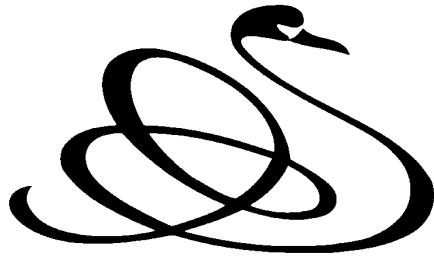


York Consulting

Training and Development Agency for Schools

**Survey of English Universities on
Activities which place Students into Schools**

November 2005



York Consulting

Originated by: Louise O'Neill.....

Dated: November 2005

Reviewed by: Helen Barugh.....

Dated: November 2005

Training and Development Agency for Schools
**Survey of English Universities: Activities placing Students
into Schools**

Contents

	<u>Page</u>
1 INTRODUCTION.....	1
2 METHODOLOGY.....	2
3 SURVEY FINDINGS	5
4 ACTIVITIES PLACING STUDENTS INTO SCHOOLS.....	10
5 KEY ISSUES RELATING TO ACTIVITIES ONGOING	17
6 KEY POINTS FOR DISCUSSION AND CONCLUSIONS	19
ANNEX 1: ACTIVITY MAP	1

1 INTRODUCTION

- 1.1 This report provides the findings of York Consulting Limited's (YCL) survey of English universities in terms of what activities they are delivering that place Higher Education (HE) students into schools. This assignment was commissioned as an addendum to the contract for the Student Associates Scheme: Impact Evaluation carried out on behalf of the Training and Development Agency for Schools (TDA).
- 1.2 The aim of the research was to explore and describe what voluntary outreach schemes are ongoing in English universities that involve placing HE students into schools. This survey was commissioned by the TDA and the Department for Education and Skills (DfES) in order for them to gain a better understanding of the types of activities ongoing.
- 1.3 It is important that this research and the key findings detailed on the following pages are situated within the wider context of other schemes that are run by the TDA that involve placing students out into schools. Such schemes include the Student Ambassadors Scheme, Student Associates Scheme, SAS: Aimhigher Pilot. We have outlined some key points for discussion relating to this in section 5.
- 1.4 This report has been structured under the following headings:
- **Section 2:** Methodology;
 - **Section 3:** Top line Survey Findings;
 - **Section 4:** Activities Placing Students into Schools;
 - **Section 5:** Conclusions and Key Points for Discussion.
- 1.5 An overview of the activities highlighted by the survey has been provided in **Annex 1** categorised according to type of activity and rationale.

2 METHODOLOGY

2.1 The scope of this research was to survey all 130 HE institutions in England that receive HEFCE funding and that have commitments and responsibilities to HEFCE for their outreach plans. It is important to note that this research was designed to be a quick study to provide a 'snapshot' of activities. The findings therefore detail the prevailing trends from the universities in terms of the types of activities they are delivering and their rationale, based on the responses we received.

Rationale

2.2 A key issue for the methodology for this research was ensuring contact with relevant individuals in universities. This is primarily because:

- the relevant activities are often run from a wide range of university departments and/or organisations;
- university structures vary widely and there was therefore no single point of contact common to all universities through which to cascade requests for survey responses across a university i.e. there was no concrete distribution list.

2.3 In view of this and the timescale for research, the approach to the survey has been pragmatic.

2.4 Using recognised key terms for outreach activities and referral to relevant documents, such as the Evaluation of Aimhigher: the Partnerships' View¹, a short pro-forma was designed and sent out to universities, with the key aim of obtaining a qualitative overview of activities which involve placing students into schools.

Distribution

2.5 Given that there was no discrete distribution list for all relevant contacts within the universities it was necessary to devise multiple means of contacting potential participants. This included:

¹ DfES Research Report no 477

- distribution to key contacts known to YCL and our client;
- web and desk research to obtain publicly available contact details for university-based outreach coordinators;
- phone calls to the seven regional Higher Education Fora to ascertain what contacts they could provide. Five of the Fora either provided relevant email contacts related to education, Outreach or Aimhigher or agreed to forward a copy of the pro-forma to contacts on their own distribution lists on our behalf.

2.6 This approach provided 95 contacts from 69 English universities.

2.7 In addition, a representative from the Widening Participation Policy team at HEFCE assisted by placing the pro-forma on the Aimhigher Practitioner website with a 'news' bulletin to explain the survey and encourage those involved in delivering activities to respond. 127 out of 136 Higher Education Institutions (HEIs) were also emailed by HEFCE with a copy of the pro-forma and a request to respond. The majority of these contacts were from widening participation departments within universities.

2.8 In total, 154 individuals from 127 HEIs were contacted via email, though the figure is likely to be higher as this does not include those emailed **separately** by 3 of the HE Fora.

2.9 In this respect those operating from key departments such as widening participation and outreach were contacted, as well as those from other departments delivering subject specialist related activities or student-run volunteer groups.

Response Rate

2.10 In the light of the sample limitations, the response to the survey was positive and 65 responses from 50 universities were received. Desk research was then employed to boost the response from larger universities who did not respond to direct requests for information. This yielded activities from 65 universities, constituting 51% of our sample. It is important to note therefore that the activity map does not cover responses from **all** universities across England.

Definitions

2.11 For the purposes of the survey and reporting the following definitions were adapted:

- **‘higher education (HE) students’** - students at university;
- **‘pupils’** - young people at school;
- **‘outreach activities’** – confined to those activities which **only** involve taking HE students out of university and placing them into schools or colleges.

Inclusion of Activities

2.12 Although every attempt was made to clarify the types of activities relevant for this survey, information about activities which could be deemed to be outside of the scope for this research were received. This is largely due to the fact the extent to which HE students are in contact with school pupils in school is open to interpretation. The types of schemes we have decided **to exclude** in our findings include:

- **e-mentoring projects:** although several universities listed these projects in their survey responses, these have not been included because HE students do not actually undertake a placement *in* school with face-to-face contact with pupils. These projects primarily involve HE students mentoring school pupils remotely via email.

Quality of Activities

2.13 This report is primarily descriptive and the intention was to map out and describe activities that are ongoing in universities across England. As such, no attempt has been made to judge the quality or impact of the activities highlighted.

3 SURVEY FINDINGS

- 3.1 In this section a quantitative overview of the survey responses is provided across the universities. Analysis of responses revealed a total of 171 across 65 universities we obtained information from. The data from responses was subsequently cleansed and duplicates removed. Activities which clearly did **not** involve placing HE students into schools were then excluded from the analysis.
- 3.2 As a result there are 99 **different** activities detailed relevant to this research. The majority of these are provided in the 'Activity Map' attached as an annex to this report. Activities are listed by University and department name, with a description of the scheme and its rationale.

Overview

- 3.3 Unsurprisingly, due to the way in which universities were contracted, many of the activities described were national. There was a pre-dominance of widening participation activities e.g national mentoring scheme and the Student Associate Scheme.

Departments Involved

- 3.4 Activities are being delivered from a wide range of departments. This reflects the varying nature of University structures and reflects the fact that responsibility for widening participation and outreach activities can sit with different departments, rather than from a single, discrete 'Widening Participation' department.
- 3.5 The most common departments who are delivering activities which place students into schools are:
- widening participation office;
 - careers centre and/or student guidance;
 - school of education and lifelong learning;
 - education department;
 - schools and/or external liaison;
 - subject specific departments.

3.6 Subject specific departments included art and design; maths, physics, modern foreign languages; chemistry; music; sport, medical and biomedical sciences and law. Interestingly many of these are the government designated priority subjects.

3.7 Overall the most common subject departments running activities were science departments. Furthermore many of the subjects listed above do lend themselves more easily to developing practical activities to engage school pupils.

Type of Activities

3.8 In the survey respondents were asked to clarify activities by:

- type;
- rationale for delivery.

3.9 Some respondents evidently found it difficult to classify their activities to one discrete category. This is because many schemes involve a range of activities with young people in school. The number of activities by type is presented in **Table 3.1** below.

Table 3.1 Types of Activities/Schemes	
Base = 99²	
Category of Activity	Number of activities/schemes incorporating this activity
Tutoring	36
Out of School Study Support	10
Masterclasses	5
Gifted and Talented	6
Observation	3
Examination Support	2
Buddying/Mentoring	30
Other	22

² Multiple responses were given in response to this question, therefore the total exceeds the 99 activities identified.

3.10 Thirty six percent of activities incorporate a form of **tutoring** – the most common activity. **Buddying** and/or **mentoring** are the next most frequent with 30% of schemes incorporating this aspect. Observation and examination support are the least most common activities at 3% and 2% respectively. However it is important to note that although an activity such as observation may not be the core activity for many schemes, it is likely observation will happen frequently purely by the fact an undergraduate is present in a classroom, working with a teacher.

3.11 Twenty two percent of activities were not allocated a pre-determined category and provided an ‘other’ category. Although some of these activities were either very similar to the options provided on the pro-forma or were more akin to the categories for the rationale, other types of activities cited included:

- provision of information on university life and future careers/recruitment;
- classroom support;
- provision of informal role models.

3.12 As with the classification of activities, respondents clearly considered that the activities have more than one rationale or objective. The numbers of activities and rationale are detailed in **Table 3.2** below.

Table 3.2 Rationale for Activities /Schemes	
Base = 99³	
Type of Activity	Number of activities/schemes incorporating this activity
Raising Aspirations	69
Enhancing Pupil Achievement	41
Taste of Teaching	17
Curriculum Enhancement	18
Encouragement of Priority Subjects	13
Improving Teaching and Learning	8

3.13 Sixty nine percent of activities have raising aspirations as a main rationale and 41% have enhancing pupil achievement. The table also shows that:

- taste of teaching at 17%;

³ Multiple responses were given in response to this question, therefore the total exceeds the 99 activities identified.

- curriculum enhancement at 18%;
- improving teaching and learning at 8%.

Student Numbers, Cost and Widening Participation

3.14 Where possible, survey respondents were asked to provide details of whether an activity is paid or voluntary and whether the activity is part of widening participation.

3.15 **Table 3.3** below presents the key figures. Not surprisingly the majority of activities are considered to be voluntary; however 44% of schemes do provide payment to students. It is important to note however that the majority of respondents did not provide details of what they paid students and therefore it is difficult to judge the extent to how 'paid' has been interpreted. Re-imbusement of travel expenses and/or a very small amount provided to the student in lieu of their time is quite likely to be quite common.

Table 3.3 Payment of Activities and Widening Participation Agenda	
Paid/Voluntary	Number of Activities
Paid	44
Voluntary	54
No response	1
Number of Activities Related to Widening Participation Agenda within University	
Yes	57
No	42

Number of Students Participating in Activities

3.16 Respondents were asked to state how many students they deliver to within each activity.

3.17 **Table 3.4** shows the number of activities per numbers of students. A significant proportion of activities (38%) deliver to a small number of students: 10 and under. 42% of activities deliver to between 11 and 100 students. 2 activities highlighted by this survey deliver to over 500 students.

Table 3.4 Student Numbers	
Number of Students Involved	Number of Activities
10 and under	38
11 - 100	42
101 - 200	10
201 - 500	7
Over 500	2

Cost

3.18 Those responding to the survey evidently found it difficult to say how much activities cost. As a result, only 36 activities have provided details of the cost. This could be due to the fact that the activities listed were part of a larger, overarching funding stream.

3.19 **Table 3.5** shows the number of activities per cost bracket. Of those activities providing details of the costs involved, 26 activities cost between £500 and £50,000. However extreme caution must be exerted in interpreting the figures cited due to the limited data provided.

Table 3.5 Cost of Activities	
Cost of Activity	Number of Activities
£1 - 500	8
£501 - 5000	13
£5001 – 50,000	13
£51000 -100,000	1
Over £101,000	1

4 ACTIVITIES PLACING STUDENTS INTO SCHOOLS

Outreach Activities in Universities

4.1 Based on prior evaluation experience and from the desk research during this research, there is a clearly a wealth of existing evidence that as a result of Aimhigher and Widening Participation, universities are engaged in a wide range of 'outreach' activities. These include:

- pre-entry Information, Advice and Guidance;
- visits to schools/colleges by University staff;
- subject related taster events;
- improvements in teaching and learning provision;
- out of hours study support;
- transitional programmes and support;
- mentoring/tutoring/shadowing;
- campus visits;
- residential schools;
- master/revision classes;
- road shows;
- community/parental activities.

4.2 Examples of all of the above activities can be found in the Activity Map at the end of this report. Our analysis of responses shows that the bulk of activity where HE students are actually placed into schools on specific placements over a given timeframe, involves either tutoring or mentoring. This is further corroborated by the findings from the national evaluation of Aimhigher, currently being undertaken by Sheffield Hallam University on behalf of the Higher Education Funding Council (HEFCE) that showed that:

- of the 131 HE institutions surveyed 91% deliver **mentoring** schemes for school/college pupils;
- 70% deliver **tutoring** activities to school/college pupils.

4.3 Although the majority of HEIs fund these particular activities **partially** via Aimhigher, only 24% fund mentoring and 9% fund tutoring schemes wholly via Aimhigher. This indicates universities can access funds elsewhere or perceive such schemes to be valuable and worthwhile enough to fund them through their own budgets.

Types of Activities being delivered

4.4 The main types of activities detailed in the responses from universities fall under the following broad categories:

- national schemes;
- regionally and/or locally developed schemes;
- schemes run by student societies/organisations;
- external agencies such as LEAs or private companies run schemes in conjunction with universities.

4.5 These are discussed in more detail below.

National Schemes

4.6 Many universities are running national schemes which are government funded and have clearly defined objectives and rationale. The main national schemes which occurred frequently in responses to this research were:

- Student Associate Scheme;
- Undergraduate Ambassador Scheme;
- Aimhigher National Tutoring Scheme;
- Aimhigher National Mentoring Scheme;
- Student Associate Scheme: Aimhigher Pilot.

Student Associate Scheme (SAS) and SAS Aimhigher Pilot

4.7 The main Student Associate Scheme and its associated Aimhigher Pilot both involve placing Higher Education students in schools and colleges. The primary aim of the main scheme is to provide students with a taste of teaching. Those undertaking level 2 of the scheme undertake a longer placement and work towards the Qualified Teaching Status (QTS) standards. Those students undertaking the Aimhigher Pilot strand must meet the criteria set by Aimhigher and be first generation students (i.e first in the family to attend university) and undertake a placement in schools with low progression rates to FE/HE.

Linked schemes as a result of involvement in national initiatives

- 4.8 Involvement in national schemes can also motivate departments to build on activity. For example, the Visual Arts department at Salford University has a scheme '**Pyramids of Outreach**' whereby HE students undertake residency projects with pupils with a subject interest. Students involved are interested in the vocational relevance of their subjects.
- 4.9 As a result of the Students Associate Scheme (SAS), the department has recognised those who have an interest in teaching and those who wish to become artist educators in educational settings. Consequently they have adapted materials written for the SAS which focus on the QTS standards and other issues of relevance to Art and Design curriculum delivery.

Undergraduate Ambassador Scheme

- 4.10 Students on the **Undergraduate Ambassador Scheme** are placed in schools to support specific projects and enhance curriculum areas. Many students provide classroom support in the priority subject areas with some universities classing this activity as subject ambassadors. Those who wish to take the experience a stage further may opt to become a senior ambassador and help coordinate the scheme both before and during the scheme, with extra training provided. In some cases, students can gain module credit towards their degree.

Aimhigher Tutoring and Mentoring

- 4.11 Many universities are running the successful Aimhigher tutoring and mentoring schemes. Undergraduates are placed in secondary schools with low achievement and low progression to HE to support the teacher in lessons (tutoring) or are placed with particular pupils to support them and act as role models (mentoring).
- 4.12 Aimhigher activities must meet the criteria in terms of working with schools with low attainment and progression to FE/HE. However there are clearly many other types of mentoring and tutoring schemes run by universities which have a different rationale and broader remit than that under Aimhigher. For example:

- the University of Luton runs two mentoring schemes; one whereby students mentor 13-16 year olds who are at risk of offending or dropping out of the education system ('**UR Shout**') and another where students mentor 13-16 year olds who are asylum seekers, helping them to settle in the UK ('**Greenhouse Mentoring**');
- the University of Roehampton delivers the '**Move on Up**' project where undergraduates work with college students as mentors and provide them support so they, in turn, can become mentors for primary school children.

4.13 In addition, some universities run a range of activities under one umbrella, which can overlap with or incorporate elements of national schemes as well as more informal activities. In these instances, names such as 'Students into Schools' or 'Student Advocates' are often used by universities. An example of this is the '**Students into Schools**' Scheme run at York University. This incorporates a student tutoring programme as part of a range of other activities.

4.14 Similarly the 'Students into Schools' scheme run by the universities of Newcastle and Northumbria enables students to undertake a placement of ten half days which can be in a school and/or a community placement in order to gain module credit towards their degree.

4.15 Two universities highlighted activities funded by the Higher Education Active Communities Fund, which can finance a range of community activities, some of which involves placements in schools.

Regional and/or Local Schemes

4.16 A significant number of the schemes highlighted by universities have been developed as a result of the specialist nature of the university who can offer a particular skill or alternative activity to school pupils in their local area. In other cases creative activity can be particularly effective in responding to local need. For example:

- the Central School of Speech and Drama delivers an activity '**Science and Puppetry**' whereby students go into schools and teach pupils who have English as an Additional Language using puppets;

- the Royal Northern College of Music's '**Sound Ideas**' project enables students to visit schools and work with Year 10 pupils on compositions for Music GCSE. Students are provided with some training before they enter the school and both pupils and HE students are given the chance to perform their compositions.

4.17 Furthermore, there are many localised activities which focus primarily on the priority subjects, delivered by subject departments. Examples of these include:

- **maths tutoring** at City of London University – students visit schools up to 15 times over 4 months to provide classroom support, booster maths lessons and give talks on maths;
- **Spanish and German project** at Durham University – students go into primary schools to introduce children to languages in a fun way;
- the **Science and Technology Opportunities Project (STOP)** at Plymouth University engages school pupils in 20 minute activities throughout the day. A key aim is to use HE students as ambassadors and role models as part of the University's widening participation agenda;
- **Chemistry through Children's Eyes** run by the University of Nottingham involves a post-graduate accompanying a member of the academic staff to a primary school and assists in delivering a science-themed slideshow and conducting hands-on experiments.

Schemes run by Student Societies/organisations

4.18 A number of activities identified in this piece of research are run as part of wider community and/or volunteering opportunities by student societies or organisations. Some key examples of these types of activities include:

- **Community Action** at the universities of Cambridge and East Anglia is run by students providing a range of volunteering opportunities for both universities. There are ten projects in all, one of which involves students supporting classroom teachers by working with individual children for whom English is a second language. The society recruits for 60 organisations such as charities and community groups;
- **CONTACT** at the University of Leicester is a student volunteering group which incorporates a variety of schemes including 'Right to Read' which is a primary literacy programme; classroom assistant posts and after-school clubs for homework and languages;

- **Language Tutors** go into schools as part of the **Warwick Volunteers** group to help deliver language teaching as part of the new Government strategy. Other activities as part of this volunteering group include students going into primary schools for half days to assist in class.

Assisting the Community

4.19 The survey also highlighted activities which involve students going into schools with community and social cohesion as the main aim rather than raising achievement or aspirations per se. For example the '**Streetlaw**' programme at Nottingham Trent University sends students into schools to educate pupils in Year 11 and in Sixth Form about their human rights. The University of Derby runs a **Higher Education Active Communities volunteering project** (HEAC) which aims to involve more people in their local communities through voluntary work. Placements can take place in charitable organisations or in schools.

External Agencies

4.20 There is a smaller group of activities which involve external agencies assisting in running or funding schemes in conjunction with universities or departments. These types of activities can clearly be advantageous to universities in terms of funding as well as helping to promote particular subjects and their vocational relevance. Key examples of these schemes include:

- the **Early Outreach Scheme for Medicine Research** run placements for HE students to go into schools and provide a qualified scientist, technologist, engineer or mathematician to support teachers in lessons and positive role models for pupils. The programme is funded by Research Councils UK and the Wellcome Trust but run by the Centre for Science Education at Sheffield Hallam University;
- **Science and Engineering Ambassadors** (SEAs) is a joint DfES and DTI initiative with the aim of raising awareness of Science, Engineering and Maths in schools and is funded by the Engineering Technology Board. Those in scientific occupations are encouraged to volunteer 1-2 days per year to support teachers in schools and motivate pupils in science. However some HEIs are linked into the project and use students to be SEAs.

4.21 Further specifics of all activities revealed in the survey responses and desk research are provided in the 'Activity Map' attached in the annex to this document.

5 KEY ISSUES RELATING TO ACTIVITIES ONGOING

- 5.1 There are two main types of activities predominantly being delivered by universities:
- tutoring;
 - mentoring.
- 5.2 This is largely due to the fact that these activities form the basis for the Aimhigher national schemes, which a large proportion of universities deliver and many fund (at least partially) through Aimhigher. This finding is therefore not surprising. Nevertheless because of the flexible and independent nature of University structures and differing needs in local areas, there are a large number of tutoring and mentoring schemes being delivered with different remits. For example, subject specific tutoring designed to raise achievement in priority subjects, or mentoring with particular groups of young people with specific needs e.g at risk of dropping out of education or sixth-formers revising for exams.
- 5.3 In addition to the Aimhigher tutoring and mentoring schemes, there are also other national schemes frequently cited by universities. These include the Student Associate Scheme (SAS); the Student Associate Scheme: Aimhigher Pilot; the Undergraduate Ambassador Scheme and activities funded by the Higher Education Active Communities Fund which is available nationally and includes placements in schools.
- 5.4 Regional and/or locally driven schemes and activities are also common. These may be adaptations of national schemes or borne out of specialist skills, such as the creative arts or medicine which universities can provide to schools in their local area.
- 5.5 Student societies can also play a part in placing students into schools. Although often part of bigger volunteering projects which students and/or the NUS run themselves, placements in schools are a popular method of 'giving back' to the local community whilst providing students with teaching experience and/or employability skills.

- 5.6 Although the majority of activities cited in responses to this survey are largely delivered by universities, there are several universities managing schemes which are funded via external agencies with a vested interest in working with local HEIs in order to promote the vocational relevance of particular subjects. Working with private companies can provide additional funding and help students to gain voluntary experience in a subject area they are interested in pursuing.
- 5.7 The analysis of responses highlights that the majority of respondents cite 'raising aspirations' as the main rationale. As a significant number of activities and schemes are run as part of the widening participation agenda which strives to ensure higher education is inclusive to all, this is to be expected. Many activities do of course provide students with a variety of experiences which can contribute to their general employability skills. Although some are paid, the majority of activities are led by a students' willingness to volunteer their time and recognise the benefit to the school and their own personal development.
- 5.8 Overall activities are 'policy orientated' in that:
- student placements in schools can provide support in the classroom to raise pupil achievement and aspirations as well as enable students to gain experience of teaching and develop skills useful for their career and consequently boost **teacher recruitment**;
 - **promotion of the priority subjects**, particularly science and mathematics. Not only does this enable school pupils to be motivated by such subjects and see how they might progress with it at FE/HE, but also provides experiences for undergraduates to use their subject in a different setting;
 - some activities can also lead to undergraduates **gaining credit towards their degree modules**. Although this is optional, it provides an alternative for students to gain academic credit for their efforts and develop their subject in a different area.
- 5.9 In this way, formal opportunities do exist to review and recognise what students have achieved during their placements and provide a mechanism for students to reflect and record on their experiences. The Students Associate Scheme for example offers the opportunity for completing a Personal Development Plan (PDP) or a Training Entry Profile (TEP) to aid students for job applications or Initial Teacher Training (ITT) applications.

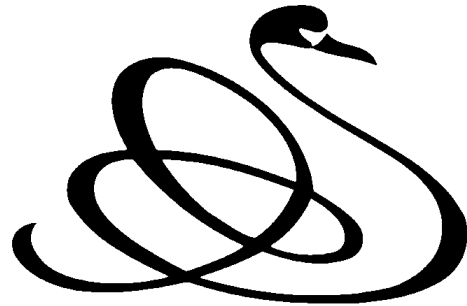
6 KEY POINTS FOR DISCUSSION AND CONCLUSIONS

- 6.1 Clearly the number of '**outreach**' activities as defined in this report is less than the number of wider activities under the umbrella of Aimhigher. It is even less when we exclude schemes such as e-mentoring which don't technically place students into schools to work with pupils face-to-face. However there is a wide range of ongoing activities which place HE students into schools and colleges to work in classrooms.
- 6.2 Due to the quite extensive range of activities highlighted and the various mechanisms for utilising the skills of students employed by universities, there is the potential to use a proven 'model' of placing students into schools to meet a range of agendas e.g:
- Aimhigher;
 - raising achievement and aspirations;
 - boosting numbers studying/teaching the priority subjects;
 - wider workforce.
- 6.3 Although limited in scope, the key conclusions from this research are:
- there is a multitude of activity ongoing in universities that involve placing HE students into classrooms;
 - these activities vary widely in terms of duration, focus and coverage;
 - most clearly relate to a desire to raise pupil aspirations or boost take up in priority subject areas;
 - several aim to raise attainment through the support HE students provide, although the extent to which this can be achieved clearly depends on the length of time students are in school and the type of activities they undertake;
 - a minority of schemes provide formal training for students to help them in their placement;
 - several schemes have a community focus and are aiming to help reduce disaffection or isolation.

Implications

- 6.4 There are two key implications for this research in terms of DfES policy perspectives relating to:
- the Aimhigher agenda;
 - the wider workforce agenda.
- 6.5 It is clear from this research that there are several activities running within and across universities that are similar to the national Aimhigher activities and in particular the DfES' SAS: Aimhigher Pilot, in relation to some but not all of its objectives. However the extent to which the structures, delivery processes and outcomes equate to those of the SAS: Aimhigher Pilot is unknown.
- 6.6 Secondly, there is clearly a developing base of 'experienced' students who may help to contribute to the DfES' wider workforce agenda.
- 6.7 Although there is the possibility of potential overlap with national schemes such as the Student Associates Scheme and local schemes developed in response to need and available resources, it is not possible to tell the quality and effectiveness of all activities. The cost effectiveness of enabling a range of schemes under different banners could be an issue. However due to the variety of activities and the lack of monitoring and evaluation of the more informal ones, it is not possible to tell the quality of all schemes taking place in order to ascertain which activities are more appropriate than others.

ANNEX 1: ACTIVITY MAP



York Consulting

**Activities and Schemes taking place in English Universities
which place HE Students into Schools: Activity Map**

November 2005

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
TUTORING				
University of East Anglia, Careers Centre: UEA Volunteers Service	Volunteers in Primary Schools (VIPs)	This scheme provides voluntary primary school placements for UEA students, staff and recent graduates. We work with 12 local Primary Schools. Volunteers have the option of being Reading Partners (minimum commitment of 12 one hour sessions) or Classroom Volunteers (minimum commitment of 6 three hour sessions). See www.uea.ac.uk/volunteers	Voluntary	<ul style="list-style-type: none"> ○ Enhancing Pupil Achievement ○ Taste of Teaching ○ Improving Teaching and Learning Provision
City of London University, Centre for Career and Skills Development	Business Tutoring	Students go into schools where pupils are working towards AVCE/A Level in business, acting as tutors to small groups of pupils for one hour per week over a four month period.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
City of London University, Centre for Career and Skills Development	Maths Tutoring	Students visit the schools (primary/secondary) approximately 15 times over a four month period for two hours per week. Training is provided and students assist in class, hold lunchtime booster sessions and give talks.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
City of London University, Centre for Career and Skills Development	Subject Specific Tutoring	Students from specific subjects (dependent on school needs) but mostly from science, IT, economics and the social sciences. Students spend time with 4-6 pupils who are under-achieving for one hour per week over a four month period.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of West of England, Outreach Centre	Aim Higher Student Tutoring – National Scheme	Undergraduates are recruited, trained and placed as tutors working in classrooms and supporting teachers in local secondary schools that have low attainment levels and low rates of progression to further and	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement ○ Curriculum

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		higher education.		<ul style="list-style-type: none"> ○ Enhancement ○ Improving Teaching and Learning provision
University of West of England, Outreach Centre	Student Associates: Aimhigher Pilot National Scheme	'First generation' undergraduates are recruited, trained and placed in local schools which have low attainment levels and low rates of progression to further and higher education. Undergraduate support is focused on the priority subject shortage areas of Maths, Science, MFL, ICT and D&T.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement ○ Curriculum Enhancement ○ Taste of Teaching ○ Encouragement of Priority Subjects ○ Improving Teaching and Learning provision
University of West of England, Faculty of Education	Student Associate Scheme	This scheme trains and then place HE students in schools for 10-15 days at one of two levels of engagement - to experience working alongside teachers, evaluate a career in teaching and contribute to raising attainment in school. Students undertaking the scheme at Level 2 collect evidence of work towards standards for QTS at level 2.	Paid	<ul style="list-style-type: none"> ○ Taste of Teaching
University of West of England, Computing, Engineering and Mathematical Department	Undergraduate Ambassadors Scheme	A scheme to train and place undergraduate maths students in schools in support of special project development and curriculum enhancement of maths in school, to act as role models, to gain experience of teaching as a career and alongside this to gain module credit towards their degree. This scheme is national and other universities will do it for other	Voluntary	<ul style="list-style-type: none"> ○ Enhancing pupil achievement ○ Taste of Teaching ○ Encouragement of Priority Subjects

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		priority subjects – namely science, technology and engineering. Students can gain credit towards their degree modules.		
University of Salford, School of Art and Design, Visual Arts Department	Improving Attainment and Progression via the Creative Industries	The project seeks to expand Widening Participation (WP). They will offer students who are considering moving onto HE specialist support (resources and expertise to complement and enhance that of their main providers). 7 days activity at Victoria Baths to include artists and students and five x 10 day student residencies in schools following the delivery of the project at the baths is undertaken.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of Durham, Student Community Action	Spanish/German Project	This scheme uses MF language undergraduates to introduce primary school children to the language and the culture in a fun way.	Voluntary	<ul style="list-style-type: none"> ○ Encouragement of Priority Subjects
University of Warwick, Warwick Volunteers	Language Tutors	Undergraduates with language skills are utilised in schools to help deliver the new strategy for teaching languages in schools.	Voluntary	<ul style="list-style-type: none"> ○ Encouragement of Priority Subjects
University of Leeds, City and Regional Office	Access and Academy Schools	This scheme can support a range of educational projects, from tutoring, mentoring, e-mentoring and out-of-school activities to computer studies workshops, outreach projects, and work with refugee pupils. A range of activity can take place in schools.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Improving Teaching and Learning provision
University of Plymouth, Science	The Science and Technology	The Science and Technology Opportunities Project (STOP) has been running very successfully for several	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Encouragement of Priority

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Department	Opportunities Project (STOP)	<p>years. A team of about nine staff and university students from the University spend about three hours running 9 x 20 minute activities that students undertake in turn. An important element of the day is the use of undergraduate and postgraduate students as ambassadors and role models. STOP is one of the Faculty's Widening Participation activities. Its broad aims are to:</p> <ul style="list-style-type: none"> • raise aspiration and awareness of the opportunities afforded by higher education • show that university can be fun • to increase interest in science and technology • to support and develop links with teachers in the region 		Subjects
Sheffield Hallam University, Centre for Science Education	Early Outreach Scheme for Medicine Research	<p><i>Researchers in Residence</i> is a placement programme funded by RCUK and the Wellcome Trust. Managed by the Centre for Science education, Sheffield Hallam University it encourages science, technology, engineering and maths. The pupils will have positive role models in their classrooms. Teachers will have a qualified scientist, technologist, engineer or mathematician to give help during project/coursework lessons etc. Many schools opt for 6 or 8 half day visits.</p>	Voluntary	<ul style="list-style-type: none"> ○ Curriculum Enhancement
University College London, Widening Participation Unit	UCL Maths students in Islington Schools	Volunteers on this project act as mentors/support workers for primary and secondary pupils. Schools	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Encouragement of Priority Subjects

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		are advised to use students to support the development of 'Maths Talk' and to focus their work on AT1 Maths, for small groups of able pupils.		
University of Cambridge	Stimulus Project	Cambridge University students visit local schools to share with school students their enthusiasm for science, engineering, computers, mathematics or medical sciences and, guided by experienced teachers, to assist the pupils in their school work.	Voluntary	○ Raising Aspirations
Universities of Cambridge and East Anglia, Community Action	Community Action – Student Society	Student Community Action volunteers work with classroom teachers to support individual children for whom English is a second language. SCA is a student run organisation that provides volunteering opportunities for students at Cambridge University and Anglia Polytechnic University. We run ten projects of our own and recruit for nearly 60 other organisations.	Voluntary	○ Enhancing Pupil Achievement
University of York, Admissions and Schools Liaison Department	Students into Schools (YSIS)	YSIS incorporates the highly successful Student Tutoring Programme along with student mentoring and other learning support schemes into a bigger programme titled 'Students into Schools'.	Voluntary	○ Raising Aspirations
Universities of Newcastle and Northumbria, Centre of Academic	Students into Schools	Students tutor/mentor as an optional module that contributes to their degree award. It can either be vocational or provide more general employability skills. They undertake 10 half days in either a school or	Voluntary	○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Development		college or undertake a community placement in other learning environments. It is a large scheme and other placements in prisons and community centres with refugees or asylum seekers are also offered.		
University of Nottingham, School of Chemistry	Schools Science Fair	A group of postgraduates accompany staff to the City of Lincoln Community College for one day, to deliver five short, interactive sessions about chemistry, which the schoolchildren experience on a rota basis.	Voluntary	<ul style="list-style-type: none"> ○ Encouragement of Priority Subjects
Central School of Speech and Drama, Professional Development and Lifelong Learning	School-based Advice	Talks/workshops in schools are carried out in schools, some of which are funded by Aimhigher and others via university/external funds. He students are enlisted to go into schools and give the talks.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations
University of Luton, Student Community Exchange	Study Buddies	Undergraduates offer subject specific support to pupils studying vocational GCSEs in local high schools and FE colleges.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement ○ Taste of Teaching
Royal Northern College of Music	Sound Ideas	Students visit schools and work with Year 10 pupils on compositions for Music GCSE. Students are given training before going into schools. Pupils and students are then given the chance to perform compositions.	Voluntary	<ul style="list-style-type: none"> ○ Enhancing Pupil Achievement
Royal Northern College of Music,	Pedagogy - Keyboard	Students teach individual piano lessons in three	Voluntary	<ul style="list-style-type: none"> ○ Enhancing Pupil Achievement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
School of Keyboard Studies		primary schools on a weekly basis as part of a one term placement. They prepare for a school-based performance given by the pupils and RNCM students. This is followed by participation in the RNCM's Keyboard Focus Day involving a total of 200 pupils from other schools.		
Royal Northern College of Music, Wind, Percussion and Strings – Postgraduates	Pedagogy - Advanced	Students take part in extended period of work experience in schools. They will 'adopt' a school within Manchester Music Service and engage in a variety of teaching and learning support activities.	Voluntary	<ul style="list-style-type: none"> ○ Curriculum enhancement
Nottingham Trent University, Progression Partnerships	Primary Literacy Scheme	Students work in local infant, junior and primary schools from half a day per week, to support pupils with Literacy related work. This includes listening to readers, reading to pupils, playing work games, writing stories etc.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing Pupil Achievement
University of Derby, Career Development Centre	HEAC Volunteering Project	This initiative is aimed at involving more people in their local communities through voluntary work with the ultimate objective of improving social cohesion. It is funded by the HEACF (Higher Education Active Communities Fund). Placements can take place in a charitable or community organisation or a school. An induction takes place and depending on the placement training will also take place if necessary. Students arrange their own placements with support	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing Pupil Achievement ○ Curriculum Enhancement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		from the University.		
University of Manchester, Student Recruitment and Admissions and WP	Targeted Access Scheme	The pre-16 phase of the targeted Access Scheme places students in schools to run awareness raising focus sessions with young people in years 9 and 10. The Targeted Access Scheme also offers high schools the opportunity to use University students in the classroom.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing Pupil Achievement ○ Curriculum Enhancement
University of Leicester, Department of Chemistry	CONTACT – Student Volunteering Group	This group runs a variety of schemes including Right to Read, a primary Literacy programme, classroom assistance posts, science ambassadors, after school clubs in languages, homework and sport and other one-off projects such as school garden/mural/decoration projects.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations
University of Nottingham, School of Chemistry	Miscellaneous Outreach Work	A range of outreach activity with primary and secondary schools; small projects involving students going into schools several times as well as one off events.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing Pupil Achievement ○ Encouragement of Priority Subjects
University of Kent, Admissions and Partnership Service	Senior Ambassador Scheme	This is a development of the national ambassador scheme. Senior ambassadors receive extra training to lead groups of student/undergraduate ambassadors and to do some of the bookings etc for school visits.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations
University of Kent, Admissions and Partnership Service	Subject Ambassador Scheme	Students are trained to deliver short taster sessions in schools for their particular subjects.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
OUT OF SCHOOL STUDY SUPPORT				
Queen Mary, University of London, Department of Education Liaison and corporate Affairs	Mentoring and Study Support with 6 th Form colleges	Undergraduates provide study support to sixth formers to help with revision and exams.	Paid	<ul style="list-style-type: none"> ○ Enhancing pupil achievement
University of Durham, Student Community Action	Homework Clubs	Students provide help with homework clubs both in the educational aspect and in marketing their work.	Voluntary	<ul style="list-style-type: none"> ○ Enhancing pupil achievement
University of Durham, Student Community Action	One-to-One Tutoring	HE students support tutees in a specific subject for exams throughout the year.	Voluntary	<ul style="list-style-type: none"> ○ Encouragement of Priority Subjects
University of Roehampton, Educational Development Centre	Move on Up Project	University student mentors work with college students who then become mentors for primary school children.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of York, Career Centre	Job Club	Information service linking employers and students seeking work. This has included the Students Union play scheme, St Helens sports development unit, A small school after school club and Ormskirk (local) school	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Taste of Teaching ○ Encouragement of Priority Subjects
University of York, Student Recruitment and	Student Advocate Scheme	Supporting tutors help project officers in the delivery of awareness, motivation and attainment raising activities provided in schools and colleges in Greater	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Widening Participation		Merseyside and Lancashire. All participants receive training in Child Protection, Health and Safety		<ul style="list-style-type: none"> ○ Curriculum enhancement
Nottingham Trent University	Junction Community Volunteering	Students work on a variety of different projects to help support in the local community. Projects vary from one off, one day projects to regular volunteering in a school or other environments.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil Achievement ○ Curriculum Enhancement
University of Reading, Widening Participation	Making Progress	Aimhigher Aspiration and Achievement Raising for Year 10 - 13. Undergraduates conduct 5 one-to-one mentoring sessions in school and help with residential and open day visits. Revision classes, university taster sessions and study skills sessions for year 11 pupils are also undertaken.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil Achievement ○ Curriculum Enhancement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
MASTERCLASSES				
University of Salford, School of Art and Design: Visual Arts Department	Pyramids of Outreach	University students undertake residency projects with younger students who have a subject interest, acting as role models. Undergraduates targeted by the programme are typically local and have a concern about vocational relevance. The programme enforces their links with local communities, provides them with clear benefits, and clarifies their contribution to the community. Following on from the successful Student Associates Scheme, we have identified a need for those students a) with an interest in teaching as a career and b) with an interest in becoming an artist educator working in educational settings. This will therefore utilise and adapt training materials written for the Student Associates Scheme that focus on relevant QTS standards and issues pertinent to Art and Design curriculum delivery.	Voluntary	<ul style="list-style-type: none"> ○ Taste of Teaching
University of Leicester, Chemistry Department	Spectroscopy Visits	Students provide afternoon sessions with hands on experience of IR, NMR and MS. Included inspirational lecture and lab work for Year 13 pupils can also be arranged.	Voluntary	<ul style="list-style-type: none"> ○ Curriculum enhancement
University of Leicester, Chemistry Department	Activity Days	Full day of hands on activities for Year 12s. Includes lectures, demos, experiments, business games, quizzes. HE students help carry this out.	Paid	<ul style="list-style-type: none"> ○ Curriculum Enhancement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
St Martins College, Marketing, Recruitment and External	Masterclasses	Students are involved in the running of taster sessions which are aimed at enhancing the curriculum. In this capacity they would use their knowledge of the subject to enhance the experience.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil Achievement ○ Curriculum Enhancement ○ Encouragement of Priority Subjects

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
GIFTED AND TALENTED SUPPORT				
University of Salford, School of Art and Design: Visual Arts	Mentoring and Vocational Partnerships	<p>The project seeks to expand Widening participation (WP) which focuses on providing undergraduate placements in secondary schools and FE Colleges. The main activity involving a school placement is:</p> <p><i>Undergraduates in Residence:</i> Undergraduates will spend five days as artists in residence in Art and Design departments to illustrate their working practices, give informal advice about University life and deliver skills-based workshops. Students also produce resources to be left as an aid to teaching as a legacy of this strand of the project (up to 15 undergraduates in total).</p>	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Improving Teaching and Learning Provision
University of Nottingham, School of Chemistry	Chemistry through Children's Eyes	A postgraduate accompanies a member of academic staff to a primary school and assists in the delivery of a science-themed slideshow. This is followed by a hands-on experiment for the children to do.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Curriculum enhancement ○ Encouragement of priority subjects
University of Leicester, Chemistry Department	Salter's Festival of Chemistry	All day, hands on challenge for 11-14 year olds includes morning and afternoon activities and demo lecture.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations
University of Roehampton, Educational	Junior Citizen Scheme (1)	Students work with Year 9-10 pupils in Arts specialist schools to design and produce scenery/props for local junior citizen scheme.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Development Centre				

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
OBSERVATION				
Royal Northern College of Music, School of Wind and Percussion	Pedagogy Brass	Students take part in work shadowing of woodwind, brass and percussion teaching. They also give performances in schools to inspire and involve pupils.	Voluntary	○ Taste of Teaching
Royal Northern College of Music, School of Strings	Pedagogy - Strings	Students take part in work shadowing of string teaching. They also give performances in schools.	Voluntary	○ Taste of Teaching

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
EXAMINATION SUPPORT				
Newman College of Higher Education	JH/SH Work Placement Module	Students undertake a 24 day placement with the aim of completing some academic work.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Improving Teaching and Learning Provision
University of Manchester, Faculty of Medical and Human Science	Staying On Initiative	Current undergraduates work as HE Ambassadors for one day a week in the secondary schools and FE college in Rochdale, Greater Manchester	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
BUDDYING/MENTORING				
University of East Anglia, Access and Admissions Office	Secondary Schools Mentoring	This scheme organises mentoring placements in schools for UEA students who would like to gain experience working with young people. School students are selected according to the Aim Higher Norfolk criteria from which it is funded, and work on a 1-2-1 basis, raising awareness of FE and HE, listening to and guiding on issues and developing key skills.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
Queen Mary, University of London, Learning Development Unit	Primary School Visits	Students, employed as Student Ambassadors, visit Primary Schools in London Borough of Enfield. They introduce a lesson about University life, leading a discussion with approximately 20 Year 6 students (they will be supported by the Class Teacher). Students complete a number of activities, including designing a poster about University. A few weeks later, the same Year 6 students visit QM for a campus tour, and follow-up activities (completing the poster, etc). These activities are run by Student Ambassadors, supported by Class Teachers. Student Ambassadors also escort students to/from QM by coach at the start and end of the day.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of West of England, Outreach Centre	Aimhigher Student Mentoring National Scheme	Undergraduates are recruited, trained and placed as mentors in local secondary schools which have low attainment levels and low rates of progression to further and higher education. The role of the mentor	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		is to build relationships with his/her mentees, act as a positive role model, provide encouragement and help to raise attainment and aspirations. This is a national scheme run by Aimhigher in many universities.		
Middlesex University, Education Liaison Department	'IT's ACE 2005' (Aiming for a College Education)	This involves a series of Higher Education awareness activities for Year 10 groups from local schools over 2 weeks. Undergraduates deliver the activities.	Paid	○ Raising Aspirations
Imperial College, London, Outreach Office	The Pimlico Connection	Students provide mentoring in Primary and Secondary schools one afternoon between November and March. They provide positive role models for STEM (Science, Technology, Engineering and Mathematics) subjects as well as Higher Education in general. The mentors also provide specialist subject knowledge and are a welcome help in the classroom. All schools involved are part of our Widening Participation cohort. The scheme has been running at Imperial for 30 years and was one of the first peer-tutoring schemes of its kind in 1975.	Voluntary	○ Raising Aspirations
University of Luton, Student Community Exchange/Career Service	UR Shout	Undergraduates are placed as mentors to 13-16 year old who have or are in danger of offending or dropping out of education system.	Voluntary	○ Raising Aspirations
University of Luton, Student	Greenhouse Mentoring	Undergraduates are placed as mentors to 13-16 year old who have or are in danger of offending or dropping	Voluntary	○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Community Exchange/Career Service		out of education system but can also work with asylum seekers, helping them to settle in the UK.		
University of Roehampton, Educational Development Centre	Give it a Go Project	Student mentors support looked after children, those at risk of offending, at risk of exclusion on a thematic project one afternoon a week for ten weeks.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of Roehampton, Educational Development Centre	Homework and Enrichment Clubs	Students support the facilitation of homework and enrichment clubs.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement ○ Taste of Teaching ○ Improving Teaching and Learning Provision
University of Roehampton, Educational Development Centre	Junior Citizen Scheme (2)	Students work with Year 9-10 pupils in Arts specialist schools to design and produce scenery/props for local junior citizen scheme.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement ○ Taste of Teaching ○ Curriculum enhancement
Royal Northern College of Music	Perform!	Opera Project - students rehearse and perform opera scenes with post-16 students. Mentoring is given by the HE students in the form of singing lessons and any help they may require.	Voluntary	<ul style="list-style-type: none"> ○ Enhancing pupil achievement
University of York:	Volunteering Project	Project aims to encourage students to volunteer in the	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Careers Centre		community. Volunteering can take place in a range of environments, including schools.		<ul style="list-style-type: none"> ○ Enhancing pupil achievement ○ Taste of Teaching
University of Manchester	Mentoring Plus	A four year mentoring scheme, matching healthcare professionals to Year 10 pupils, then students to the pupils once they go into Year 11, continuing until end of Year 13. Events at the university and local teaching hospitals are held for participants and a residential summer school in Year 12.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations
Nottingham Trent University: Progression Partnerships	Inspire Mentoring Scheme	Students support four pupils per week on a one to one basis, for an average of 1 hour per pupil per week. The scheme aims to increase pupils self esteem, motivation, organisation skills, aspirations and ultimately attainment. The scheme is currently running in two schools, one focusing on Year 9 and the other on Year 12.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of Chester, Student Guidance and Support Services	Sixth Form Mentoring Project	Undergraduate students volunteer to mentor sixth form pupils from a local high school, offering the pupils an insight into Higher Education, and the different opportunities that are available to them after doing A levels. Mentors also encourage pupils in their studies and school life.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of Liverpool, Centre	Aimhigher Residentials	A variety of residential activities for Years 9, 10, 11 and 12s are held. These vary from one night up to 5	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
for Lifelong Learning		nights. Student Advocates playing key role in delivery of programme and as Overnight Supervisors as well as going into schools in order to promote and plan the activity.		
Aimhigher Kent and Medway	Medway PSA Mentoring Scheme	Undergraduates are recruited and trained to mentor sixth-form students on a one-to-one basis in local schools.	Paid	<ul style="list-style-type: none"> o Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
OTHER				
City of London University, Centre for Career and Skills Development	Visits into Schools and Next Steps Talks	Students go into schools either during day/evening to discuss HE, life at university, budgeting etc with various year groups.	Paid	<ul style="list-style-type: none"> ○ Recruitment and/or promotion of University Life
Queen Mary, University of London: Learning Development Unit	Secondary School Visits	Students employed as Student Ambassadors, visit Secondary Schools in London Borough of Enfield. They introduce a lesson about University life, leading a discussion with approximately ten Year 8 students (they will be supported by a Qualified Teacher). Students complete a number of activities, using both worksheets and ICT software packages. A few weeks later, the same Year 8 students visit QM for a campus tour, and a subject 'taster' session (e.g. Biology). These activities are run by Student ambassadors, supported Qualified Teachers from the schools. Student Ambassadors also escort students to/from QM by coach at the start and end of the day.	Paid	<ul style="list-style-type: none"> ○ Recruitment and/or promotion of University Life

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
University of Hull, Student Recruitment Service	Students in Classrooms	Undergraduates support classroom teachers particularly, but not exclusively, in subjects such as Maths, ICT, Science, Design and Technology, Modern Foreign Languages and English. It also aims to raise attainment and aspirations towards Higher Education.	Paid	<ul style="list-style-type: none"> ○ Classroom Support
University of Nottingham, School of Chemistry	Research Twinning	A post graduate student visits a Year 8 secondary school class to talk about his/her research once a month, over six months. The pupils get the opportunity to hear about the latest chemistry research that takes place at a local university, hear about the life of a postgraduate and see unusual experiments.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Curriculum enhancement
Central School of Speech and Drama: Professional Development and Lifelong Learning	P4P - Science and Puppetry	Students teach EAL students (English as a Foreign Language) using puppets. This takes place in a secondary school setting.	Voluntary	<ul style="list-style-type: none"> ○ Enhancing pupil achievement
University of Greenwich Aimhigher South East London	ASPIRE	This is part of the Student Ambassador scheme. 230 ambassadors work in schools, colleges and their own and other HEI on activities to raise aspirations and attainment.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement
University of Lancaster	Pre-Campus Visits	Student Ambassadors visit school to run a pre-devised	Paid	<ul style="list-style-type: none"> ○ Recruitment and/or promotion of

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		activity with young people who will be attending a campus visit in the near future. These Student Ambassadors will then be involved in the actual visit that takes place on campus.		<ul style="list-style-type: none"> ○ University life ○ Raising Aspirations
Nottingham Trent University: Progression Partnerships	Student Hosts Scheme	Students support Progression Partnerships staff in the delivery of widening participation activities in primary and secondary schools, sixth forms and colleges.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations
Nottingham Trent University: Department of Sports and Lifestyle	Community Sports Volunteering	Two programmes of activity - one involving multi skilled after schools sports coaching for 7 weeks and the Varsity in Community programme involving students coaching local pupils after school, in tag rugby. This is followed by a competition at either Nottingham Trent or Nottingham University and a final at Nottingham Rugby Club.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations ○ Enhancing pupil achievement ○ Curriculum Enhancement
Nottingham Trent University: Progression Partnerships	Streetlaw	The aim of any Street Law Project is to educate citizens about their rights. This scheme has focused upon educating year 11 and sixth form pupils about their Human Rights. By informing students about their rights and the ways in which they can enforce them, it is hoped that they will be in a better position to benefit from those rights in the future. Also for the future, society as a whole may benefit by creating an appreciation of the difficulties of competing rights and competing interests. The scheme also includes some pupil mentoring.	Paid	<ul style="list-style-type: none"> ○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
University of London, School of Pharmacy	Science Fairs	Undergraduates act as representatives at School Science Fairs in the South East Region who discuss science with school pupils.	Paid	○ Raising Aspirations
Sheffield Hallam University, Access Development Team	Get Ahead Roadshows	To provide quality in site intervention for Y8 pupils and to inform a greater awareness of an aspirations towards HE.	Paid	○ Raising Aspirations
St Martins College, Marketing, Recruitment and External	Recruitment and Outreach	This is work that the university department undertakes to increase it's recruitment and profile within the community and nationally is supported by students. In this capacity an ambassador may be asked to give a campus tour and a student life talk based on St Martin's College. They may also facilitate a workshop which is an academic taster of what SMC offers.	Paid	○ Recruitment and/or promotion of University life
University of Reading, Widening Participation Office	Science Activities for Schools/Colleges	A range of Science activities are taken into schools by student ambassadors to support science clubs, school science days and activity days, or to add to lessons either specifically for curriculum enhancement, or as an additional activity depending on the needs of the school.	Paid	○ Encouragement of Priority subjects
University of Chester, Student Development	Millennium Volunteers	An opportunity for students to take part in volunteering helping to work in both primary schools and secondary schools. This helps them to decide if they want to go	Voluntary	○ Enhancing pupil achievement

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
		into teaching, to use their skills developed at University or just to help out. This scheme recognizes the students' efforts and enables them to enhance their CVs.		
University of Chester, Student Development	WP Volunteers	An opportunity for students to volunteer in secondary schools to pass on their experiences of student life and raise aspirations.	Voluntary	○ Raising Aspirations
University College London, Widening Participation Unit	Innovations Programme	Students are trained to set and run their own community volunteering projects. Several of these involve work with schools.	Voluntary	○ Curriculum Enhancement
University of Liverpool, Centre for Lifelong Learning	Primary Project	This is a three stage primary school intervention with Year 5s. The pre and post visit to school is led by UoL staff and visits into HEI with student advocates playing a key role in delivery of the programme.	Paid	○ Raising Aspirations
University of Liverpool, Centre for Lifelong Learning	Year 7 visits	This is a programme of three stage intervention pre/post and visit day for the whole of Year 7 from 10 schools.	Paid	○ Raising Aspirations

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
Aston University, Outreach Office	Active Community Engagement (ACE) Scheme	Through HEACF funding the ACE scheme provides volunteer support for a range of activities to benefit the local community, schools and colleges. Areas of activity include sport, art, music and drama.	Voluntary	<ul style="list-style-type: none"> ○ Enhancing Pupil Achievement
University of London, St Georges	Experiments Roadshow	Interactive sessions for secondary school pupils run by student volunteers linking science curriculum to how that knowledge is applied in healthcare setting. Also works to improve team work and communication skills. Sessions in prosthetics, radiotherapy, nursing, physiotherapy, surgery, bio-med science.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations
SETPOINT: Various Universities	Science and Engineering Ambassadors (SEAs)	This is a joint DfES and DTI initiative with the aim of raising awareness of Science, Engineering and Maths in schools. It is also funded by the Engineering Technology Board. The scheme is part of SETNET – the Science, Engineering and Technology Network. Although in the main those already working in these fields in various occupations are used as Science and Engineering Ambassadors to support teachers in schools and motivate pupils in science, some HEIs are linked into the project and use students to be SEAs. Imperial college in particular use their students. The scheme is flexible and can use mentoring and tutoring activities.		<ul style="list-style-type: none"> ○ Encouragement of Priority Subjects

**TDA: Survey of English Universities - Activities Placing Students into Schools
Activity Map**

University and/or Department Name	Name of Activity/Scheme	Description of Activity/Scheme	Voluntary or Paid	Rationale
University of London, St Georges	CRASH visit	This project involves interactive sessions to increase awareness of health and medical related issues, including hand washing and germ transfer, disability awareness, medical ethics.	Voluntary	<ul style="list-style-type: none"> ○ Raising Aspirations