

WIDENING PARTICIPATION

# Academic Schools Handbook

Ever thought  
of uni?

US

UNIVERSITY  
OF SUSSEX

# Widening Participation

At Sussex we passionately believe that Higher Education should be open to all who have the ability and potential to benefit, regardless of family background, ethnicity, disability or age.

Our innovative First-Generation Scholars pre-entry programme involves students, their parents and teachers in a sustained series of activities that aim to raise: awareness of opportunities; students' self-confidence; motivation and aspiration levels; attainment levels; and applications to Higher Education from under-represented groups. Widening Participation at Sussex encompasses the following key areas.

- **Access:** schools, colleges and communities
- **Fair admissions:** recognising potential
- **Student success:** supporting achievement
- **Progression:** unlocking opportunities

Our team focuses on access to university. The First-Generation Scholars pre-entry scheme provides students from under-represented groups with timely, relevant information and advice, supporting them to make informed choices about their futures.

## ACCESS AGREEMENT

A university or college that charges higher tuition fees must have an access agreement approved by the Director of Fair Access. An access agreement sets out a university or college's fee limits and the measures it intends to put in place to support access from under-represented groups.

## SCHOOL PARTNERSHIPS

In order to support under-represented students, we work in partnership with schools from London and the South East, in coastal, urban and rural areas, from year 5 (9-10 years old) through to year 13 (17-18 years old). Our programme of engagement offers campus visits, workshops, academic events, academic programmes and summer schools, along with personal statement and UCAS support.

## ACADEMIC EVENTS

Over the past five years we have expanded and developed our offer to partner schools of curriculum-enhancing events, projects and summer schools. We do this in partnership with academic tutors from across the university, who submit proposals to gain funding for activities with younger students.



# Meet the team

## ACADEMIC EVENTS

The events team work with our academic colleagues to support them in delivering taster sessions and extended programmes for our suite of activity with younger age groups. Please find contact details below.

### CHRIS MASON

#### Events Manager

cm328@sussex.ac.uk

“I work with academic colleagues to create new programmes and events, especially focussing on how our projects can support national and local widening participation policy. I work with the Project Leads to ensure our programmes are evaluated thoroughly and delivered to the highest standard.”

Get in touch if:

- You have an idea for a new project
- You have any questions about the work we do

### KAREN STALKER

#### Project Lead

k.stalker@sussex.ac.uk

“I work with academics and tutors on our Post 16 projects including Sussex Study Experience, Year 12 Academic Event Days and Year 12 Summer School facilitating and supporting the planning, logistics and delivery of all Post 16 events and supporting my colleagues on their programmes to ensure that all participants get the most out of their experience here at Sussex.”

Get in touch if:

- You have any questions about the logistics of a post 16 event you are running
- You would like more information on our Post 16 programme

### SARAH HOLMAN

#### Project Lead

s.holman@sussex.ac.uk

“I manage our Pre 16 programmes, including Making Choices, Year 7 & 8 Academic Event Days, Year 9 & 10 Academic Event Days and our Year 10 Summer School programme, supporting academics to develop their events, as well as managing all planning, logistics and delivery. I work closely with the rest of the Academic Events team to create the best experience for our students.”

Get in touch if:

- You have any questions around running a Pre 16 event
- You would like more information about our Pre 16 programme

### LUKE FEASEY

#### Events Assistant

l.feasey@sussex.ac.uk

### CERRI HIDER

#### Project Lead

c.hider@sussex.ac.uk

## SENIOR MANAGERS

### CAROLE WILKINSON

#### Joint Head of Widening Participation

c.wilkinson@sussex.ac.uk

### GINO GRAZIANO

#### Joint Head of Widening Participation

g.graziano@sussex.ac.uk

### SAM DUNNETT

#### Deputy Head of Widening Participation

s.n.dunnett@sussex.ac.uk

## OUTREACH

Our outreach team work with our schools and colleges across Sussex and London to support information, advice and guidance throughout a First-Generation Scholars' learning journey. Activities include campus visits, workshops in schools and attending parents' evenings and school events.

### CHRIS DERBYSHIRE

#### Sussex Schools Partnership Manager

c.j.derbyshire@sussex.ac.uk

### PAUL WIGGINS

#### London Schools and Collaborative Partners Manager

p.wiggins@sussex.ac.uk



# Impact

We are constantly evaluating our events and extended programmes to assess their impact.

This helps shape our priorities throughout the year, as well as give us a clearer picture of whether we are supporting key WP aims of developing awareness, aspiration, attainment and confidence. We gather data through a variety of methods: feedback and questionnaires on the day; academic-led research; surveys of attendees at key points in their decision-making; and monitoring progression to university. For more information about how we collect data and feedback, please see page 15.

## ACADEMIC HOURS 2016/17

Year 7/8 Multi-Subject events	76
Year 8/9 Making Choices	234
Year 9 Events	50
<b>Key Stage 3 total</b>	<b>360</b>
Year 10 Events	183
Year 10 Summer Schools	48
<b>Key Stage 4 total</b>	<b>231</b>
Year 12 Events	153
Year 12 Summer School	52
Year 12 SSE	223
<b>Key Stage 5 total</b>	<b>428</b>
<b>Overall total</b>	<b>1297</b>



147

TOTAL ACADEMIC  
EVENTS 2016/7



4,081

TOTAL PUPIL  
ATTENDANCE  
2016/7



27%

OF STUDENTS  
ON SSE APPLIED  
TO SUSSEX



34%

OF STUDENTS ON  
YEAR 12 SUMMER  
SCHOOL APPLIED  
TO SUSSEX



18%

OF STUDENTS ON  
YEAR 10 SUMMER  
SCHOOL APPLIED  
TO SUSSEX

## Overall feedback

96%

OF STUDENTS LEARNT  
NEW THINGS FROM  
ACADEMIC EVENTS

88%

OF STUDENTS APPLYING  
TO SUSSEX AFTER  
COMPLETING AN  
EXTENDED PROGRAMME  
SAID IT HELPED THEM  
REALISE THEY WANTED  
TO GO TO UNIVERSITY

90%

OF STUDENTS APPLYING  
TO SUSSEX AFTER  
COMPLETING AN  
EXTENDED PROGRAMME  
SAID IT HELPED THEM  
REALISE THEY WANTED  
TO APPLY TO SUSSEX

89%

OF PRE-16 STUDENTS  
DEVELOPED THEIR  
MOTIVATION  
TO ACHIEVE WELL  
AT GCSE

# Year 7/8 Events



## 572

STUDENTS TOOK  
PART IN 2016



## 14

SECONDARY  
SCHOOLS  
PARTICIPATED



## 13

ACADEMIC  
SUBJECTS  
RUNNING  
SESSIONS



## 99%

OF STUDENTS WERE  
ENCOURAGED BY  
A TASTER DAY TO  
STUDY AT LEAST  
ONE SUBJECT IN  
THE FUTURE



## 91%

OF STUDENTS WERE  
ENCOURAGED BY  
A TASTER DAY TO  
STUDY AT LEAST  
TWO SUBJECTS IN  
THE FUTURE

## YEAR 7/8 EVENTS FOR 11-13 YEAR OLDS

Year 7/8 events are an opportunity for our young First-Generation Scholars' students to experience multiple subjects and gain an understanding of some of the options and choices available at university. We usually run three Multi-Subject Taster days per year, but we also consider events that focus on a particular area of study, such as our Stargazing Live! event which looks in depth at Physics and Astronomy.

## CURRENT SUBJECTS

Chemistry, Engineering, Physics, Maths, Robotics, Art History, English, History, Philosophy, Media, Law, Life Sciences, Medicine

## TYPICAL PROGRAMME

**10:30** Arrival and welcome

We usually take some time to explain a little about university and give some context for the day with an interactive activity, as it is likely to be their first visit to a university

**11:00** Taster session 1

**11:45** Taster session 2

**12:30** Lunch

**13:15** Taster session 3

**14:00** Evaluation and farewells

## HOW TO GET INVOLVED

You would need to commit to running a 45-minute taster three times per day (see timetable below). Our usual dates for Multi-Subject Tasters are:

- January
- May

We will confirm these dates as soon as possible but they are always outside teaching time.

If you would like to run a session for a Year 7/8 event please see page 12 for details on how to get involved.

If you have an idea for a subject-specific day of tasters, eg a History conference or a themed day such as Star Wars, please contact the Events Manager to discuss.

**“This is a really good university  
and it was a great experience to have”**

STUDENT PERSPECTIVE

**“A very worthwhile day, many of our students  
are asking when they can come back”**

TEACHER PERSPECTIVE

# Making Choices



280

STUDENTS  
ON 2016/7  
PROGRAMME



8

SECONDARY  
SCHOOLS  
TAKING PART



15

ACADEMIC  
SUBJECTS RUNNING  
SESSIONS



91%

OF STUDENTS HAD A  
FUN AND ENJOYABLE  
DAY IN THEIR SUBJECT  
SESSIONS

## MAKING CHOICES FOR 12-14 YEAR OLDS

Making Choices is a Year 8/9 programme which aims to support First-Generation Scholars' in their GCSE and future choices, as well as raise aspirations and awareness of university at a crucial age. The programme runs between October and May, with students making five visits to the university. These include a welcome day, three academic taster days and a graduation ceremony which parents and carers are invited to.

## CURRENT SUBJECTS

- Pharmacy
- Life Sciences
- Robotics & Engineering
- Physics
- Maths
- Art History
- Music
- English
- History
- Geography
- Philosophy
- Media
- Law
- Politics
- Sociology

## HOW TO GET INVOLVED

You would need to commit to running one session lasting three hours (with lunch break) in each of the following time frames:

- December
- January
- March

You will be given freedom to choose a date that suits within these time frames.

If you would like to run a session for Making Choices please see page 12 for details on how to get involved.

**“I have learnt more about the foundations of Politics and saw an insight of what it could be like at university”**

STUDENT PERSPECTIVE

**“I think this programme is wonderful, and my students felt their ambitions to go to university were greatly enhanced by their experiences”**

TEACHER PERSPECTIVE

**“Making Choices has made my son see university as accessible. Removed the ‘mystic’. He knows it is an achievable goal”**

PARENT PERSPECTIVE

# Year 9/10 Events



## 34

YEAR 9/10 EVENTS  
PLANNED FOR  
2016/7



## 900

EXPECTED  
PARTICIPANTS IN  
2016/7



## 91%

OF STUDENTS  
HAD A FUN AND  
ENJOYABLE DAY  
IN 2015/6



## 92%

STUDENTS LEARNT  
NEW THINGS  
DURING THEIR  
EVENT



## 183

ACADEMIC HOURS  
EXPECTED FOR  
2016/7

## YEAR 9/10 EVENTS FOR 13-15 YEAR OLDS

Throughout the year (but mainly in April, May and June) we run a series of stand-alone academic events for Year 9 and 10 students in a wide array of disciplines and topics. These events are for First-Generation Scholars' from our partner schools and usually have a capacity of 20 or 40 students, comprising of either one three-hour session or two 90-minute sessions repeated.

## TYPICAL PROGRAMME

<b>10:30</b>	Session 1
<b>12:00</b>	Lunch
<b>12:45</b>	Session 2
<b>14:15</b>	Evaluation and farewells

## 2016/17 EVENTS

- Design A Racing Car Day (Engineering & Informatics)
- Making Great Speeches (English)
- Filming Fiction (Media)
- Internet of Things / Shaping Sound (Engineering & Informatics)
- Psychology Day
- Computers, Brains and Social Media (Engineering & Informatics)
- D-Day Landings (History)
- Architecture as Art (Art History)
- Making A Noise (Music)
- Stand Up For Justice: Criminal Advocacy Competition (Law)
- Creative Writing Masterclass (English)

## HOW TO GET INVOLVED

You would need to run a three-hour taster or work with a colleague to run two 90-minute tasters to make a full day. Our Year 9/10 events can be delivered up to three times per year, dependent on demand and your availability. The best dates for these events are:

- April
- May
- June

If you would like to run a Year 9/10 event, please see page 12 for details on how to get involved.

**“I learnt more about the different concepts in media and how to use a camera and make a film and this is essential for me because I take Media as GCSE”**

STUDENT PERSPECTIVE (DOCUMENTARY MAKING)

**“Great day, students enjoyed it tremendously. Really improved their levels of interest and motivation and gave a great representation of Sussex and Engineering”**

TEACHER PERSPECTIVE (DESIGN A RACING CAR DAY)

# Year 10 Summer School



120

STUDENTS  
TOOK PART  
IN 2016



27

SECONDARY  
SCHOOLS  
PARTICIPATED



18%

PARTICIPANTS FROM  
2014 SUMMER  
SCHOOL APPLIED IN  
2017 FOR A PLACE  
AT THE UNIVERSITY  
OF SUSSEX



91%

OF STUDENTS  
ENCOURAGED  
TO THINK ABOUT  
GOING TO  
UNIVERSITY IN THE  
FUTURE



92%

OF STUDENTS  
ENCOURAGED TO  
SEE UNIVERSITY  
AS AN ACHIEVABLE  
GOAL

## YEAR 10 SUMMER SCHOOL FOR 14-15 YEAR OLDS

Our Year 10 Summer School gives First-Generation Scholars' students an experience of university life in a residential setting. Over three days, students take part in a series of academic tasters, social events, inspirational lectures and talks, as well as engaging with our team of experienced ambassadors.

## CURRENT SUBJECTS

Biology, Chemistry, Maths & Physics, Engineering, Philosophy, Media, Politics, History

## TYPICAL PROGRAMME

### Wednesday 5th July

15:00-16:30

### Thursday 6th July

10:30-12:00 · 13:30-15:00

### Friday 7th July

10:30-12:00

### Monday 10th July

15:00-16:30

### Tuesday 11th July

10:30-12:00 · 13:30-15:00

### Wednesday 12th July

10:30-12:00

NB: Times/dates will change each year

## HOW TO GET INVOLVED

You would need to commit to running a 90-minute taster four times for each summer school (see timetable below). Our usual dates are:

- The first two weeks of July

If you would like to run a session for the Year 10 Summer School please see page 12 for details on how to get involved.

**“The thought of going to university terrified me before as I have a lot of responsibilities as a young carer. The experience has proven me wrong and I look forward to the university life and experience”**

STUDENT PERSPECTIVE

**“Many of my students commented on how the summer school helped grow their confidence so a massive thank you and looking forward to more of the same next year!”**

TEACHER PERSPECTIVE



# Sussex Study Experience



## 107

STUDENTS  
ON 2016/7  
PROGRAMME



## 21

SECONDARY  
SCHOOLS/  
COLLEGES  
PARTICIPATED



## 9

ACADEMIC  
SUBJECTS  
RUNNING  
SESSIONS



## 83%

OF 2015/6  
STUDENTS SAID  
THE SSE HELPED  
DEVELOP THEIR  
RESEARCH SKILLS



## 27%

APPLICATION RATE  
FROM 2015/16  
COHORT TO SUSSEX

## SUSSEX STUDY EXPERIENCE

Sussex Study Experience is an extended Year 12 programme designed for First-Generation Scholars' across Sussex and London to gain an experience of university teaching, learning and university life aiming to build confidence, raise attainment and enable informed decision making. The format comprises an introductory welcome day, team building day, a series of academic subject days, an optional overnight residential and a graduation celebration. Students who complete the programme are eligible for a reduced offer when applying to Sussex.

## CURRENT SUBJECTS

- Law
- Media
- Computing
- Zoology
- English
- Business
- Geography
- History
- Physics

## HOW TO GET INVOLVED

You will need to develop a minimum of nine hours academic content for your subject strand appropriate for A level students. This can include an optional off campus visit and/or a group project. For example Computing students built a robot during their course, Law students visit Lewes Crown Court, History students visit Tangmere aviation museum and Media students create a vlog.

Academic days run from January to April on three full days, with an option for additional days if appropriate. If you would like to run a subject strand for SSE please see page 12 for details on how to get involved.

**“There was nothing more beneficial to me when I was going through UCAS than the SSE programme. If it wasn't for SSE I would have most definitely chosen the wrong course because I was not aware there were courses I had never heard of out there that were much more relevant to what I was studying at A-level and what I was interested in.”**

STUDENT PERSPECTIVE

# Year 12 Academic Events



16

YEAR 12  
EVENTS PLANNED  
FOR 2016/7



500

EXPECTED  
PARTICIPANTS  
IN 2016/7



75%

STUDENTS FELT MORE  
MOTIVATED POST-EVENT  
TO ACHIEVE WELL



82%

STUDENTS LEARNT NEW  
THINGS ABOUT THE  
SUBJECT DURING THE  
EVENT

## YEAR 12 ACADEMIC EVENTS FOR 16-17 YEAR OLDS

Each year we offer a series of stand alone Year 12 Academic Events in a variety of subject areas which links to and supports current A-Level curriculum specifications. These events are for First-Generation Scholars' from our partner schools and usually have a capacity of 20 - 50 students. The events aim to inspire and motivate students to make informed choices and gain an insight into degree level content and career pathways for a particular subject area.

## CURRENT EVENTS

- American Studies – Rhetoric and the US Election (English)
- Bringing Great Writers to Life (English)
- Will The Revolution Be Televised? (Media)
- A level Maths Day (Maths & Physics)
- Chemistry Experience Day (Chemistry)
- Biology Experience Day (Biology)
- Pharmacy Day (Pharmacy)
- Biotech Day (Life Sciences)

## HOW TO GET INVOLVED

Year 12 events have a total of three hours of academic content which supports the A-Level curriculum. We can be flexible on dates and run events from November to June.

If you would like to run a Year 12 event, please see page 12 for details on how to get involved.

**“I learnt a lot about the persuasive techniques used within politics throughout history (rhetoric) and have also learnt how to analyse a speech, why they are effective and the techniques they use”**

STUDENT PERSPECTIVE

**“The reality of Uni - in the best way! The level of support was excellent. Also as First Gens they got to meet people who are here as First Gens (it worked! They realised that there is lots of help available)”**

TEACHER PERSPECTIVE

# Year 12 Summer School



## 79

STUDENTS  
TOOK PART  
IN 2016



## 40

SECONDARY  
SCHOOLS/  
COLLEGES  
ACROSS THE UK  
PARTICIPATED



## 34%

APPLICATION RATE  
TO SUSSEX FROM  
2016 YEAR 12  
SUMMER SCHOOL



## 84%

STUDENTS  
ENCOURAGED  
TO THINK ABOUT  
GOING TO  
UNIVERSITY IN THE  
FUTURE



## 87%

STUDENTS  
ENCOURAGED TO  
SEE UNIVERSITY  
AS AN ACHIEVABLE  
GOAL

## YEAR 12 SUMMER SCHOOL

Our Year 12 residential Summer School targets First-Generation Scholars' to provide a realistic experience of university style teaching, learning and life on campus to build confidence, raise awareness and increase attainment. Over four days, students take part in a series of academic tasters, inspirational lectures and social events including a mini fresher's fair with SU societies, a visit to Brighton, a cooking on a student budget workshop as well as engaging with our team of trained summer school ambassadors.

## CURRENT SUBJECTS

Chemistry, Physics, Maths, History, English, Media Practice, Law, Psychology

## TYPICAL PROGRAMME

### Monday 24th July

16:00-17:30

### Tuesday 25th July

11:15-12:45 • 13:45-15:15

### Wednesday 26th July

11:00-12:00

### Thursday 27th July

10:00-11:30

NB: Times/dates will change each year

## HOW TO GET INVOLVED

You would need to develop 6.5 hrs of academic content for your subject strand appropriate for A level students (see typical programme).

Our usual dates are:

- The last week in July

If you would like to run a subject strand for the Year 12 Summer School please see page 12 for details on how to get involved

**“We had freedom to see the campus and interact with new people, which makes me feel a lot more confident about meeting new people at University and in general life”**

STUDENT PERSPECTIVE

**“I’ve gained knowledge on specific things I was unsure about and I feel like I know what to expect from a university life. Whereas before it was a guessing game for me”**

STUDENT PERSPECTIVE

# How to get involved

## STAGE ONE - INITIAL DISCUSSION

If you have an idea for an event or project, please get in touch with the Events Manager in the first instance. They will be able to hold **initial discussions** about the suitability and viability of your idea before submitting a **proposal**.

We have some important criteria for our events, so the Events Manager will be able to guide you through our challenges and desired outcomes to ensure you have the best possible chance of successfully completing a **proposal**.

## STAGE TWO - PROPOSAL

Once you have agreed in principle your project with the Events Manager, including what resources you may need and if you need support from other colleagues, you will be invited to submit a **proposal** which will detail the following:

- Description of event
- Target age group
- Programme you wish to be part of
- Anticipated outcomes
- How many sessions you can run
- Suitable dates
- Specific room requirements
- Development time required
- Delivery costs

## STAGE THREE - AGREEMENT

Your **proposal** will be assessed by the WP team against our criteria and key objectives. You will be informed as soon as possible whether you have been successful. In some instances slight amendments may be needed in order for the proposal to be agreed, in which case we will support you to modify your **proposal**.

If successful, we will send you an **agreement** with terms for your engagement with the WP team. If you are new to working with us, we will also arrange a meeting to get to know you, as well as offer our programme of professional development which will help you devise sessions for younger age groups.

At this stage we will need a little more information from you to help us market the event to partner schools. This will include:

- Curriculum-matched activities. To ensure that we have full uptake of academic-led events, we ensure our content is matched to relevant school curriculums, such as GCSE and A-Levels. We will help you with this process but you will also need to think about how your event supports key curriculum content.
- Finalised dates for your events
- Budget code for funds to be sent to

## STAGE FOUR - LOGISTICS

After funds have been sent and everything has been finalised with the **agreement**, we will liaise with you, leading up to the event, about **logistics**. This will include:

- Confirmation of room bookings requested
- Any information you need from the participants in advance
- Resources to be distributed on the day, for instance pads, pens, information leaflets etc.
- Press coverage
- Timings and programme for the day
- Details of schools or colleges taking part

On the day(s) of your event there will always be an Event Lead from the WP team who will provide a short introduction to the day and be on hand to provide support if needed.

# Top tips

Using feedback from students and teachers over the past four years, we've put together some top tips and best practices to help you run a successful event

## INTERACTIVITY

Students in schools and colleges are not used to standard university-style teaching, through lectures and talks.

If you have core information to get across, consider doing it through an activity such as a quiz, mind map, or asking the students to research the information themselves.

Generally we advise that lead academics do not speak for more than five to ten minutes at a time without some kind of activity. This helps engage the students and reinforces learning.

## SPECIALIST LANGUAGE

Sometimes the language used by academic tutors is conducted at a higher level. Whilst we encourage sessions to stretch students' capabilities, we also recognise that sometimes the use of specialist language needs to be addressed.

A good way of getting around this is to do a short game, like a glossary match, to aid learning and help students understand concepts covered later in the day. This can also be a good way of assessing the group's shared understanding.

## CURRICULUM MATCHING

In order for us to be able to market activities to partner schools, we link the school curriculum to what you will be covering in your session. This ensures that events are fully booked.

All GCSE and GCE exams boards have information about the topics covered in their assessments on their

website, and we advise academic leads to consult these guides to see how a session might fit with the curriculum. We can provide you with this information or relevant links. Quite often, curriculum links stretch across a number of disciplines and subjects.

## GETTING OTHERS TO HELP

Most academic tutors will be delivering sessions to a new age group they are unaccustomed to, so we usually advise academic leads to bring other people in to help deliver the event. For example, it might be an undergraduate student with an interest in teaching or a colleague in your department.

This helps the students hear a range of voices and perspectives throughout the day and spreads some of the work and preparation.

## EXTENSION ACTIVITIES AND TIMINGS

Group and individuals will work at different speeds when completing a task and you may find what is easy for some may be harder for others. Therefore, we encourage academic leads to have some kind of extension activity ready in case students finish the activities sooner than expected.

We also recommend having one or two 'filler activities', especially for the first couple of times you deliver a session, in case an activity is longer or shorter than planned for. It is always useful to allow time for a plenary, allowing students to reflect on their learning experience.

## CAREERS AND EMPLOYABILITY

It is very useful for the session to include an element of careers and degree progression routes. Students have expressed how helpful they have found it when an academic or subject ambassador talks about their experiences and career to date and appreciate referrals to appropriate career resources, websites, forums etc.

A good way of incorporating this into a session is to spend a few minutes discussing some of the pathways taken by alumni. This helps students recognise that in many subjects, there is a vast array of options in the workplace.

## PRACTICAL EXPERIENCE

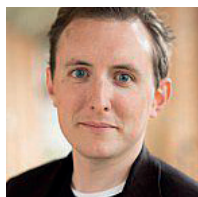
Where possible students and teachers appreciate the opportunity to practically experience the university facilities and equipment.

For example this could take the form of a short tour of the media facilities, a practical session in the life sciences labs or hands on use of specialised equipment.

We may be able to support course material needs if you factor this into your funding application.

Students enjoy leading, presenting their ideas, debating and discussing new ideas and concepts. Young people enjoy being given a platform to share their ideas and this helps them to feel part of a positive learning experience.

# Case studies



## Tom Wright

ENGLISH

“I have worked closely with the WP team for three years as Director of Widening Participation for the School

of English. English has a particular set of challenges as a university subject. Not least of which is that of perception. Pupils are familiar with the subject from school but are sceptical of its practical value, and unclear as to the career paths that it might open for them. The most rewarding aspect of the WP work we do is the attempt to break down these assumptions by revealing the breadth of things that ‘studying English’ means in reality. Speaking personally, my extensive WP work has proved immensely beneficial to my own teaching practice. The challenge of bringing the subject alive to diverse groups of students of all ages has made me see the subject of English in new ways. Those of us who also came to university with no family experience of college pride ourselves on being able to broaden the horizons of first generation scholars. And all of us at Sussex find it highly rewarding to demystify the experience of university life, making the campus a more inviting place and one with life-transforming potential”



## Verona Ní Drisceoil

LAW

“I would highly recommend getting

involved in WP programmes at Sussex. I can honestly say that I have become a better teacher and facilitator as a result. Yes, the sessions demand planning and thought but they are always hugely rewarding, inspiring and fun. Whether it is younger students attending Making Choices or Year 12 students on the Sussex Study Experience, the students challenge me and the status quo. They ask questions. They probe. There is a rawness in expression and thought that truly inspires me. Unlike many of our undergraduate students, I find that the younger students ‘have not yet been educated into accepting routine practices as natural and so insist on posing those fundamentally challenging questions’ (Eagleton, *The Significance of Theory*). It is this ‘wondering estrangement’ that makes it so worthwhile. I also enjoy nothing more than to see students develop and grow in confidence. Within this environment, there is a real opportunity to make a difference and to connect – not only with the students but with your own teaching and sense of being. If you want to re-energise your teaching methods by trying new approaches and re-instil that passion for enquiry and challenge in the classroom, then get involved. I promise you, it will be worth it”

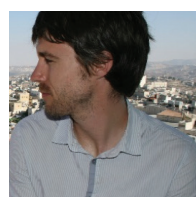


## Elizabeth Rendon-Morales

ENGINEERING

“Working with Sussex Study

Experience has been really encouraging, especially as an Engineer, as I really enjoy seeing student’s happy faces when they are building their robots and figuring out how to solve problems. As a female engineer, I am very pleased that 50% of our SSE students were girls, who performed extremely well. I personally would like to contribute to inspiring girls to choose engineering and computing. I believe that we need to do what we love and in my case I have been blessed to work within the area that I like and contribute to society, teaching and engaging with young people about what Engineering really means. That is great!”



## Jake Norris

HISTORY

“For the past three years I’ve been teaching a workshop on the First World War in Brighton within the ‘Making

Choices’ strand of Sussex’s WP programme. Students are interested and often surprised to learn about the central theme of the workshop: the extent to which the Great War remade Brighton into a global city. From the recuperating Indian soldiers housed in the Pavilion to games of baseball played in Preston Park, Brighton was awash with all kinds of foreign and “exotic” influences as a result of the War. Teaching the workshops has been highly enjoyable as well as valuable for my work as university lecturer. It helps embed my work as an academic historian in the local community and gives me a better understanding of how our university teaching builds on students’ longer historical education.”

# Evaluation and feedback

To help support our team of academics and tutors we provide regular feedback and evaluation reports, allowing you to see the impact of your events, as well as suggestions of improvements for future sessions. We collate feedback from participants, teachers, ambassadors and the WP team to provide a comprehensive overview of your event.

We also appreciate your feedback to us about the service we provide and encourage academics and tutors to let us know if there were any issues during your delivery.

Each project has a set of objectives around our four key evaluation themes: attainment, awareness, aspiration and confidence.

For each session, we always report on

- Number of participants
- Schools/colleges of participants
- % of students that learnt new things (attainment)
- % of students that have been encouraged to study the subject in the future (aspiration and awareness)
- % of students that had an enjoyable and fun day
- Qualitative feedback about what the students enjoyed
- Any future improvements suggested by observers

If relevant, we may also provide other information, and we can adapt our evaluations if you need specific information to be recorded, or want to ask particular questions.



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