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# Summer Schools Report 2007

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## Executive Summary

Bournemouth University has delivered an annual institutional Widening Participation Summer School since 2001 which aims to increase the participation of sections of society that are under-represented in higher education. These include:

- People living in neighbourhoods where there is a low rate of participation to higher education;
- Young people whose parents have no experience of higher education;
- Mature learners who come from manual backgrounds;
- People with additional learning needs i.e. physical disability or special educational needs;
- Work-based learners.

Summer Schools have been part of Aimhigher activity since its inception in September 2004. Aimhigher targets 13-30 year olds who have the potential to study at higher education level, by working to raise the aspirations and attainment of groups under-represented in higher education. The initiative is funded by the Department for Education and Skills via the Higher Education Funding Council for England (HEFCE). Working in partnership with universities, colleges, training providers and other stakeholders, the Aimhigher programme offers students a practical introduction to higher education through targeted and relevant activities. Summer Schools are one of a range of activities working towards the government target of 50% of 18-30 year olds having some experience of higher education by the year 2010.

Bournemouth University is part of the wider Aimhigher Southwest regional partnership and is the lead institution within the local Aimhigher area, Learning Is For Everyone (LIFE). The LIFE partnership covers the geographical area of Bournemouth, Dorset, Poole, South Wiltshire and South Somerset.

Summer School activities are co-ordinated within Bournemouth University by the department of Partnerships, Access and Community Engagement (PACE). Between June and August 2007 Bournemouth University supported or delivered the following Summer School projects which benefited 195 participants.

1. The Bournemouth University Summer School took place in July. Activities included generic study skills sessions and subject specific sessions. 47 students who had applied to Bournemouth University were invited from across the United Kingdom to gain a better understanding of higher education level study and help prepare for starting their higher education courses. 40 students actually attended. This slight drop in numbers was due to students having employment and holiday commitments.
2. The School of Conservation Science Summer School took place during July and August. Six prospective university students were provided with a preview of work of field archaeologists enabling them to learn excavation skills. The students gained experience in surveying and team work.
3. Aimhigher in the Arts Summer School ran for its third year and is a partnership led, regionally funded residential programme for 41 Year 10 students living in the LIFE area. Participants followed Dance, Physical Theatre, Music or Stage Production for a six day period during August. Students lived in student accommodation on Talbot Campus, Bournemouth University and attended their daily workshops at the Lighthouse in Poole. The Summer School programme culminated in a public performance at the Lighthouse.

4. The Creative Industries residential Regional Summer School was offered to 36 Year 11 students from the South West of England. Students spent three days working on Product Design, Computer Animation and Media. Students then chose one of these three subject areas in which to specialise for a day. On the final day the students displayed and showed their work to their peers, family and friends.

5. The Engineering Apprentices Summer School ran for its fourth year. This was a non-residential programme at Weymouth and Yeovil Colleges for 49 apprentices who worked locally in engineering. Participants completed an HE level project and visited Bournemouth University campus to learn more about progression routes for vocational learners. The Summer School finished with a competition of the race cars which the students had designed and constructed.

6. The Health and Social Care non-residential Summer School took place for the second year. This was for 16 Year 9 & 10 students from two local schools within the Bournemouth & Poole area. The programme took place over three consecutive days and was a partnership initiative between Bournemouth University and Bournemouth & Poole College. The programme covered areas such as health, clinical and body specific practical sessions in the laboratory, careers, disability and life at college and university.

7. The third non-residential Health & Social Care Summer School was designed to support 14 mature learners with no recent experience of education. The programme was delivered over four twilight sessions in June. The main themes were study skills, learning styles, presentation skills, and awareness of progression pathways into higher education.

**Table 1** summarises the Summer School cohort, **Table 2** represents the summary of Summer School characteristics and **Table 3** shows the partners and funding sources of all Summer Schools.

A total amount of £127,630 was secured from a range of funding sources to support the whole programme of Summer Schools. In addition, cash funding and substantial in-kind partner contributions met specific project requirements, for example, venue hire, materials and staff time. Partnership working and collaboration were important themes throughout the 2007 programme with the final projects involving a wide range of partners.

Extensive evaluations were conducted across the Summer School programme. The evaluations found that the Summer Schools made a significant impact on the participants' confidence levels, aspirations and awareness of progression pathways.

**Table 1 Summary of students by Summer School**

	<b>Bournemouth University Summer School</b>	<b>Conservation Science Summer School</b>	<b>Aimhigher in the Arts Year 10</b>	<b>Creative Industries Year 11</b>	<b>Engineering Apprentices</b>	<b>Health &amp; Social Care Yrs 9 &amp; 10</b>	<b>Health &amp; Social Care Mature Students</b>
<b>Target groups</b>	BU Undergraduate applicants	BU Undergraduate Applicants	School Children	School Children	Engineering Apprentices	School Children from two WP target schools	Mature Learners to study of Pre-HE programmes
<b>Students invited</b>	47	8	41	36	60	16	60 with 20 showing an interest
<b>Students who arrived</b>	40	6	41	33	49	16	14
<b>Withdrawals</b>	2	0	1	0	0	0	0
<b>Completion</b>	38	6	40	33	49	16	14
<b>Age range of Students</b>	17-51	18+	14-15 (Year 10)	15-16 (Year 11)	15-45	13-15 (Years 9 & 10)	Over 21
<b>Recruitment area</b>	UK	UK	LIFE Partnership Area	South West of England	South Somerset, Dorset, Bournemouth & Poole	Bournemouth & Poole	LIFE Partnership Area
<b>Recruitment from</b>	Targeted applications	Targeted applications	Secondary Schools, Pupil Referral Unit & Looked After Children	Secondary Schools & Looked After Children	Engineering Employers across the LIFE area.	Secondary Schools	College applications to Pre-HE programmes
<b>Cost to participant</b>	Small contribution from students for transport & food	None	None	None	None	None	None

**Table 2 Summary of Summer School characteristics**

<b>Summer School</b>	<b>Dates</b>	<b>Provision</b>	<b>Social programme</b>	<b>Location</b>
<b>Bournemouth University Summer School</b>	16 <sup>th</sup> – 27 <sup>th</sup> July 2007	Residential. Cash allowance provided in lieu of catering. Contribution towards travel costs.	Yes – optional.	Educational sessions at Bournemouth University. Residences offered on BU Lansdowne Campus. Social programme at various locations.
<b>Conservation Science Summer School</b>	25 <sup>th</sup> July – 20 <sup>th</sup> August 2007	Residential. Educational with travel costs met.	No	High Lea Farm, Allen Valley near Wimborne, Dorset.
<b>Aimhigher in the Arts</b>	5 <sup>th</sup> – 11 <sup>th</sup> August 2007	Residential and Educational with full catering. All travel costs met.	Yes	Educational Workshops at Lighthouse, Poole. Residential accommodation on Talbot Campus, Bournemouth University. Social programme on campus and a beach BBQ.
<b>Creative Industries</b>	12 <sup>th</sup> – 17 <sup>th</sup> August 2007	Residential and Educational with full catering. All travel costs met.	Yes	Educational sessions at Bournemouth University. Residential accommodation on Talbot Campus, Bournemouth University. Social programme on campus and a beach BBQ.
<b>Engineering Apprentices</b>	16 <sup>th</sup> -23 <sup>rd</sup> July & 30 <sup>th</sup> July – 3 <sup>rd</sup> August	All equipment, tooling, meals & refreshments provided. Non-residential.	Final evening BBQ & end of SS parties, presentations. Social-based daily luncheons.	Yeovil College: 16th-23 <sup>rd</sup> July 2007, including HE visit day to Bournemouth University. Yeovil Athletics Arena. Weymouth college: 30 <sup>th</sup> July-3 <sup>rd</sup> August 2007 including HE visit day to Bournemouth University. Wessex Speedway Stadium.
<b>Health &amp; Social Care for Yrs 9 &amp; 10</b>	25 <sup>th</sup> -27 <sup>th</sup> June 2007	Lunch provided. Non-residential. Daily travel costs met.	No	Educational sessions at Bournemouth University and Bournemouth & Poole College.
<b>Health &amp; Social Care for Mature Students</b>	5 <sup>th</sup> , 12 <sup>th</sup> , 19 <sup>th</sup> & 26 <sup>th</sup> June; 17.00-21.00	Non-residential. Refreshments provided. Travel costs met.	No	Educational sessions at Bournemouth University and Bournemouth & Poole College.

**Table 3 Partners and funding sources of all Summer Schools**

<b>Summer School</b>	<b>Partners</b>	<b>Funding Sources</b>
<b>Bournemouth University Summer School</b>	Bournemouth University	Higher Education Funding Council for England (HEFCE) Widening Access funding (Bournemouth University)
<b>Conservation Science Summer School</b>	Bournemouth University	HEFCE Widening Access (BUSS) funding.
<b>Aimhigher in the Arts</b>	Bournemouth University Activate Performing Arts Lighthouse, Poole DepARTure Wave Arts Education Council Bournemouth Symphony Orchestra Bournemouth & Poole College Dorset County Council Poole Borough Council Arts Institute at Bournemouth Bournemouth Borough Council	European Social Fund Aimhigher Regional Funding In-kind contributions from partners
<b>Creative Industries</b>	Bournemouth University	HEFCE / Aimhigher Regional Summer Schools Funding European Social Fund
<b>Engineering Apprentices</b>	Yeovil College, Weymouth College, Bournemouth University ITE Paragon, ABRO Bovington, Greenpower, Setpoint Dorset.	HEFCE / Widening Access Funding
<b>Health &amp; Social Care for Yrs 9 &amp; 10</b>	Bournemouth University Bournemouth & Poole College	HEFCE / Aimhigher Regional Healthcare Strand
<b>Health &amp; Social Care for Mature Students</b>	Bournemouth University Bournemouth & Poole College	HEFCE / Aimhigher Regional Healthcare Strand

## The Overview of Recommendations for 2008

- Process CRB forms as early as possible as this may avoid disappointment if they are returned due to errors and not allowing time for an amended form to be sent;
- Schedule regular meetings with mentors on the timetables;
- Not all day mentors worked in their own discipline areas. However, this is unavoidable as recruitment from some Schools is low e.g. IHCS students do not apply due to the fact that they are on placements;
- Summer School T-shirts worn by mentors and students proved extremely popular and should be repeated;
- The two day mentor training programme was very well received and if possible (where the budget allows) needs to be repeated in the future;
- Ensure that the mentors check the students' accommodation thoroughly as they leave, to avoid items being left behind and consequently lost;
- Concern was raised that the application forms for some of the Summer Schools did not get through to the correct contact in the external school. Every school has a different system so it is difficult to find one process to suit all. Databases are continually being updated with relevant contact names, and it will be important to ensure that this happens regularly. However, teachers in schools are constantly changing their job roles and often information is not passed onto the key contact person;
- Some application forms were poorly completed by both staff and students. This was a general observation across the board for all types of Summer School offered. Where applicable the forms need to be streamlined to avoid lengthy forms and duplication of information.

## 1. Bournemouth University Summer School

### **Introduction**

40 undergraduate students attended the Bournemouth University residential Summer School for two weeks in July. The target group was students from a Widening Participation (WP) background with ages ranging from 17-51 years. The Summer School was held on both the Talbot and Lansdowne campuses.

### **I. Aims**

The aim of the Summer School is to enhance progression and retention of Widening Participation (WP) students who have been offered places on Bournemouth University Undergraduate programmes in the forthcoming academic year.

### **II. Objectives**

The specific objectives of the Summer School are to:

- Provide an orientation to the university campuses and learning environment;
- Teach new study skills, strengthen established skills and identify any learning needs that can be supported on enrolment;
- Create an environment which enables the development of skills in balancing study and social life;
- Allow WP students who might not otherwise be offered a place to enhance their academic profile;
- Reassure students who may have concerns through providing them with information on topics such as finance, accommodation, coursework issues and living away from home.

### **III. Activities Programme, Timetable and Dates**

The two week programme commenced on Monday 16<sup>th</sup> July and concluded on Friday 27<sup>th</sup> July. This year it was decided that the theme should be 'Global Perspectives'.

In the 2006 recommendations it was suggested that there should be four School-based days rather than three to allow for more depth and breadth in the students' work. This was agreed and implemented into the programme. During the two week schedule **all** students experienced the same diet of study skills. It was made clear at the outset that this was not an optional programme and all students were expected to attend all sessions. Some were delivered through their Schools whilst others were presented to small groups from the Study Support team. These included;

- Learning Styles & Reflective Writing;
- Working in Groups;
- Presentation Skills;
- Time & Task Management;
- Report & Essay writing;
- Note taking.

Apart from these Study Skills students had the opportunity to understand the library system, have an IT induction, a Learning Support Challenge, an awareness session offered by the Additional Learning Needs Team (ALN), an orientation Treasure Hunt, presentations from the Students' Union and mentors, a 'Thinking Skills' workshop and a most enlightening workshop delivered by the International Office. Students were also given the opportunity to

book themselves in for individual tutorials with either their academic tutors, staff from Study Support or ALN staff.

Students were assessed on two areas of work; an essay and a group presentation. The essay was assessed by their academic tutor whilst the group presentation was assessed by a panel representing various departments from across the university. Only one student failed to successfully complete the Summer School assessment. All others received certificates at the presentation ceremony, presented by Mr David Willey, Deputy Vice-Chancellor of Bournemouth University. This process added value to the whole Summer School and enhanced their sense of achievement. This was an ideal opportunity to formally recognise the help and guidance from all Schools and support staff and mentors, before and during the Summer School.

A full and comprehensive social programme was offered each evening for students to participate in if they so wished. It was ensured that all students would be able to access the social activities and if not alternatives could be offered, catering for everyone's needs.

As a new venture for 2007 it was decided to design a Summer School STEPS website ([www.dec.bournemouth.ac.uk/steps/buss](http://www.dec.bournemouth.ac.uk/steps/buss)) for students to access prior to commencement of the programme. This decision was based upon the success of the BU STEPS website used by undergraduates as they embark upon their courses easing their transition into their studies. Staff from PACE worked closely with the BU STEPS website designer from the School of Design, Engineering and Computing (DEC). Each Academic School was asked to produce an activity based upon the theme of 'Global Perspectives' which the students could access and complete prior to their arrival. They were then asked to complete a short online questionnaire highlighting any anxieties. This was responded to by the Summer School Project Leader in PACE. Throughout the Summer School programme students could access notes from the workshops on this website as scribes had attended the sessions and word processed the key points.

The responses from the questionnaire were most encouraging. However, only a third of applicants replied to the questionnaire. In future years, it would be advisable to contact applicants sooner than the three weeks given this year, allowing them longer to access the website. However, students were withdrawing at the last minute and late replacements had little time to apply themselves to the tasks prior to their arrival.

#### **IV. Staffing**

The Summer School was project led by staff within the department of Partnerships, Access & Community Engagement (PACE) at Bournemouth University. In addition;

- Bournemouth University School staff (tutors & Programme Administrators) planned and delivered the School-based days, meeting regularly prior to the Summer School;
- Academic Services staff delivered generic study skills sessions which supported the School-based activities;
- Ten BU student mentors provided support for all elements of the programme;
- A team of three mentor leaders was appointed to support and oversee the mentors and organise certain activities.

Regular planning meetings were held throughout the academic year to which School academic and administrative staff, Academic Services staff and ALN department were invited and did attend. This facilitated the planning process and decisions could be made and carried forward.

Mentors were recruited in April and two days training was provided in July, one day for generic information and guidance and another for First Aid Training. This was carried out in collaboration with the Arts Institute at Bournemouth. The generic day covered team building activities, Safeguarding Children & Young People, ALN awareness, timetables and duties, the role & responsibilities of a mentor and culminated in a plenary session. All mentors were required to provide a satisfactory CRB disclosure. As requested by the academic tutors, mentors arranged to meet the tutors who they would be working with in the daily workshops. This facilitated transition into the programme and meant both parties were familiar with each other and the expectations of the outcomes prior to the start of the Summer School. Both tutors and mentors found this to be beneficial.

## **V. Participants**

Students were recruited through each individual Academic School with Programme Administrators identifying applicants meeting HEFCE WP criteria who had applied to undergraduate programmes starting in October 2007. Five of the six University's Academic Schools participated, the exception being the School of Conservation Sciences who felt that the programme did not meet its particular needs. However, they deliver their own Summer School (see section 2 of the report) and it was agreed to fund 8 pre-enrolment WP students within the School of Conservation Science for their summer excavation dig. During this experience students would develop field skills, meet and work with academic staff and gain an understanding of the work of the School.

The HEFCE WP criteria are;

- Students with ALN;
- Black or minority ethnic students;
- Students whose home address falls into a low participation neighbourhood;
- Mature students, i.e. those aged 21 or over on 1<sup>st</sup> December of their first year of higher education study.

Programme Administrators within the participating Schools invited eligible students to the Summer School. Students returned their acceptances to their prospective Academic School staff who then forwarded student details to the project leader based in PACE. These students are recruited from the UK.

A total of 47 students were invited to attend against the target of 50 students. However, due to individual personal circumstances 40 arrived to enrol. During the programme two withdrew; one due to illness and another as he realised the Summer School did not meet his needs. This meant that 38 students completed the programme.

A total of 17 students with ALNs attended. The majority of these students had Dyslexia of varying degrees. Individual support was offered and many students visited the ALN department independently seeking advice. The Summer School benefited immensely from the support of the ALNs team along with the guidance of the Study Support team and mentors.

## **VI. Finance**

The sum of £36,000 was made available from the PACE allocation of the University's Widening Access funds. This worked out to £720 per head. Although eight places were originally offered to be funded for the School of Conservation Science, only 6 places were taken up. A separate report is included in this document. A maximum subsidy of £30 was paid to all students to assist with travel costs. This sum was recommended in the 2006 report.

For residential students a subsistence allowance was paid; £30 for week one and £20 for week two.

## **VII. Evaluation**

Students were asked to complete two questionnaires; one handed out on arrival (pre) and a second one at the finish (post) Summer School. Students were asked similar questions in both questionnaires to establish whether the experience had changed their perceptions of higher education and whether the Summer School had prepared them for their forthcoming undergraduate studies. A total of 38 pre and post questionnaires were completed. A random sample of students were interviewed and their responses can be viewed in appendix 1:5 of this report. Academic tutors and mentors were also asked for their feedback of the two week programme. In addition, parents of the younger students were interviewed prior to the presentation ceremony on the final day of the Summer School.

### **The responses from the students indicated that:**

- 95% of students said that they received sufficient information prior to the start of the Summer School;
- The students were most looking forward to meeting new people and learning more about their course, along with experiencing university life and getting an insight into higher education;
- 76% of students (30 students) accessed the generic Bournemouth University Summer School website. Only one student, of the 76%, found this site difficult to use;
- 78% of students (31 students) accessed the BUSS 'Steps' website. This site was specifically designed this year for the BUSS students for them to visit prior to their arrival. The site provided a great deal of useful information about the university, maps, timetable of the Summer School and details of the programme that they would be following over the two weeks. In addition students were asked to complete a task and answer a short questionnaire on-line to which they received a reply. Two students found the site difficult to navigate. 8% (3 students) said they did not know about it. This could be due to the fact that there were a few late applicants who did not have time to access the information.

Regarding their Summer School experience:

- When asked to score their experience of various aspects of the Summer School all areas were rated highly with parking and transport and assessment guidelines scoring the lowest with 4 out of 5;
- All students would recommend the Summer School to other students;
- All students found the mentors helpful;
- All students found the Summer School useful;
- The majority of the students said the Summer School was what they expected, with some saying it was better than they expected;
- When asked about the main academic programme students were very positive. 4 was the lowest rating out of 5;
- Students felt well informed and looking forward to starting their courses;
- Students enjoyed meeting new people, felt more confident about university life and benefited from their tutorials;
- Students felt they had learnt a great deal about their courses and were looking forward to attending School-based activities. Specifically, they highlighted new skills such as Presentation skills, PowerPoint, computer programmes and how to reference their work.

Skills which should not be ignored are important life skills which all of these students gained throughout the course of the programme.

When asked how the Summer School could be improved, the students replied by saying '*it could not*', only '*to make it longer!*'

See appendices 1:1 & 1:2

### **Summer School Tutors**

- All five academic tutors completed questionnaires. Feedback from them was very positive;
- Praise was given to the central management and organisation of the Summer School;
- The tutors felt that the correct students has been selected for the Summer School;
- More personal information on the students would be beneficial;
- The tutors felt that the students were supported well;
- It was felt that the programme gave the students a realistic view of what to expect for their coming years;
- The students noticeably grew in confidence throughout the summer School;
- From the tutors' point of view they were able to see clearly the strengths and weaknesses of the students.

Additional comments from the tutors;

*"...information was available to download as I needed it"*

*"(The Summer School) would give them (the students) a good feel of what would be expected of them"*

See appendix 1:4

### **Mentors**

- All 13 mentors completed questionnaires. Feedback was very positive;
- When asked to rate the various aspects of the Summer School from 1 – 5, with 5 being 'excellent', all areas scored highly with only parking and transport scoring a lower mean score of 4. This is due to the fact that the Unilinx bus runs a limited service out of term time.
- The rating given to the question whether the mentors thought the Summer School was a success, produced a mean score of 4.9 out of 5;
- The mentors said they would recommend mentoring to other students;
- Overall the Study Programme was viewed as 'useful' with the 'Group Presentation' being seen as the most successful.
- Mentors felt that the students benefited from spending extra time with the academic staff;
- The expectations of the Summer School were exceeded;
- It was felt that sufficient support was offered to the students;
- Any problems which did arise were minor and easily resolved.

Additional comments from the mentors;

*"It taught me how to act in a position of responsibility"*

*"It was a life changing experience. They (the students) enjoyed the social activities, team building/bonding and realised that they are capable of doing the uni level work"*

*"It helped me to develop my communication and organisational skills"*

See Appendix 1:3

### **Student Interviews**

Evaluations were supplemented with student, and where appropriate, parent interviews and the responses echoed the positive findings from the written questionnaires. The informal interviews allowed for more open-ended questions than found in the questionnaires.

Most students understood why they had been invited to attend the Summer School. They felt 'lucky' to have been selected. They were unanimous in the view that attending the Summer School was seen as a positive. They felt support was good and the informal atmosphere of the overall university experience was welcomed by the students.

See appendix 1:5

### **Parent interviews**

Parents were very enthusiastic about the impact of the Summer School. Parents noticed that the students' confidence levels had improved dramatically.

Additional comments from the parents;

*"The support here is what I had hoped for. I have seen the support offered here and they have developed a care package in light of what she has already had at school and college".*

*"She has been totally inspired to push herself. Mentors and tutors were supportive and the campus has inspired me".*

See appendix 1:6

## **VIII. Summary of Recommendations Taken Forward from 2006**

As suggested in the report of 2006 a reunion was held in March 2007 with invitations going out to all BUSS students. However, despite a good response in replies student participation was disappointing. Staff, on the other hand, made a good representation. It was decided that it would be preferable to do this in the Autumn term. Feelings of 2007 BUSS students were gauged about a prospective reunion and everyone was very positive and enthusiastic about it. A date has been planned for mid November 2007.

## **IX. Recommendations for 2008**

Immediately prior to the start of the Summer School a planning meeting was held for the BUSS mentors. The purpose of this was to update the mentors about medical issues of the participants, allocate jobs and brief mentors on their responsibilities and delivery of the mentor workshop sessions. This proved to be valuable and welcomed by the mentors. It is recommended that this procedure be repeated in the future.

If at all possible enrol students onto the programme earlier. This would allow a longer run-up to the commencement of the Summer School. Some students withdrew at the last minute giving very short notice for replacements. This meant that not all students were able to utilise the STEPS website prior to their arrival.

In future, allow a longer period of time between the end of the academic programme and the start of the evening activities. This would allow students more time when travelling between campuses to prepare and eat an evening meal and organise themselves for the evening activity.

## 2. Conservation Science Summer School

### Introduction

Six Undergraduate students attended the Conservation Science residential Summer School over a period of a month during July and August. Students from a WP background were targeted to attend prior to their entry to an undergraduate course at Bournemouth University. The students were over 18 years of age and attended daily archaeological digs at High Lea Farm at Allen Valley near Wimborne in Dorset. Students were from across the UK and the Summer School place was part of their conditional offer for their undergraduate course. Funding was through Widening Access money. Students had the option of staying in Bed and Breakfast accommodation during their month long dig.

### I. Aims

To provide prospective students with a preview of the work of field archaeologists, so as to enable them to make effective choices in higher education and beyond.

### II. Objectives

- Gain experience in the daily work ethic contained within a field science based project;
- Learn key hand archaeological excavation skills;
- Learn the rudiments of archaeological recording, site drawing, finds recording and context recording;
- Gain experience in the practical skills in at least one of the following additional field skills:
  - Environmental processing of archaeological samples;
  - Archaeological digital surveying;
  - Geophysical surveying;
  - Gain experience in team work skills and collective responsibility.

### III. Activities Programme, Timetable and Dates

The excavations commenced on 25<sup>th</sup> July 2007 and finished on 20<sup>th</sup> August 2007. The programme of works was governed by the requirements of the daily work schedule which depended on the day to day progress of the excavation. All participants were shepherded through the objectives stated above according to their time spent on the project. This was monitored by on-site supervisors and the Project Director.

### IV. Staffing

Planning and delivery	John Gale Miles Russell Iain Hewitt Paul Cheetham
Student Mentors	Lily Hodges Harry Manley

### V. Participants

Target Groups	Low Participation Neighbourhoods/Widening Participation
Geographic area	United Kingdom
Number of places available	8
Number of applicants	7
Number of withdrawals	1

Number recruited	6
Additional needs	0

**VI. Finance**

Funded from external Field School Enterprise money & Widening Access money		
Cost per Student	£4,320 / six students =	£720
Additional funding from school	£2,040 / six students =	£340

**VII. Evaluation**

The experience of all the participants will allow them to make effective choices upon their future career paths within archaeology. The field school provides each participant with valuable skills learnt whilst participating in a national research project that is professionally organised and administered.

Each participant will experience a wide range of standard archaeological field practices that are closely supervised to ensure not only efficient and effective results but also to monitor participant progress. Such a system ensures that the participant experience is evaluated and monitored enabling feedback as a two way process.

**VIII. Summary of Recommendations Taken Forward from 2006**

There was no report produced last year.

**IX. Recommendations for 2008**

The Summer School funders need to ensure appropriate targeting of WP students are recruited and that the evidence is gathered to inform future funding.

### 3. Aimhigher In The Arts Summer School

#### **Introduction**

41 students from across the Aimhigher LIFE (Learning Is For Everyone) area were invited to attend the Aimhigher in the Arts residential Summer School for one week in August. Students had to meet WP criteria in order to be offered a place and attend a school in Year 10 (14-15years) in the LIFE area. The daily workshops were held at the Lighthouse in Poole, whilst the students lived on the Talbot campus at Bournemouth University. Funding was received through The European Social Fund (ESF), Aimhigher Regional funding and in-kind contributions from partners.

#### **I. Aims**

The aim of the Aimhigher in the Arts Summer School is to increase the participation of under-represented social groups within further and higher education specifically by providing an environment in which young people could:

- Build on an existing interest in the Performing Arts through the provision of high quality tuition from professional artists;
- Raise aspirations of the participants and encourage them to consider further and higher education as an appropriate and desirable progression route for them;
- Develop confidence in their ability to progress to further and higher education;
- Increase students' awareness of the progression pathways available to them within the Performing Arts field.

#### **II. Objectives**

The specific objectives were to:

- Introduce students to and allow them to develop Performing Arts skills including Physical Theatre, Expressive Dance, Music, Stage Management and original composition;
- Provide students with information on career progression into the Performing Arts industry, an overview of study routes and information on 'Next Steps'. This includes the opportunity to meet and work with artists working within the industry;
- Give students a taste of student life and the higher education learning environment including the opportunity to meet and work with current students.

Additionally, the project aimed to develop existing partnerships and forge new ones within the LIFE (Learning Is For Everyone – Bournemouth, Dorset, Poole, South Somerset & South Wiltshire) area.

#### **III. Activities Programme, Timetable and Dates**

The programme commenced on Sunday 5<sup>th</sup> August and concluded on Saturday 11<sup>th</sup> August. The taught programme started on Monday 6<sup>th</sup> August, the first full day of the Summer School, and was delivered at the Lighthouse, Poole's Centre for Arts. The taught sessions ran from 9.30am – 4.30pm at which point students received 'Next Steps' sessions either at Lighthouse or at Talbot Campus, Bournemouth University depending on their content.

Students had opted for their chosen discipline prior to arrival and for the majority of the day students worked in their specific workshop receiving specialist tuition. The overall theme of the week was '**Mind's i**' about identity and encouraged the students to draw and reflect on their own experiences.

The sessions across all four disciplines focused on identifying strengths, learning new skills and developing existing ones, specifically;

- Physical Theatre – students learnt original physical theatre pieces put together using their input and ideas. The workshops were very thought provoking and stimulating;
- Expressive Dance – sessions introduced new forms and styles of dance which students then built upon and developed into routines either individually, with a partner or small groups, under the guidance of a tutor and Placement students;
- Music – students performed original scores inspired by themselves which were then incorporated into the programme to be used by both the Physical Theatre and Dance groups for the final performance;
- Stage Management/Production – a new strand for 2007 as a response from the 2006 Summer School recommendations, a small group of students were responsible for the technical side of the production ensuring costumes, lighting and sound were co-ordinated.

Each day started with a whole group warm-up on the stage led by the tutors and culminated in a sharing workshop during which all students from across all disciplines showed their work. The rationale behind this was:

- To develop an awareness of the breadth of all four disciplines and particularly how the elements of each can work together;
- To nurture an individual and collective sense of achievement;
- To raise confidence when performing to an audience.

Students also received 'Next Steps' sessions which addressed issues such as:

- Information on career opportunities within the Performing Arts industry;
- Progression routes into further and higher education;
- Practical aspects of student life;
- Talk from the President of the Student Union at Bournemouth University;
- Awareness of an opportunity to be involved in an E-Mentoring project, a new initiative for 2007.

A comprehensive social programme was built into the timetable each evening. Students shared such activities as a Beach BBQ, a Karaoke evening, a disco, a film night, a quiz night, 'Celebration' meal and a talent show. These enhanced the programme allowing students to socialise with others outside of their discipline.

On the last day, after finalising the programme, the students performed the original piece '**Mind's i**' in the theatre at the Lighthouse, Poole, to family, friends and partner representatives. Afterwards, students received individual certificates on stage in recognition of their hard work and successful completion of the Summer School, along with a CD of photographs from throughout the week as a memento.

As a residential programme for students, the participants lived in secure houses on the University campus. Houses accommodated between three and six students plus a mentor who supervised and supported the students throughout the week. Three meals were provided each day; breakfast and dinner served in one of the University's catering outlets and a packed lunch at the Lighthouse. Healthy options were requested following on from 2006 when food was not deemed suitable for the physical nature of the project. However, although some improvements were noted this area still remains an issue with lack of variety being of prime concern.

#### IV. Staffing

Two project managers were appointed from Activate and Bournemouth University who led the planning and delivery of the Summer School. All staff working on the Summer School were required to produce a satisfactory Criminal Records Bureau disclosure and sign the Child Protection Policy.

Professional artists were contracted to deliver the taught sessions. These were:

- Dance – Niki McCretton Associate Artist at Lighthouse and Affiliated Artist of the Merlin Theatre, Frome;
- Physical Theatre – Amit Lahav from the Gheko Company;
- Music – Sammy Hurden and Nick Flowers from Bournemouth Symphony Orchestra;
- Stage Management – John Camble from the Arts Institute at Bournemouth.

Artists were approached on the basis of having successfully worked creatively and educationally with groups of young people previously. All tutors were experienced in their field and were able to relate to, support and challenge the participants appropriately. Some of the artists had been involved in the Summer School previously.

Lee Hart, the Creative Producer, was appointed to manage the creative output and determine the final performance content. This role was fundamental to the development of the week and also served as a central point of information regarding the students' progress and welfare. Lee's presence ensured cohesiveness between all disciplines.

In addition this year Louise Edwards, a counsellor from Bournemouth Social Services, was employed to be available throughout the week to discuss any occurring issues with the students as and when they arose. This role proved to be invaluable.

Throughout the week students had direct 24 hour access to a number of mentors and placement students. In total there were:

- Seven (two per strand with the exception of one for the Stage Management strand) Performing Arts **placements** from Bournemouth & Poole College and the Arts Institute at Bournemouth, who lived in the LIFE area. They supported the participants in the daily workshops alongside the artists.
- Eight evening **mentors**, three of which were Lead mentors, from Bournemouth University to deliver the social programme and live on site with the students.

To minimise confusion between the placement and evening mentors they were allocated different coloured T-shirts with 'placement' and 'mentor' printed on the back. This was deemed as very successful. The T-shirts were worn with pride! T-shirts were also given to the Year 10 students – again in a different colour.

Prior to the Summer School all placements and mentors received two full days training including guidance on Child Protection and First Aid Training. The Summer School Project Leader had also undergone a 4 day intensive First Aid training course. A briefing meeting took place before the students arrived where mentors were updated about individual students' needs and procedures.

A planning day took place prior to the Summer school at the Lighthouse where project managers, placements and artists met to plan and be briefed about the individual participants to ensure their needs would be met. This was very beneficial and was a good platform for everyone to meet before the commencement of the Summer School.

Throughout the planning period (October 2006 – July 2007) regular meetings were held at the Lighthouse where all partners came together in order ensure a successful outcome. These meetings were minuted and a record kept. Attendance at these meetings fluctuated and if the Summer School is to be repeated this is an issue which needs to be looked at.

## **V. Participants**

Participants were Year 10 students who had been selected because of their ability to proceed to higher education and who met one or more of the following European Social Fund (ESF) criteria;

- Parents with no experience of higher education;
- In local authority care (Looked After);
- In receipt of free school meals (i.e. from benefit dependent families);
- Parental/carer unemployment;
- Additional Learning Needs;
- Subject to adverse circumstances.

In order to enable as many eligible students as possible to participate, regardless of school attended, all 58 LIFE schools were approached. Children and Family teams within Social Services were also contacted and invited to consider young people who they felt could benefit from the programme.

Information packs were sent to the Head of Year 10, with a covering letter sent to the Head teacher and Head of Dance & Drama within each secondary school. Year 10 students were then nominated by their school on the basis of the ESF criteria.

Summer School managers identified the applicants who would be invited to participate. In total a record 103 students applied for a place with applications coming from a broad spectrum of schools across the region. Only two schools who sent in applications did not obtain a place on the Summer school. Applications were sent out at the beginning of the Spring term with the deadline for responses by the beginning of March. Students were notified by the end of the Spring term. This time scale proved manageable and acceptable. Only 41 places were available and the remaining eligible applicants were then held on a reserve list. 41 places were offered and 41 students enrolled. This was extremely encouraging and enabled the programme to be delivered as planned. One student did not feel able to complete the week after starting the course and returned home. Hence, 40 students successfully completed the Summer School. Contact was maintained throughout the period approaching the commencement of the Summer school and this was felt to benefit the students by 'keeping them warm' and so avoid high drop-out rates.

Amongst this cohort was one student from a Pupil Referral Unit and three students with a medical disability, one of which was from a Looked After background. The majority of students had parents who had no experience of higher education. One student was from a minority ethnic background and there were 14 males and 27 females.

The project manager from Bournemouth University designed a questionnaire and sent this to school contacts to complete in order to gauge their feedback about selection. Findings are encouraging and results will be used for future planning. (Results in VII)

## **VI. Finance**

Funding for this Summer School was made available via the HEFCE/ESF Regional Summer School programme at the rate of £670 per head. The projected cohort was 41 participants which equates to a total cash income of £27,470.

In addition, substantial in-kind funding was made available from a number of partners:

- Activate and Bournemouth University in staff time and resources;
- Lighthouse, (Poole's centre for the arts) offered their building and staff for the duration of the project at a cost to themselves in excess of £11,000;
- Borough of Poole and Bournemouth Borough Council funded two music tutors and provided equipment from Bournemouth Symphony Orchestra;
- Wave Arts Agency provided Criminal Records Bureau Checks for artistic staff and placements;
- DepARTure gave £1,000 towards the project;
- The Arts Institute at Bournemouth (AIB) released a member of staff for costumes;
- The photographer was a student from Plymouth University who gave his time freely to record details of the final day.

## **VII. Evaluation**

Students were asked to complete two questionnaires, handed out at the start (pre) and finish (post) of the summer school. Students were asked a series of similar questions in both questionnaires to establish whether the experience had changed their opinions and perceptions of higher education. 37 pre and 40 post questionnaires were returned.

The questions found that:

- The main reason given for applying to a summer school was to enable the students to help decide if university was for them. This was followed by their teacher encouraging them to apply and because they thought the summer school would boost their confidence;
- The main reason given for applying for this particular summer school was the choice of subjects/activities available;
- Prior to the summer school students were most looking forward to meeting new people, learning new skills and learning about higher education/university life;
- 89% of students failed to visit the summer schools website;
- Prior to the summer school, money (and the fear of debt) and the ability to achieve the necessary grades were seen as the more likely factors that would stop students from entering higher education. Although these two factors were seen as the most likely barriers post summer school, the amount of students who thought money may be a barrier rose from 49% to 63%. This was felt to be due to the fact that because of timetabling constraints the students did not receive the finance talk from the mentors. This factor should be taken into account when comparing this to the Creative Industries Summer School evaluation, where the finance talk had a profound influence on the students' decisions, lowering the post percentage score markedly.

In terms of the students' experience:

- 100% of students made some new friends;
- 100% of students thought the mentors/ambassadors were helpful with 78% strongly agreeing;
- 98% of students were interested in the work;

- 98% of students thought that the social activities were enjoyable;
- 97% would recommend the Summer School (one was not sure);
- 88% thought that the accommodation was suitable;
- 76% found meeting ambassadors and mentors very useful;
- 74% think the Summer School was a realistic experience of what it would be like to be a student;
- 70% thought that the rules and regulations were appropriate for their age;
- The main suggestion for improving the summer school was to provide a better choice of food. This feeling was also shown by the fact only 15% agreed that the food and drink was good.

### Changing perceptions and opinions

	Strongly agree with statement		
	Pre summer school	Post Summer School	Change
I am planning to go into higher education when I leave school/college	35%	48%	↑ 13%
I feel enough about higher education to make a decision to go or not to go	8%	45%	↑ 37%
I feel confident about my ability to enter higher education	16%	40%	↑ 24%
I think I would 'fit in' if I went into higher education	11%	39%	↑ 28%
It would improve my chances of getting a better job if I went into higher education	49%	75%	↑ 26%

*'The Bournemouth University summer school was fantastic. I enjoyed myself, I was able to make friends, build confidence and live a dream for one week, which I wish had lasted longer'*

*'In this week I have found my confidence has gone up so much. It has really helped me. I am lucky I got picked. This has been a good and different week and I would come back if I could!'*

See appendices 2:1 & 2:2

### Student interviews

Informal interviews were carried out at the Lighthouse during a lunch hour with a small group of students.

- The students were very pleased that they had been given the opportunity to attend the Summer school. From the responses from the students about the informal and friendly atmosphere it was felt that the Summer School was pitched at the correct level;
- Understandably, students were anxious when they arrived but they all said that over the course of the week their confidence rose and they had all made new friends;

- It was very beneficial actually working in a theatre with professional artists who are obviously passionate about their roles;
- The Summer School made the students review their future plans and it had opened their eyes as to the routes available to them. Many now see higher education as an option;
- All students would definitely recommend the Summer School to other students.

See appendix 2:5

### **Summer School Tutors**

- Four out of six tutors returned questionnaires. Feedback from them was very positive;
- They all felt that their expectations had been fully met;
- They all believed that they had been provided with the correct resources/facilities and had been offered enough support as tutors;
- They all believed that the students had been sufficiently supported and had their individual needs met;
- The tutors believed that the students benefited from the summer school in a variety of ways including growth in confidence, creation of friendships and supporting others;
- They believe that in most aspects the Summer School has given students a realistic picture of what studying at an HEI may be like.

See appendix 2:4

### **Mentors**

- 12 mentors returned questionnaires. Feedback from them was very positive;
- Mentors gave all aspects of the Summer School a mean score of at least 4 out of 5 (where 1= very poor and 5=excellent) except the food and drink which received a mean score of 2.33;
- 92% would strongly recommend mentoring at the Summer School to others;
- 83% strongly agreed that the Summer School was a success;
- The mentors believed that the evening and social aspects of the Summer School were the most effective elements;
- All mentors felt prepared for their role as a mentor and thought that the training they received was very useful;
- Mentors believed that the students became more confident over the course of the Summer School;
- Any problems that did arise during the Summer School appeared to be caused by arguments/conflict between students. Four mentors used the word 'bullying' when commenting on problems that they encountered. Mentors attempted to solve problems by talking to individuals and groups involved;
- The top response to the key thing mentors had learnt was being able to work and deal with young people.

See appendix 2:3

### **School Teacher Questionnaire**

Questionnaires were sent to all participating schools in response to the fact that teachers questioned the eligibility criteria. It felt prudent to ascertain as to whether the information was filtering through to the correct point of contact.

21 replies were received from participating schools. Unfortunately, not all answers were completed. 64% said that the Summer School was offered to all students with 80% of these saying that they then selected students. By far the most popular criteria used was 'No

Family Experience of HE' followed by 'Adverse Backgrounds'. 95% stated that they found the application criteria easy to understand.

Additional comments included:

*"Should be open to all"*

*"It is an excellent opportunity"*

*"I am quite sure that the students' experience of Aimhigher contributed to their decision about pursuing HE".*

It should be highlighted that Aimhigher/ESF Summer Schools are not open to all students. For future this needs to be made clear to teachers giving reasons for the eligibility criteria.

### **VIII. Summary of Recommendations Taken Forward from 2006**

The main recommendation for 2007 was to include a fourth technical strand for the Summer School. Extra funding was sought and obtained enabling staff to be contracted to lead the Stage Management/Production strand. There was only a small uptake of students wishing to pursue this element of the project. Although it was deemed to be worthwhile for future purposes the content needs to be looked at as, due to the nature of the project, the beginning of the week failed to keep the students busy, especially when compared to the challenging content of the other 3 disciplines.

The other main area for discussion is the catering. Improvements were seen this year but further discussions have already taken place about the lack of variety and value for money.

### **IX. Recommendations for any future similar Summer Schools**

- Constant 'drip drip' feed of information to the students prior to their arrival proved beneficial and should be repeated in the future;
- Some students arrived for the start of the Summer School with no regard for or knowledge of the policies in place e.g. no-smoking, although they had signed and returned the 'Code of Behaviour' with their parent/carer. In future it would be prudent to telephone to communicate these policies explicitly. If they are unable to adhere to them they should not consider taking up a place;
- The application form needs to be slimmed down and the eligibility criteria explained in simple terms e.g. only one Data Protection statement needs to be included;
- The counsellor was a valuable asset to the project and should be included in future projects;
- Concerns were raised about the information packs not reaching the correct contact in schools. Information was sent to three members of staff and still the information failed to get through to the correct point of contact in the school. Numerous telephone calls were received asking about information which had been sent. In some instances more than one member of staff dealt with the information so several applications were received from differing members of staff from the same school. There was an evident lack of cohesion;
- The T-shirts were so successful, if future funding allowed, these could be extended for the artists too;
- The finance talk from mentors should be incorporated into the 'Next Steps' programme.

IT SHOULD BE NOTED THAT AT THIS POINT IN TIME, FUTURE FUNDING FOR AN AIMHIGHER IN THE ARTS SUMMER SCHOOL IS NOT AVAILABLE AS THE ESF FUNDING PROJECT HAS NOT BEEN EXTENDED.

## 4. Creative Industries Summer School

### **Introduction**

36 students were invited to attend the South West Regional Year 11 Summer School entitled Creative Industries. The students (aged 15-16) resided at Bournemouth University for one week in August. Students from across the South West of England with a WP background were targeted to attend. Funding was received from ESF and the Aimhigher Regional fund.

### **I. Aims**

The Creative Industries Summer School programme aims to increase the participation of under-represented social groups within further and higher education specifically by providing an environment in which young people could:

- Raise the aspirations of the participants and encourage them to consider further and higher education to be an appropriate and desirable progression for them;
- Build on an existing interest in the Creative Industries through the provision of high quality tuition from higher education tutors;
- Develop confidence in their ability to progress to further and higher education;
- Increase students' awareness of employment opportunities available to graduates, particularly within the Creative Industries.

### **II. Objectives**

The specific objectives were to:

- Introduce students to and allow them to practise a number of disciplines including Product Design, Computer Animation and Media (advertising);
- Give students a taste of student life and the higher education learning environment including the opportunity to meet and work with academics and student mentors;
- Provide students with information on the study routes into the Creative Industries and information on 'Next Steps'. This includes information on student finance and how to select a higher education course and institution.

### **III. Activities Programme, Timetable and Dates**

The Summer School ran from Sunday 12<sup>th</sup> August until Friday 17<sup>th</sup> August. On the first three days all of the students attended workshops on Product Design, Computer Animation and Media. On the fourth day students then chose which subject area they wanted to specialise in for the day to develop their own subject knowledge and skills. The course was designed to provide three stand alone subject days, each of which could be developed for an additional specialist day. The fifth and final day was utilised for the students to bring together their work and share their final piece with peers, family and friends. Students received a combination of lectures and practical workshops using various suites of computer equipment in all subjects.

Students also received 'Next Steps' sessions that addressed the following issues:

- Progression routes into further and higher education;
- The practical aspects of university life;
- The sources of finance available to them as higher education students and the cost of higher education;
- A case study of an undergraduate student.

A comprehensive social programme was built into the schedule each evening. Activities included a beach BBQ, a quiz evening, a Karaoke evening and a 'Celebration' meal followed by a disco.

On the final day guests of the students were invited to a buffet lunch after which the students shared their work. All students were presented with a certificate in recognition of their hard work and achievement in a short presentation ceremony. The certificates were presented by Mr Les Lees, Director of the Creative Industries Academy at Bournemouth & Poole College.

A CD of a selection of photographs taken throughout the week has since been sent to all students and mentors. A sample of these photographs can also be viewed on the Aimhigher website.

As a residential programme the students lived in secure housing on the University campus. Houses accommodated between three and six students plus one mentor who supervised and provided support. Three meals were provided each day in one of the catering outlets on the campus.

#### **IV. Staffing**

The project was managed by the Summer School Project Leader in the department of Partnerships, Access and Community Engagement (PACE) at Bournemouth University. The tuition was delivered by two demonstrators from the School of Design, Engineering and Computing (DEC), Nigel Garland and Russell Wade, the National Centre for Computer Animation (NCCA), Susan Sloan and Tristan Tull from the Bournemouth Media School. The academic staff were supported by undergraduate student mentors. All staff had experience of working with young people on similar Aimhigher projects and had been involved in previous Summer Schools.

This year saw the addition of a full time photographer, Michael Parker, who was present throughout the week both during the days and some evenings. This allowed for mentors and staff to focus on the delivery of the task whilst a pictorial record was being created of **all** aspects of the Summer School. Michael built good relationships with the students and was discreet at all times. He obtained a good insight into the whole programme and spoke to the students about his own non-typical route into higher education. Michael put the compilation of photographs onto a CD and presented these to the students and guests on the final day.

Six mentors from Bournemouth University were employed to work in the daily workshops and support the students in the practical sessions. Although, not all of these six were working in their own specialist areas, this was not an obstacle and general guidance and support was offered freely. Eight evening mentors were employed, including three Lead Mentors, to deliver the social programme of events and to be on-hand during the evening and night time should a need arise.

All mentors attended two days training prior to the Summer School which included guidance on Child Protection and First Aid Training. The Summer School Project Leader had also undergone a four day intensive First Aid Training course. Prior to the arrival of students a briefing meeting was held to ensure all mentors were conversant with procedures and informed about the students' needs.

Students and mentors were given T-shirts to wear for the week, each group being a different colour for easy identification. These were seen as most beneficial and worn with pride!

## **V. Participants**

Participants were Year 11 students attending schools in the Aimhigher South West region who had the ability to proceed to higher education and who met the following European Social Fund criteria:

- Had parents/carers who had no experience of higher education;
- Were in local authority care (Looked After Children);
- Were in receipt of free school meals (i.e. from benefit dependent families);
- Parental/carer unemployment;
- Had Additional Learning Needs;
- Were subject to adverse circumstances.

Recruitment was co-ordinated by the Regional Summer schools office based at the University of the West of England (UWE). Secondary schools across the South West were sent copies of the Regional Summer Schools prospectus, a number of application forms and invited to approach students who they felt would benefit from the programme and meet the eligibility criteria.

36 places were made available to Bournemouth University for the Creative Industries programme and 36 students enrolled. During the weeks preceding the Summer School many students withdrew their place due to family circumstances or late booked family holidays. The Regional office and Bournemouth University managed to replace these students from the reserve list. However, on enrolment day three students failed to arrive so 33 student actually commenced on the 12<sup>th</sup>. This was even after telephone calls three days previously to check applicants' arrivals and to make them feel welcome before starting the Summer School. There were no withdrawals during the Summer School which meant that 33 students successfully completed the programme.

Of this cohort one student had a medical disability and one was from a minority ethnic group. There were nine males and 24 females.

There were no behavioural problems during the Summer School. Firstly, this was felt to be the result of good contact prior to the Summer School where the policies were reiterated to students and parents/carers. Secondly, on arrival the 'Code of Behaviour' was emphasised which all students and parents/carers had signed. Summer school policies were emphasised and although some felt that rules were a little harsh they were all abided by.

It was felt that the application process had selected the correct students in order to meet Aimhigher objectives. For further reinforcement the Summer Schools Project Leader designed a questionnaire which was sent to participating schools asking how the staff went about selecting students and whether they found the criteria easy to follow. (See results under VII).

## **VI. Finance**

Funding was made available via the HEFCE/ESF Regional Summer Schools programme at the rate of £670 per head. The projected cohort was 36 participants which equates to a total cash amount of £24,120.

In-kind funding was made available from PACE in staff time and resources. Bournemouth University teaching staff were funded by their own Schools from the Widening Participation (WP) budget. The photographer was funded through Aimhigher.

One issue with the budget is the fact that ESF criteria require all student travel costs have to be met in full. Although a sum is put in the budget to cover this, it is an unknown quantity as there is no indication of where the students are travelling from and how much cost will be

incurred. Students are invited to attend from across the whole of the South West meaning that potentially travel costs to Bournemouth will be high. Recommendations from 2006 were taken on-board but still over budget costs were covered by PACE.

## **VII. Evaluation**

Students were asked to complete two questionnaires, handed out at the start (pre) and finish (post) of the Summer School. Students were asked a series of similar questions in both questionnaires to establish whether the experience had changed their opinions and perceptions of higher education. 30 pre and 33 post questionnaires were returned.

The questions found that:

- The main reason given for applying to a summer school was to enable the students to help decide if university was for them. This was followed by helping them find out what they could do at university and to make new friends;
- The main reason given for applying for this particular summer school was the choice of subjects/activities available;
- Prior to the summer school students were most looking forward to meeting new people and learning about higher education/university life;
- 80% of students read the summer school prospectus and 33% visited the summer school website;
- Prior to the Summer School, money and the ability to achieve the necessary grades were seen as the more likely factors that would stop students from entering higher education. At the end of the Summer School the most likely barriers were seen as the ability to achieve the necessary grades and leaving friends and family. Both of these were seen as a greater barrier post Summer School compared to pre Summer School. Interestingly, 42% thought that money may be a barrier post summer school compared to 67% pre. This change of view can be attributed to the fact that the students received a finance talk from the mentors as part of their 'Next Steps' session. Students found this part of the programme very informative.

In terms of the students' experience:

- 100% of students made some new friends;
- 100% of students thought that the social activities were enjoyable;
- 100% of students would recommend the summer school;
- 97% of students found the workshops 'quite' or 'very' useful;
- 94% of students thought the mentors/ambassadors were helpful;
- 94% of students thought it was 'quite' or 'very' useful to meet academic staff and ambassadors/mentors;
- 94% of students thought that the accommodation was suitable;
- 85% of students were interested in the work;
- 85% of students think the summer school was a realistic experience of what it would be like to be a student;
- 75% of students found the finance talks 'very' useful;
- The main suggestions for improving the summer school were to introduce more relaxed rules, with particular emphasis on single sex rules in houses and night time rules, and to have a better and wider range of food available.

## Changing perceptions and opinions

	Strongly agree with statement		
	Pre summer school	Post Summer School	Change
I am planning to go into higher education when I leave school/college	59%	76%	↑ 17%
I feel enough about higher education to make a decision to go or not to go	20%	46%	↑ 26%
I feel confident about my ability to enter higher education	21%	33%	↑ 12%
I think I would 'fit in' if I went into higher education	13%	38%	↑ 25%
It would improve my chances of getting a better job if I went into higher education	63%	79%	↑ 16%

*'Summer school was amazing for making friends. I came knowing no-one and met amazing people. The mentors were super because they joined in and had a laugh with us'*

*'I found all the talks really useful, especially the finance'*

*'I would definitely recommend it, I had a great time and people should definitely come'*

See appendices 3:1 & 3:2

### Student interviews

Some of the students were interviewed informally during a lunch hour.

- Students appeared to understand the selection process for the Summer School and knew why they had been invited to attend;
- Initially students were worried about not fitting in within the new environment;
- Living on their own in a student house was regarded as a positive, whilst gaining more confidence was seen as another;
- The students felt that the 'Next Steps' sessions were very beneficial and allayed their worries especially when it came to finance;
- The Summer School has given them the motivation to focus on their examinations in order to achieve the necessary grades;
- All students said they would recommend the Summer School to other students.

See appendix 3:4

### The Mentor Experience

- All mentors thought that the support offered to the students was 'very good' or 'excellent';
- 93% thought that the students found the summer School useful;
- 93% thought that the Summer School was a success;
- 93% thought that the social activities were enjoyable;
- 79% strongly agreed that they would recommend mentoring at the Summer School to others, whilst the remaining 21% agreed with this statement;

- 79% thought that the support offered to them as a mentor was either 'very good' or 'excellent';
- 29% of mentors agreed that the students found the work interesting;
- 23% of mentors thought that the food and drink was 'very good' and none found it 'excellent';
- Mentors believed that the event was effective at allowing students to experience university life and benefited from a hands-on approach. They also thought that the social programme was the most effective element of the Summer School;
- To improve the experience the main suggestions were to make some of the lectures shorter and to introduce more hands on and practical sessions;
- Mentors thought that their training had successfully prepared them for their role but suggested there could have been more training on teenage 'issues' and more background information on students could have been disclosed;
- Mentors believed that students became more confident over the course of the programme as well as feeling more positive about studying at university.

Additional comments from the mentors;

*'Summer schools are a fantastic way for students to encounter university life and really make them think about HE'*

*'People come from all areas and all backgrounds but everyone can get on and everyone is capable of higher education'*

See appendix 3:3

### **School Teacher Questionnaire**

Questionnaires were sent to all participating schools in response to the fact that teachers questioned the eligibility criteria. It felt prudent to ascertain as to whether the information was filtering through to the correct point of contact.

20 replies were received from participating schools. Unfortunately, not all answers were completed. 62% said that the Summer School was offered to all students with 80% of this figure saying that they then selected students. By far the most popular criteria used was 'No Family Experience of HE' followed by 'Adverse Backgrounds'. 95% stated that they found the application criteria easy to understand. Additional comments included:

*"More students should be able to access this.*

*"Charge others who wished to attend"*

*"The 'first come, first served' basis was not helpful for our student".*

It should be highlighted that Aimhigher / ESF Summer Schools are not open to all students. For future this needs to be made clear to teachers giving reasons for the eligibility criteria.

## **VIII. Summary of Recommendations Taken Forward from 2006**

One of the main issues which arose this year was the unknown travel costs of the students. All students travel costs have to be met and although a sum is allocated in the budget for these it is difficult to gauge as it is not known how far the students are travelling. Due to the fact that students are invited from across the whole of the South West, potentially the travel costs could be extremely high. As for last year this unavoidable over spend was met by PACE. More money will have to be set aside in the future. Recommendations from 2006 were taken on-board.

Reiteration of the 'Code of Behaviour' both on the telephone and at the welcome meeting proved fruitful. There were no incidences of poor behaviour.

#### **IX. Recommendations for 2008**

- Future Summer Schools should see shorter taster workshops from the various Academic Schools with more variety and an emphasis on a hands-on approach. For example, half day tasters over 2 days so students experience 4 different subject areas.
- Students requested a 'social area' to meet their friends as houses are single sex.
- Employ a Lead Mentor in the day time as well as the evening.
- Repeat the telephone calls prior to the students' arrival. This serves two purposes; one as a welcome greeting and another as a chance to emphasise policies.
- Not all students understood what was meant by 'seminar' and 'lecture' when it came to completing the questionnaire. The terminology needs to be clearly explained to students.
- There was a lack of personal information on some students on the database. This was through no fault of the Regional office but rather reluctance on behalf of the parent/carer to complete the form fully. Perhaps schools could be more supportive next year by filling in the gaps.

## 5. Engineering Apprentices Summer School

### **Introduction**

60 Engineering Apprentices were invited to participate in this year's Summer Schools. However, due to one of the training providers withdrawing at the last minute 49 apprentices actually took part. Two Summer Schools operated; one at Yeovil College and the other at Weymouth College. Apprentices ranged from 15-45 years of age and were recruited from engineering employers across the LIFE area. The Summer Schools were non-residential and funding was received through Widening Access money.

### **I. Aims**

The main aim of this Summer School project is to raise the awareness and aspirations of people in work and/or work-based learning so that they might consider the possibility of continuing into Higher Education (HE) at some future stage in their career. The well proven concept of providing an exciting, stimulating and above all fun HE Level Project to promote engineering careers/courses was adhered to and the tried and tested 'Greenpower' electric car project that had worked so well in the previous Summer Schools was the logical choice.

### **II. Objectives**

Often many of the young people who leave school at 16 and join apprenticeship schemes are disillusioned with their experiences whilst at school and others simply want to leave to start a paid career with structured training. Most have either not seriously considered or have rejected HE. To change perceptions of what study at HE level entails and the benefits it can offer them individually, the Engineering Apprentices Summer School has been designed to provide an opportunity to experience what study at HE in engineering actually involves and to enable them to sample as many aspects of university life as possible first-hand, experience the teaching and to meet and talk to undergraduates currently studying on HE Programmes. The Summer School is based around an accredited HE Level project (design, construct and test a 'Green Powered Car') and is designed to provide a stimulating, challenging and 'fun' experience. The value of teamwork, communication, feedback and consensus are also woven into the project.

### **III. Activities Programme, Timetable and Dates**

Due to the large number of applicants (60) the Summer School was split between two venues (Weymouth and Yeovil Colleges) and held at different times.

The Yeovil College Summer School ran from 16<sup>th</sup> – 23<sup>rd</sup> July 2007 and the Weymouth College Summer School from 30<sup>th</sup> July – 3<sup>rd</sup> August 2007.

Yeovil College Summer School culminated in a race day at Yeovil Athletics Arena. The arena is owned by South Somerset District Council and has fully supported the Summer School programmes. The Weymouth College Summer School finished with a race day held at the Wessex Speedway Stadium, Weymouth. Again, this venue has fully endorsed the event in previous years. More than 70 employers and training provider representatives, parents and family members attended the race days.

Timetables for both events detailing activities and University HE Awareness day visits are available in the appendix.

See appendices 4:1, 4:2 & 4:3

#### **IV. Staffing**

Partners involved in planning and delivery:

- ABRO Bovington
- Bournemouth University
- Greenpower
- ITE-Paragon Corporate Training & Recruitment
- Weymouth College
- Yeovil College

Staff:

Brian Duke - Aimhigher LIFE Partnership Strand (Engineering) Coordinator  
Desmond Lawrence – Lecturer, Yeovil College  
Robert Notley – Chief Technician, Yeovil College  
Mike Archer – Lecturer, Yeovil College  
Mark Chaffey – Engineering Programme Manager, Weymouth College  
John Simpson – Technician, Weymouth College  
Xavier Velay – Lecturer, Bournemouth University  
Martin Mathias – Lecturer, Bournemouth University

Student Mentors:

Tracey Knight – Aimhigher LIFE Partnership, Aimhigher Assistant  
Jason Shanks – Aimhigher LIFE Partnership, Aimhigher Assistant  
Vasos Polycarpou – Aimhigher LIFE Partnership

#### **V. Participants**

- Target Groups: Engineering Apprentices - particularly young white males. Also from Aimhigher Target Groups:- 1 - 8 (see appendix 5:1);
- Geographic area: South Somerset, Dorset, Bournemouth & Poole;
- Number of places available: 60 maximum;
- Number of applications: 80+;
- Number of withdrawals prior to the events: 11 (Training agent double booked with work-experience);
- Final Numbers recruited: 49;
- Students recruited with additional learning needs: two (Dyslexia).

#### **VI. Finance**

- £30,000 was made available through Widening Access funds;
- Cost per student was £612.24;
- Workshop facilities at Yeovil and Weymouth Colleges provided free of charge.

## VII. Evaluation

### a) Higher Education Awareness Raising Summer School for Engineering Apprentices 2007 Evaluation – Weymouth College

#### SUMMARY

Students were asked to complete two questionnaires, handed out at the start (pre) and finish (post) of the summer school. 19 pre and 18 post questionnaires were returned. These are reported on below.

The questions found that:

- Friends were seen as the biggest influence on students deciding whether to go to university followed by teachers and parents/carers;
- Money was seen as the most likely barrier to students going into higher education. This was followed by higher education workloads and achieving the necessary grades to enter higher education.

In terms of the students' experience:

- 95% of students enjoyed working as part of a team;
- 95% of students thought that the catering was good;
- 94% of students felt the competitive element of the Summer School was good;
- 94% of students would recommend the Summer School to other apprentices (one was not sure);
- 89% of students really enjoyed the Summer School experience;
- 89% of students felt the staff were supportive;
- 88% of students felt that the 'Greenpower' car was a very good project choice;
- 88% of students thought that the project was well planned by the college staff and ran quite smoothly;
- 83% thought that the venue was suitable for the project;
- 82% of students thought that the student mentor at the university was helpful and gave good advice;
- 67% of students know more about higher education than previously;
- The main suggestion for improving the Summer School was to provide more/better tools and equipment;
- Building the car was seen as the most enjoyable aspect of the Summer School;
- The university trip was seen as the least enjoyable part of the Summer School.

Changing opinions and perceptions:

<b>Percentage of students who would consider going into Higher Education</b>	
Pre Summer School	21%
Post Summer School	55%
56% agreed (or strongly agreed) that the Summer School has helped them reach this decision	

<b>Percentage of students agreeing with statement post Summer School</b>	
I feel I know enough about higher education to make a decision to go	83%
I feel more confident about my ability to enter higher education	72%
I feel that I would 'fit in' if I went into higher education	83%
It would improve my chances of getting a better job if I went into higher education	78%
The visit to the university has changed my perceptions of what university study might be like	53%
I found the university visit valuable	59%
The university visit has made me more likely to consider going into higher education	53%

## **b) Higher Education Awareness Raising Engineering Apprentices Summer School 2007 Evaluation - Yeovil College**

### **SUMMARY**

Students were asked to complete two questionnaires, handed out at the start (pre) and finish (post) of the summer school. 30 pre and post questionnaires were returned. These are reported on below.

The questions found that:

- Parents/carers were seen as the biggest influence on students deciding whether to go to university followed by Connexions/careers advisors and friends;
- Money was seen as the most likely barrier to students going into higher education. This was followed by higher education workloads and leaving family and friends.

In terms of the students' experience:

- 100% of students really enjoyed the Summer School experience;
- 100% of students would recommend the Summer School to other apprentices;
- 94% of students felt the staff were supportive;
- 94% of students felt that the 'Green Power' car was a very good project choice;
- 91% of students really enjoyed designing, building and testing the 'Green Power' car;
- 90% of students enjoyed working as part of a team;
- 90% of students felt the competitive element of the Summer School was good;
- 77% of students know more about higher education than previously;
- 70% of students thought that the project was well planned by the college staff and ran quite smoothly;
- The students left with feelings of happiness, tiredness, satisfaction and a general good feeling;
- 60% of students stated that their visit to BU changed their perception of what study might be like;
- 63% said that their visit to the university has made them more likely to go into higher education;
- The main suggestion for improving the Summer School was to provide more tools and equipment followed by improvements in food supplied;
- Building the car was clearly seen as the most enjoyable aspect of the Summer School.

Changing opinions and perceptions:

<b>Percentage of students who would consider going into Higher Education</b>	
Pre Summer School	30%
Post Summer School	53%
40% agreed (or strongly agreed) that the Summer School has helped them reach this decision	

<b>Percentage of students agreeing with statement post Summer School</b>	
I feel I know enough about higher education to make a decision to go	63%
I feel more confident about my ability to enter higher education	73%
I feel that I would 'fit in' if I went into higher education	73%
It would improve my chances of getting a better job if I went into higher education	90%
The visit to the university has changed my perceptions of what university study might be like	60%
I found the university visit valuable	50%
The university visit has made me more likely to consider going into higher education	63%

#### **VIII. Summary of Recommendations Taken Forward from 2006**

The following key recommendations were taken forward from the Summer School reports (2006):

- i) Planning commenced at the earliest possible opportunity and key partners and training providers were identified and involved in all stages of the event planning process.
- ii) The dates set/agreed for Apprentices Summer Schools were flexible and reflected the needs of employers, work-based learners and FE Colleges/Training Providers.
- iii) Established training provider/employer/employee links were used to market and promote the Apprentices Summer School.
- iv) The project chosen was a well proven HE Level Project (Design, build and test a 'Green-Powered' Car). Previous Summer Schools had proven it was achievable in the set time-frame and was designed to stimulate, stretch and engage the apprentices. The emphasis throughout was on 'fun' and a competitive element was included. Prizes for activity elements were issued.
- v) The essential requirement that the Summer School was marketed effectively was the key to the success of the project. Employers and work-based learners were clearly informed as to exactly why the event was held, what the activity would consist of, what the expected outcomes were expected to be and what advantages the Summer School could bring to the employer, their business and to the apprentices themselves.
- vi) Discussions with the lead institution (Bournemouth University) was held at an early stage to plan in the HE visit. The content of the day was carefully matched to the needs of the apprentices.

- vi) Application forms were sent out early, informing the apprentices of the event and what activities they may be expected to be involved in. They were kept 'warm' by updating and following up with additional information at regular intervals
- vii) Apprentices were fully informed of the activity they would be undertaking and the importance of them attending the HE awareness day was stressed very clearly before they joined the event.
- viii) The Lecturing Staff, Instructors and Technicians involved in supporting the event were all experienced engineers and were aware of the needs and issues surrounding apprentice training and all had an appropriate engineering background. The staff in attendance already had established links with the apprentices.
- ix) Project materials were ordered well in advance of the event and components checked and evaluated where necessary by an experienced technician or staff member.
- x) Support materials (e.g. HE awareness raising/technical information) was prepared in advance of the event and issued at the beginning of the Summer School.
- xi) Risk assessments and safety considerations were completed well in advance of the event. Insurance for 'race day' was organised through 'Greenpower'.
- xii) Transport and catering arrangements are very important and were planned well in advance of both events. Special dietary needs were identified and catered for.
- xiii) Timetables for the event were agreed amongst all the partners and issued four weeks in advance of the events, informing both employers and apprentices.
- xiv) Marketing opportunities, promotional activities and publicity coverage for the Summer School was planned in at an early stage and every effort was made to keep everyone informed.
- xv) Questionnaires/evaluation forms were prepared well in advance of the event and modified to suit the participants.
- xvi) Efforts were consistently made to ensure that the apprentices were made to 'feel at home' and they were kept 'fully informed' upon arrival. An introduction followed by a tour of the basic facilities was a necessary first-step. Checks to ensure that they had everything they needed were made and care to reassure them given wherever possible. Continuous checks for worries or concerns were made.
- xvii) Every opportunity was taken to discuss progression through to HE Level with the apprentices. Skills relevant to HE study were discussed and where applicable applied.

#### **IX. Recommendations for 2008**

The Summer School held in 2007 was very successful and followed the well proven format refined since its inception back in 2004. The recommendations applied from 2006 were found to be extremely effective and there are no plans or need to change for any future summer schools for which funding may become available.

## 6. Health and Social Care Regional Summer School Yr9 & Yr10

### **Introduction**

16 students from two WP target schools from Bournemouth and Poole attended the non-residential Summer School over a period of three days in June. The students were in Years 9 & 10 at school i.e. aged 13-15 years. The Summer School was a joint venture between Bournemouth University and Bournemouth & Poole College (BPC). Funding was received through the Aimhigher Regional Healthcare strand.

### **I. Aims**

The aim of the Summer School was to raise aspirations amongst Years 9 & 10 learners to progress on to higher levels of learning within health and social care, and eventually pursue careers in this field. A successful Year 9 and 10 Health and Social Care Summer School had taken place in 2006, and it was planned to repeat this in 2007, targeting two different schools.

### **II. Objectives**

The main objective of the programme was to introduce key themes to the participants related to health care, and to introduce them to learning within both an FE and HE environment. The key themes were:

- An exploration of what health means
- An experience of practical sessions within biology and clinical skills labs
- Learning linked into the GCSE Health and Social Care Curriculum
- An insight into FE and HE learning environments
- Health and Social Care careers information

### **III. Activities Programme and Timetable and Dates**

This was a Summer School run jointly between Bournemouth and Poole College (BPC) and the Institute of Health and Community Studies (IHCS) at Bournemouth University. As in the previous year it was decided to run the Summer School over three full days, to fit in with the timings of the school day, and to allow pupils to be transported from school to either the college or university campus. It was timed to take place towards the end of the academic year when it would be easier for both pupils and staff to be out of school for a three day period.

Practical activities were undertaken in the labs including work on the cardiovascular system at BPC, and a range of hands-on activities in the clinical skills suite in IHCS.

25<sup>th</sup> June 2007- What is Health? Risks to Health and Health Promotion

26<sup>th</sup> June 2007- Anatomy and Physiology of the Cardiovascular System

27<sup>th</sup> June 2007- Clinical Skills Practical, Careers in Health and Social Care

### **IV. Staffing**

This was developed and delivered in partnership with Bournemouth and Poole College, and sessions were delivered jointly by staff at BPC and IHCS.

Student mentors were not involved in the event.

## V. Participants

This Summer School was targeted at two of our local WP highest priority schools – Rossmore Community College in Poole and Kings High School in Bournemouth. All those invited to the programme were chosen from under-represented groups defined as:

- Those from clerical, administrative or manual backgrounds;
- Certain minority ethnic groups – namely Afro-Caribbean men, Pakistani and Bangladeshi women;
- Students with disabilities.

Due to room size constraints for the clinical skills and lab facilities the group size was restricted to 16, with 8 participants from each school.

16 applicants applied and were accepted onto the programme, and 16 attended.

Three of those attending highlighted that they had Additional Learning Needs.

## VI. Finance

£4,000 was allocated by the Regional Aimhigher Health Care Strand.

Costs included administration support and planning time, as well as costs for accommodation, refreshments, supply teacher cover, transport, staffing etc.

Expenditure – for 16 students costing was £250 each per head for the three days.

This works out at approx £83 per student per day, including travel expenses, teacher cover costs and refreshments.

## VII. Evaluation

Feedback from students was sought by a questionnaire evaluating the usefulness of programme sessions and asking for comments.

**Questionnaires returned: 16 (100%)**

### 1. What did you expect to gain from the event?

	Number of responses	Percentage
Enjoyment	16	100%
Interest	15	93.75%
Challenge	14	87.5%
Develop new skills	12	75%
Insight into university	15	93.75%
Insight into professions	14	87.5%
Enhance understanding	13	81.25%
Help with GCSE	12	75%

### 2. Has the Summer School met your expectations?

15 – Yes (93.75%) 1 failed to answer question (6.25%)

### 3. Do you think the activities will help you with your course in Health and Social Care?

15 – Yes (93.75%) 1 No (6.25%)

### 4. How will it help?

Students' responses;

*"I will remember more"*

*"I will know more about what I am doing, because it gives you experience"*

*"It helped me understand more about Health and Social Care"*

*"Made me see clearly"*

*"I now know how hospitals work"*

*"I now know what to expect"*

*"I know more about caring for people"*

*"The information I've learnt may help me with life"*

*"I now know more about healthcare"*

### 5. What did you find most useful/enjoyable?

Students' responses;

*"Working in the fake hospital"*

*"Meeting new people"*

*"Session on the heart, learning about clinical skills"*

*"Bournemouth University sessions and heart session, dissecting the heart, all of it"*

*"Working with new people and learning new facts"*

*"Experiencing what a hospital is like and developing clinical skills"*

### 6. What did you least enjoy?

Most participants seemed to enjoy all aspects of the programme, however a few made comments on not enjoying making posters, dissecting the heart and the talking.

### 7. Is there anything else you would like to have done?

Most participants felt that nothing could have been added to the programme, although a couple made the following comments - More hospital (clinical skills) work, visit to a hospital, more dissecting.

### 8. On a scale of 1 to 10, how likely is it that you will go to university?

	1 Very Unlikely	2	3	4	5	6	7	8	9	10 Very Likely
No. of responses	1		2		2		2	5	1	3
Percentage	6.2%		12.5%		12.5%		12.5%	31.25%	6.2%	18.75%

**9. Has this Summer School made you more aware of the opportunities available within Health and Social Care?**

100% replied yes

**10. On a scale of 1 to 10, how likely is it that you will work in the Health and Social Care professions?**

	1 Very Unlikely	2	3	4	5	6	7	8	9	10 Very Likely
<b>No. of responses</b>				1	2	2	3	1	4	3
<b>Percentage</b>				6.2%	12.5%	12.5%	18.75%	6.25%	25%	18.75%

**11. What job would you like when you leave education?**

The 16 responses were;

Unsure, don't know, plastic surgeon, working with children, hairdressing, mortician, pathology, brain surgeon, something in Health and Social Care, paediatrician or midwifery, something in childcare, something in healthcare.

**12. How useful did you find this event?**

	Not useful	Not very useful	Not sure	Quite useful	Very useful
<b>No. of responses</b>	0	0	0	3	13
<b>Percentage</b>				(18.75%)	(81.25%)

**Additional Information**

**13. Have any of your parent(s) or guardian(s) been to university? (Responses taken from equal opportunities monitoring form)**

	Number of responses	Percentage
Yes, one of my parents/carers have	1	6.25%
Yes, both of my parents/carers have	0	0%
No	15	93.75%
Don't know	0	0%

**14. Do you consider your parents to be a Managerial or Professional Worker?**

	Number of responses	Percentage
Yes	2	12.5%
No	8	50%
Don't know	6	37.5%

**15. Do you consider yourself to have a disability?**

	<b>Number of responses</b>	<b>Percentage</b>
Yes	3	18.75%
No	13	81.25%

**16. This question asked the students to state their ethnicity. The responses were as follows:**

	<b>Number of responses</b>	<b>Percentage</b>
British	14	87.5%
Other White background	1	6.25%
Failed to answer question	1	6.25%

**VIII. Summary of Recommendations Taken Forward from 2006**

- Targeting Year 9 and 10 pupils did increase their knowledge about the range of careers in Health and Social Care available to them. Evaluations indicate that this experience helps to inform pupil decisions about longer term career goals, and whether they consider HE routes. To continue to target Years 9 and 10.
- A three day programme appeared to fit well with the needs of schools for releasing pupils and staff, as well as enabling a range of key themes to be explored in some depth. Continue with a three day programme.
- A larger number of places to be explored in future as schools indicated they could easily fill more places if they were available.
- Earlier planning be initiated in the Autumn term so that schools may fully engage in the process and fit the opportunity into their summer term activities.

**IX. Recommendations for 2008**

- Continue to target Year 9 and 10 pupils;
- Continue to work with WP target schools – 93% reported that their parents had no HE experience so current targeting strategy appears to be working;
- A partnership between FE and HE offers students insights into both – continue to deliver event in partnership with FE, but explore viability of offering second event through another partner FE college such as Yeovil or Weymouth.

## 7. Health and Social Care Regional Summer School for Mature Learners

### Introduction

60 mature learners were invited to attend the Summer School for four twilight sessions in June. 20 showed an interest in attending with 14 actual participants. Attendees were aged over 21 from the LIFE area, and the programme was aimed at learners with no recent experience of education, with particular targeting at mature learners who had not completed a Pre-Access course. The Summer School was a joint venture between Bournemouth University and Bournemouth & Poole College and funding was obtained through the Aimhigher Regional Healthcare strand.

### I. Aims

The first Summer School for mature learners was developed and delivered in 2005 as a joint venture between Bournemouth and Poole College and Bournemouth University, with Aimhigher funding, and the project was repeated in 2006. The rationale for the development of such a programme was a growing recognition of the need to recruit more mature entrants into health and social care learning and careers, and a concern that mature entrants entering FE often have a steep learning curve which may impact upon attrition rates.

The initial development of a Summer School for mature learners was informed not only by the need to widen participation of non-traditional learners into health and social care progression routes, but was informed by the aims of *The Learning Age (1998)*. This report clearly sees widening adult participation in education and training as a crucial part of the 'learning society'. It states that a key aim for those who provide learning is to make it easier for people to learn (p.18).

Our plan was to offer a programme over four evenings which was designed to help students who had no recent experience of education to prepare for future learning in FE. It was particularly targeted at those students who had not completed a Pre-Access Course. It was expected that most of these would be mature students.

### II. Objectives

The Summer School programme had five key themes:

- An introduction to studying at both FE and HE level;
- An introduction to progression pathways at HE level;
- Development of reflective practices and key study skills;
- An exploration of learning styles and barriers to learning;
- Presentation skills.

### III. Activities Programme and Timetable and Dates

The four day programme was designed to raise confidence and self efficacy for those students about to join an Access to HE course in September 2007, and was run over four evenings. The programme ran on Tuesday evenings in June (5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup>). Sessions started at 5pm and went on until 9pm. The first, third and fourth session were held at BPC and the second session was held at Bournemouth University

On the first session icebreakers started off the process of cohesion and the group took part in group discussions and activities throughout the sessions to facilitate learning and to build the group dynamics. Exercises were undertaken in the first session to identify transferable

skills and to increase confidence in the students' own abilities. Barriers to learning were identified by the group in order to explore solutions and identify expectations, values and beliefs.

The second session was undertaken at Bournemouth University. This focused on career pathways in health and social care, and included discussion of university application processes, as well as familiarisation with a wide range of career and education options within health and social care. Students were also able to undertake a site tour to explore the learning facilities available in HE.

On the third session, students were given an induction to The Library Resource Centre (LRC) at BPC, where they all hope to study in September. This was led by a very approachable librarian who helped to reduce the fear of the unknown and started them off with research skills for future study. Essay planning and referencing was included in this session to give students a head start in these important skills and to provide experiences that they could see would be directly applicable to their next courses. They were also included because they are topics which students worry about at the start of the course and find difficult.

The final day in the college was structured to give students time in the LRC to research a career and to make a short presentation of their chosen career to the other students in the group. This session built on study skills and also on presentation skills, all of which will be useful for their next courses of study.

#### **IV. Staffing**

As in the previous years this programme is jointly run and delivered by Bournemouth and Poole College and IHCS, Bournemouth University. It was felt that this would not only familiarise prospective students to the college campus and facilities but would also raise their awareness of what the university has to offer after they have completed their Access to HE courses. Staff from the both the college and university were involved in delivering sessions. No student mentors were involved.

#### **V. Participants**

The target group was mature learners (over 21) with no prior HE experience, and were chosen from under-represented groups defined as:

- Those from clerical, administrative or manual backgrounds;
- Certain minority ethnic groups – namely Afro-Caribbean men, Pakistani and Bangladeshi women;
- Learners with a disability.

An information letter was sent to all applicants to the Access to HE programme who had not previously attended a Pre-Access programme. This process was managed by the Access tutors and administrators at Bournemouth and Poole College. In total, 60 students were invited to attend the summer school – all sourced from the above categories.

20 expressed an interest and were invited to attend the course.<sup>1</sup>

14 attended the programme after six failed to attend the first session.

#### **VI. Finance**

£4,000 was allocated by the Regional Aimhigher Health Care Strand. Costings included administration support, and planning time, as well as costs for accommodation, refreshments,

transport, staffing etc. Expenditure for 20 planned students, costing per head, would have been £200 each. However, in the end planning was for 14 attendees and therefore costings increased to £285 per head for the whole programme. Value for money works out at approx £71 per student per day, including student travel expenses and refreshments.

## VII. Evaluation

11 out of 14 on the Summer School completed the evaluation forms (78%).

### 1. What did you expect to gain from the event?

	Number of responses	Percentage
Enjoyment	10	90.9%
Interest	10	90.9%
Challenge	8	72%
Develop new skills	11	100%
Insight into university	9	81%
Insight into professions	7	63%
Enhance understanding	9	81%

### 2. Has the Summer School met your expectations?

10 – Yes (90.9%)    1 – No (9.1%)

### 3. Do you think the activities will help you with your course in Health and Social Care?

10 – Yes (90.9%)    1 – No (9.1%)

### 4. How will it help?

Students' responses;

*"Confidence to achieve"*

*"Confidence in presentation skills"*

*"Will be better prepared for study at college and university"*

*"Developing study skills"*

*"Taken away the fear of the unknown"*

*"I have gained confidence to be in a college setting with new people and have learnt what university and different professions entail"*

*"Skills on how to produce the work"*

### 5. What did you find most useful/enjoyable?

Students' responses;

*"Getting an insight into what to expect in September"*

*"Working as a team"*

*"The university visit"*

*“Hopes and fears task”*

*“Group activities”*

*“The poster and presentation”*

*“Essay writing skills”*

*“Meeting other students”*

*“Information pack”*

*“Learning styles session”*

*“Meeting the other students and teachers”*

*“Talking about specific courses”*

*“Meeting the group”*

#### **6. What did you least enjoy?**

Most participants seemed to enjoy all aspects of the programme. However, a few made comments on having to undertake a presentation and the nerves involved. One didn't enjoy the university visit, one felt that there was not enough time for questions and one felt that the programme was vague.

#### **7. Is there anything else you would like to have done?**

Most participants felt that nothing could have been added to the programme, although a couple made the following comments;

*“More insight into the academic side of the Access course and level”*

*“Would be good to meet with current Access students”*

*“Would be good to meet with health care professionals”*

#### **8. On a scale of 1 to 10, how likely is it that you will go to university?**

	1 Very Unlikely	2	3	4	5	6	7	8	9	10 Very Likely
No. of responses							1	3		7
Percentage							9%	27.2%		63.6%

**9. Has this Summer School made you more aware of the opportunities available within Health and Social Care?**

	<b>Number of responses</b>	<b>Percentage</b>
Yes	8	72%
No	1	9%
Maybe	2	18%

**10. On a scale of 1 to 10, how likely is it that you will work in the Health and Social Care professions?**

	<b>1 Very Unlikely</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10 Very Likely</b>
<b>No. of responses</b>								3		8
<b>Percentage</b>								27.3%		72.7%

**11. What job would like when you leave education?**

<b>Occupation</b>	<b>Number of responses</b>	<b>Percentage</b>
Midwifery	4	36%
Occupational Therapy	2	18%
Community Psychiatric Nurse	1	9%
Nurse	1	9%
Social Worker	2	18%
Community Worker	1	9%

**12. How useful did you find this event?**

	<b>Not useful</b>	<b>Not very useful</b>	<b>Not sure</b>	<b>Quite useful</b>	<b>Very useful</b>
<b>No. of responses</b>	0	1	0	3	8
<b>Percentage</b>		( 9%)		(27.27%)	(72.72%)

**Additional Information**

**13. Have any of your parent(s) or guardian(s) been to university? (Responses taken from equal opportunities monitoring form)**

	<b>Number of responses</b>	<b>Percentage</b>
Yes	1	9%
No	10	90.9%

#### 14. Do you consider yourself to be a Managerial or Professional Worker?

	Number of responses	Percentage
Yes	3	27.3%
No	7	63.6%
Don't know	1	9%

#### 15. Do you consider yourself to have a disability?

	Number of responses	Percentage
Yes	0	0%
No	11	100%

#### 16. This question asked the students to state their ethnicity. The responses were as follows:

	Number of responses	Percentage
British	9	81.81%
African	1	9%
Other White background	1	9%

From discussion with staff at Bournemouth and Poole College, informal feedback suggests that students that have attended the Summer School appear more confident and comfortable within the college campus than those that have not. Therefore raising confidence appears to be an important outcome of this type of Summer School programme.

#### Progression

10 (71%) of the participants who attended the Summer School for Mature Learners have progressed onto this year's Access to HE programme at BPC.

### VIII. Summary of Recommendations Taken Forward from 2006

An evening delivery should be considered as the better option for this group of learners as it appears to fit better with their family and work commitments.

There are still problems recruiting a full compliment of 20 students – following discussion between Bournemouth and Poole College and IHCS it has been suggested that in future more offers should be made. For example to fill 20 places between 25-and 30 offers should be made as students drop out at the last minute.

That longitudinal studies be continued to evidence Summer School student progression and achievement and that students' reasons for not taking up the Summer School opportunity also are investigated.

### IX. Recommendations for 2008

- An evening delivery should be used again as this appears to fit better with the needs of mature learners;
- To again try to increase the number of offers made to at least 30 as students appear to drop out before the programme commences. To have a waiting list so that people can be slotted in at short notice should a participant notify that they cannot attend at short notice;
- To invite current Access students as mentors onto the programme, in response to student feedback to meet with current students.