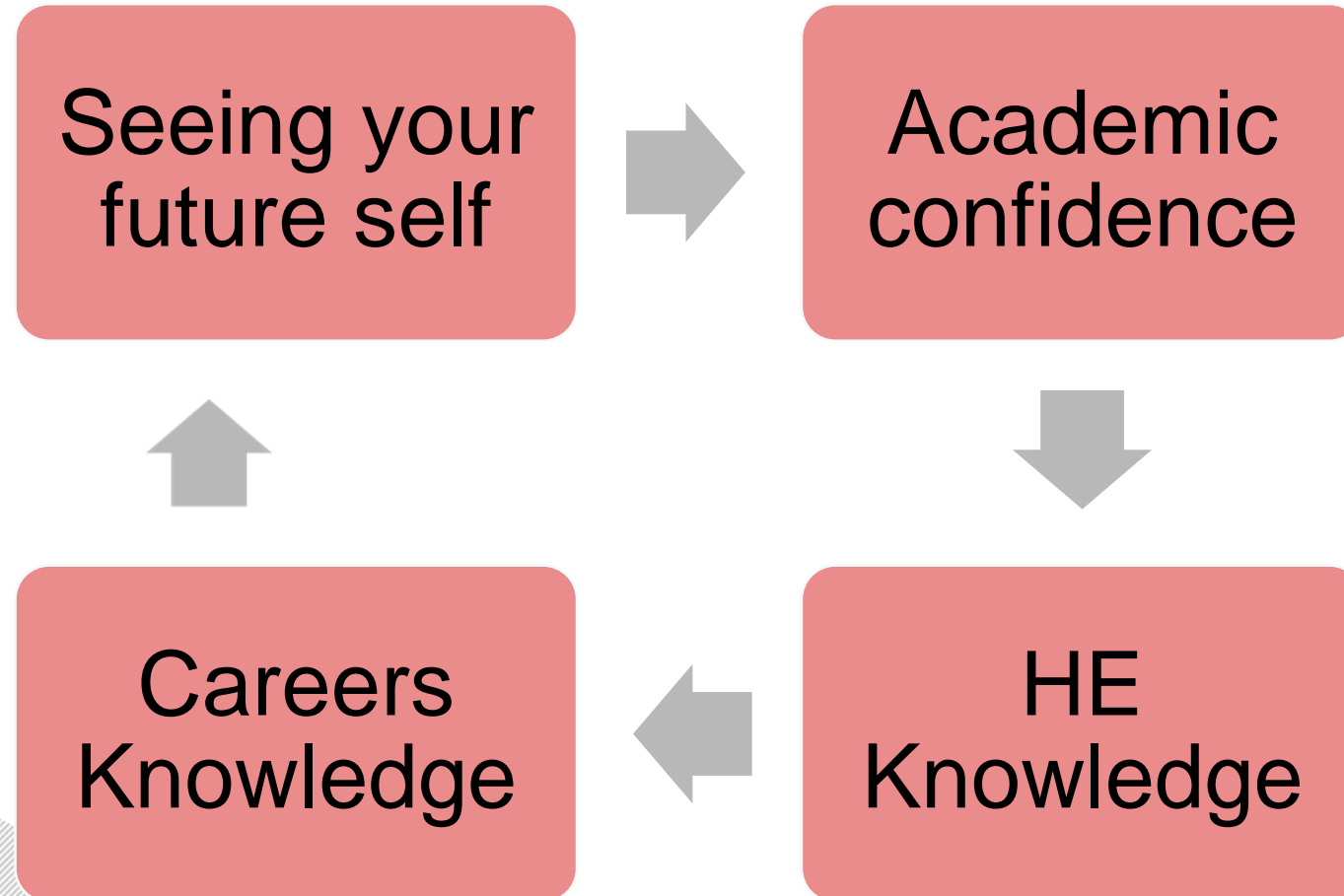
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Our Context

- Uni Connect Programme funded by the Office for Students
- Contribute to an existing partnership Hepp
- Support schools and colleges across the South Yorkshire region
- Seek to target wards and work in partnership to reduce gaps in student progression

Our Programme



SHE Can The Principles

The activity was informed by analysis of CFE Survey results that were carried out during Phase 1 of our National Collaborative Outreach Project (NCOP) 2017/19.

Cohort analysis identified a group of females from particular wards within the Sheffield and Rotherham City Region, whose attitudes to higher education differed.

Female students often wanted to progress into HE but needed the skill of being able to use their voice to get there.

Phase 1 objectives

- To build confidence and self-belief when navigating a HE environment.
- To increase confidence and communication skills when presenting in front of others.
- To impart reliable knowledge about He through positive role models and their experiences both nationally and internationally.
- To provide opportunities to broaden social and cultural capital.
- To engage and inform parents/carers

Phase 2 objectives

- **To increase confidence and communication skills when presenting in front of others.**
- **To impart reliable knowledge about He through positive role models and their experiences both nationally and internationally.**
- To identify successes and increase confidence when talking about them.
- To empower them to achieve future aspirations

SHE Can Phase 1

Feb 2019

**Student and
Parent Launch at
The University of
Sheffield**

Feb 2019

**Institute of Arts
workshop
(Sheffield Hallam
University)**

March 2019

**Talk the talk
workshop based
at Sheffield
Hallam
University**

April 2019

**The University of
Manchester visit**

June 2019

**Visit to London
Urdang and
Theatre show**

July 2019

**Graduation at
Sheffield Hallam
University
(parents attend
too)**

Logic model and outcomes:

Short-Term Outcomes

Students can reflect on what makes them confident (5Q/CR1)

Students increase their confidence in learning (5O/CR3)

Students are confident participating and presenting in an academic environment

Students understand the support on offer at university (5C/H3)

Students understand the different types of university on offer (5F/H2)

Medium-Term Outcomes

Students increase their sense of belonging and fit in an HE environment

Students are able to present their successes confidently in front of an audience which may include their peers

Long-Term Outcomes

Students increase their expectation of HE study

Students choose the right course or degree programme for them and place of study

Students are more likely to apply to University as a result

SHE Can Phase 2

Phase 2 and Covid - It was important to focus on the main element of voice. The girls will learn the skills necessary to use their own voice when it matters and to achieve their dreams. Schools are finding it increasing difficult to catch up on missed time with students so it was important that the project aligned with school objectives of exam preparation and attainment.

She Can Launch

In School,
delivered
remotely by us
(January)

Introductory Session to HE

Delivered virtually
with many
interactive
elements by
relatable female
role models
(HEEAs)

Y9 - Articulate your way to HE - 1 day workshop

Delivered by
Articulacy

Y10 - Accreditation

5 Day course
delivered by
Articulacy trainers
and accredited by
English Speaking
Board.

Final Showcase Event!

Hosted at school by JS
and EA's. Parents will
be invited.

Higher Education Engagement Assistants

- Recent graduates
- Developed tailored sessions
- Share personal experiences
- Sense of belonging and confidence

Mode of delivery and engagement phase 1

- ‘In the moment’ impact was great but hard to know if attitudes were sustained after completion of the programme.
- Combination of in school sessions and trips with a HE focus, allowed the girls to gain knowledge and broaden their horizons but allowing them to access experiences beyond the classroom.
- Just under half of the opinions of this cohort of girls were not captured in the post evaluation survey.
- In school mentoring from engagement assistants was advantageous, but if that wasn’t an option, schools would have struggled with capacity of own staff if self led.

Mode of delivery and engagement phase 2

- Students and presenters had access to own devices, enabling the girls to receive individual feedback and encouragement.
- Multiple sessions to enable pupils to develop their confidence
- Time restraints and covid restrictions had an impact on the overall roll out and engagement with the programme.
- There were benefits to a condensed delivery schedule but that they would look to add in some of the reduced content by having more EA-led sessions in schools to ensure pupils received valuable information about HE.
- Face to face delivery is still the preferable approach but aspects of digital delivery proved to work well and should be considered in future projects.

Working digitally

Pros

- More girls could take part
- Easier for schools to coordinate
- Costs are lower
- Less school staff required to support.

Cons

- Harder to engage with girls and support them through the activities
- Technological issues
- Reduced number of sessions
- No trips
- Evaluation was difficult to conduct

Student Outcomes: Phase 1

Student reflections

- 24 (out of 46) students completed the post survey
- 15 out of 24 students commented that the 'Talk the Talk communication skills workshop was the most impactful part of the programme.
- Relatable role models carrying out the in-school mentoring sessions was successful

Parent reflections

- 100% of parents thought their daughters future had changed since they took part in the SHE Can programme



Student Outcome: Phase 2

Student reflections

- Unable to collect pre-survey student responses
- Only three complete responses to the student post survey

Practitioner reflections

- Practitioners spoke enthusiastically about the development of pupil skills in oracy throughout the programme.
- Students moved from not being willing to verbalise or appear on camera, to presenting and extended speech.

Centre staff reflections

- Centre staff reported positive outcomes
- Some schools wanted to replicate elements of the programme for other pupils and pursue further accreditation for participating pupils.

SHE Can

heppSY

OFS Uni Connect
Programme

Programme Evaluation

Phase 1

The impact of the programme was measured using the following methods:

- ✓ A baseline and closing survey for students
- ✓ Written evaluation forms from the in-school mentoring sessions with the Graduate Interns
- ✓ A parent/carer survey at the end of the project
- ✓ Informal conversations
- ✓ Staff feedback from both schools and the HeppSY team
- ✓ Feedback from students, parents and staff filmed for our SHE Can promotional video

Phase 2

Evaluation of the programme was intended to be carried out as below:

- X Bespoke pre/post student surveys
- ✓ Interviews with role models
- ✓ Register analysis to evaluate whether output targets are met (participation)
- X HEPA interviews and feedback
- X Interviews with programme participants (girls and potentially their parents)
- X Structured observations at activity days
- X Analysis of reflective scrapbooks

Continuing the conversation

- An online learning module available for all students
- A commitment to a mentoring model
- A bespoke version including attainment

Breakout rooms discussion points

- Was phase 2 evaluation the best approach
- Digital vs face to face - impact of the role models
- Suggestions for best practice
- Mentoring and coaching style



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