SUMMARY
In the first year of a ground breaking programme, UCL academics, students, and museum staff worked with 12 secondary schools. A range of feedback all showed a very positive response to interactions with UCL, and 92% of pupils surveyed stated they were more likely to apply to university as a result.

Emma Bryant
Schools Engagement Manager: Museums, UCL Culture

UCL Culture Schools Engagement

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- UCL Students

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- New projects
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NB: To avoid confusion ’Student’ refers to undergraduate and MA students; ‘Pupil’ refers to young people at school with the exception of the infographics where ‘student’ refers to participants form school.
Introduction

The Animal Movement workshop in the Grant Museum of Zoology

Aims
The Museum and Schools programme, run by the Schools Engagement team in UCL Culture, aims to:

- Raise awareness of UCL in East London
- Increase pupils’ skills and knowledge
- Provide an understanding and knowledge of opportunities to children and young people, predominantly aged 11-18

Figure 1 Illustrates the aims of this programme (immediate and long term), alongside the overall goals.

This report provides a synthesis of the evaluations of this programme, focusing on the achievement of our three core aims from a pilot programme undertaken during the academic year 2017-18. The programme’s long-term aims - higher levels of attainment, increased confidence, and partnerships - will be evaluated in the future, as they take longer to assess.

Context
The Museum and Schools Programme consists of various interventions, which focus on the UCL Museums, their collections, and object based learning. It encourages students, who are from schools and colleges with a very high/high proportion of Widening Participation students, from the London boroughs of Hackney, Tower Hamlets, Newham and Waltham Forest, to study for a degree at UCL. This rating is provided by UCL’s Widening Participation team.

‘Overall, just over 3 per cent of school leavers admitted to the most prestigious institutions last year were black – and just 6.5 per cent of the same intake came from the most disadvantaged areas in the UK.’ Independent Newspaper report, 6.08.18.
The programme, planned in the summer of 2017 and the East Education Framework: Experimentation Arts Society Technology, the acronym descriptors from the UCL East academic vision, determined the context. The projects, apart from Creative Writing, link to the Academic Departments that will be in UCL East from 2020.

Evaluation Methods
Monitoring and evaluation processes were undertaken to collect evidence to inform an understanding of project activities and their impacts. The evaluation aimed to capture experiences of those involved in the programme, in order to assess to what extent the aims of the programme were met, and the benefits and impacts that have resulted. The evaluation strategy was tied to the overall aims of the project, and agreed with the Head of Evaluation (Engagement) UCL Culture.

The evaluation was led by the programme lead – the School’s Engagement Manager. The material gathered was collated and analysed by two Student Ambassadors using Word documents, spreadsheets and infographics to show the findings.

The evaluation exercise has taken a qualitative research approach, which involved the following components:

- Formative evaluation of the programme/offer
- Pre-project expectations for teachers
- Post workshop/project teacher feedback forms
- Post workshop discussion with workshop leaders
- Post-it notes for pupils asking about what went well and what could be improved both for their learning, what they enjoyed, didn’t find useful and also for the workshop
- A series of luggage labels for students to draw/write on throughout the Bio-Robotics project
Summary of Activities

Workshops

This section of the report provides a description of what happened in each of the four different workshops. The subject matter of the workshops was different; however, there were some common features throughout. All workshops/projects include:

- A museum workshop
- Object based learning
- A practical element
- Discussion and information about the undergraduate courses that are relevant to each workshop
- Led by UCL academics and/or PhD candidates and supported by UCL students.
- A campus tour as part of all Bloomsbury activities.

Figure 2 A Student Ambassador gives a tour of the campus for George Greens School
This two-day workshop introduces pupils to the art of drypoint etching and gives them practical printmaking skills. They study and learn from original prints about technique, symbolism and composition.

Day 1
- An art workshop at UCL Art Museum to study and draw from original prints
- Visit the Slade Print Studio to meet art students, see printmaking techniques in action, create a communal etching

Day 2
- A printmaking workshop at school/college with PhD candidate and/or Slade undergraduates
- Materials and equipment, including a mini-etching studio brought to school
- Pupils make and print a dry point etching

- Three schools during the Spring Term
- Key Stages 4 and 5
- Curriculum links: Art and Design.

Figure 3 Pupils at BSix sixth form college using the etching press
This term-long, bio-inspired robotics project explores the links between robots, computer programming and animal movement, specifically that of snakes and caterpillars. Creatures large and small have adapted to their environments and evolved unique specialisations. Today’s scientists and engineers are drawing inspiration from the animal kingdom in creating the next generation of robots to help us solve some of the biggest challenges facing humankind.

- A twilight CPD session for teachers
- An Animal Locomotion schools’ workshop in the Grant Museum of Zoology
- Loan of a bio-inspired robotics kit with technical support from UCL students

- Three schools per term
- Animal Movement Workshop at the Grant Museum
- Outreach to school, minimum 2 visits
- Key Stages 3-5
- Curriculum links: Science (Physics and biology) IT and DT

Figure 4 The Animal Movement Workshop at the Grant Museum

The robots in action
Creative Writing: Poetry- Arts and Society

In this one-day workshop pupils work with poets from the UCL English Department. They gain inspiration from the objects in the Petrie Museum of Egyptian Archaeology and the poems of Al-Saddiq Al-Raddi, former poet in residence at the museum. A second extension workshop, building on the work done at the Petrie Museum, takes place at the UCL Art Museum in the summer term focusing on prints of London and two sonnets about Westminster Bridge by Wordsworth and Alice Oswald.

- A workshop in the English department about the formal aspects of writing poetry
- A workshop in the Petrie Museum and using objects to inspire poetry
- Ideas and inspiration to take back to school to develop poems and creative writing
- Meet students and academics to find out what it is like to go to UCL and to study English

- One school per term
- Key Stages 4 and 5
- Curriculum links: English

Figure 5 Pupils inspired by objects in the Petrie
In this one day workshop pupils work with a writer from the UCL Arts and Sciences (BASc) Course in this creative writing workshop at the Petrie Museum.

- Explore the basic principles of successfully writing and reading creative non-fiction
- Examining objects at the Petrie Museum during to inspire writing, and to encourage thinking about what the lives of others in ancient times might have been like.

- Summer term
- Key Stages 4 and 5
- Curriculum links: English, History

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**Figure 6 Workshop in the BASc common room**

**Figure 7 Examining objects in the Petrie Museum**

**Figure 8 Creative writing**
From the stripes of a zebra to the spots on Dalmatians, Alan Turing came up with equations that describe the formation of these patterns. And last year an interdisciplinary research group found that it is possible to model the patterns formed on the skin scales of lizards using Cellular Automaton. Mathematics has been applied to biology since the 19th century then the 1960s’ advances in computer science were a game changer for the field of mathematics known as Mathematical Biology.

- Explore applications of mathematics to ecology and evolutionary biology at the Grant Museum of Zoology
- Learn about mathematical Biology, the ‘Game of Life’ and WolframAlpha
- Learn how to model the changes of the skin scale patterns of a lizard throughout its life using Cellular Automata
- Mathematics, patterns and matrices in the Maths Department

- Summer term
- Year 12 pupils studying A level Maths [predicted grade A or above] with an interest in science.
- Curriculum links: Mathematics, Applied Mathematics, Biology
Long Term Projects

The initial planning and making contacts for two long-term projects took place during the 2017-18 academic year. They will both start in 2018-19.

Creating Aspirations: Making Early University Connections through UCL Museums- Experimentation, Arts and Society
It is widely recognised that aspirations can be formed early in a child’s life, so to broaden university access, this project will introduce children to UCL in an exciting and innovative way from primary school and into secondary school.

Museum and Galleries in Education MA students from UCL Institute of Education are working with George Mitchell School Waltham Forest, to forge long term and meaningful connections between the university and this all-through school. George Mitchell School has a high WP rating and is the first school from the borough to join the programme.

The project, initially running for 2-years, will build an in-depth and lasting relationship with children from year 5 (aged 9-10), UCL Culture, and the broader university. The project will run on a participatory ethos, with the school and pupils working with the students to design it and to decide what happens. It will introduce pupils to the world of work, increase their confidence, and support core curriculum subjects.

Art and Faith: A Celebration of Urban Belief- Arts and Society
Throughout history, humanity has used art to explore and define faith and spirituality. The project will explore the faiths and beliefs embedded in the community to uncover and learn about the culture, identity and heritage of both individuals and groups.

The art and objects in the museums will stimulate discussion on cultures and beliefs embedded within the world we all inhabit in this participatory project.

The aim is to identify 15-20 students from schools in the London boroughs of Hackney, Newham, Tower Hamlets and Waltham Forest. They will have an interdisciplinary partnership with UCL academics and students. Together the school students will share their expressions of belief through material culture. The final outcome will be a community-curated event in 2020.
Schools Participation

293 pupils attended onsite activities led by UCL staff, PhD candidates and students, 272 attended offsite activities, 565 in total. The average size of the groups was 22 pupils and 3 teachers/support staff. Schools used the robotic kits independently. Six out of the nine schools completed the log, they ran 33 lessons and/or afterschool clubs for 34 hours in total.

Table 1:

<table>
<thead>
<tr>
<th>Name</th>
<th>Borough</th>
<th>WP rating</th>
<th>Workshops/projects</th>
<th>CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petchey Academy</td>
<td>Hackney</td>
<td>High</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Haggerston School</td>
<td>Hackney</td>
<td>High</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>City Academy, Hackney</td>
<td>Hackney</td>
<td>Very high</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cardinal Pole Roman Catholic School</td>
<td>Hackney</td>
<td>High</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BSix 6th form college</td>
<td>Hackney</td>
<td>High</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mossbourne City Academy</td>
<td>Hackney</td>
<td>Very high</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hackney New School</td>
<td>Hackney</td>
<td>Very high</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Stoke Newington School</td>
<td>Hackney</td>
<td>High</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Bobby Moore</td>
<td>Newham</td>
<td>tbc</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School21</td>
<td>Newham</td>
<td>High</td>
<td>1 + pilot July 2017</td>
<td>1</td>
</tr>
<tr>
<td>Brampton Manor Academy</td>
<td>Newham</td>
<td>Very High</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>George Greens School</td>
<td>Tower Hamlets</td>
<td>High</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>16 +1</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Individual students from Stepney Green College, Lambeth College, London Academy of Excellence, Dame Alice Owen’s School and Hammersmith Academy came to the Mathematical Biology workshop.

UCL Academics and Departments

Eighteen academics contributed to the programme. Twelve ran workshops at UCL, two of whom ran workshops in schools as well. Two members of staff gave a tour of the Institute of Making, and the Printmaking Technician from the Slade organised the workshop in the print studio. The five remaining academics were consulted about developing the offer. The Creative Writing Poetry Workshop is part of the ‘Poet’s Poets’ REF Impact Case Study.

Table 2:

<table>
<thead>
<tr>
<th>Department or UCL institution</th>
<th>Project</th>
<th>Academics</th>
<th>Other staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Creative Writing</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BASc</td>
<td>Creative Writing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Engineering Sciences</td>
<td>Bio-robotics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Centre for Biodiversity and Environment Research (CBER)</td>
<td>Bio-robotics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Medical Physics</td>
<td>Bio-robotics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Slade School of Fine Art</td>
<td>Printmaking</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Institute of Making</td>
<td>Printmaking</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Institute of Education</td>
<td>Creating Aspirations</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Institute of Advanced Studies</td>
<td>Art and Faith</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Art and Faith</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N/A</strong></td>
<td><strong>18</strong></td>
<td><strong>3</strong></td>
</tr>
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</table>
Table 3:

<table>
<thead>
<tr>
<th>Project</th>
<th>Students</th>
<th>PhD candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio-robotics</td>
<td>6</td>
<td>1 + 1 Erasmus Scholar</td>
</tr>
<tr>
<td>Printmaking</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Creating Aspirations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>5 +1</strong></td>
</tr>
</tbody>
</table>

UCL Student feedback

Bio-robotics Project

*Being involved with the Bio-robotics project has been an extremely valuable and enriching experience. Assisting with the Grant Museum workshops, visiting secondary schools and working alongside zoologists has helped me develop a clearer picture of what I want to be doing in the future – educating the community and working with animals. As an Arts and Sciences student at UCL, interdisciplinary education is very important to me, and it is amazing that the project brings together academics from different departments. Not only do us undergraduates have the opportunity to learn from different fields (I hadn’t learnt about museum studies or 3D printing before the project!) – we are able to take what we’ve learnt to teach and empower the next generation. It’s quite amazing witnessing each school group begin to engage more and more with the museum specimens and exercises in the space of two hours, and to see the change in individual students as their perception of scientists and robots change. By the end of the project, many students perceive themselves as potential scientists when they hadn’t done so before, and that’s amazing!*

*Tyra Enchill, BASc*

Additional students, the Student Ambassadors trained by UCL’s Widening Participation unit, also met pupils and gave tours of the campus.

Key Findings

The collated comments were analysed: a process of interpreting the comments, identifying similar phrases whilst searching for commonalities and differences. The themes that emerged from the analysis are summarised below.

**Raise awareness of UCL**

An aim of the programme was to raise awareness of UCL within East London. We achieved this through the following ways:

- 293 pupils came to UCL and:
  - Met academics
  - Met students
  - Toured the campus
  - Found out about relevant degree courses and entrance requirements
  - Learnt about unfamiliar degree subjects
- Pupils regarded the best features of the tour:
  - The students who conducted the tours
They were enjoyable
They encouraged them to consider higher education by informing them about university life.

What could be better

Teachers’ comments
- The involvement of UCL undergraduates would have been beneficial but recognised the difficulty of this due to the time of year, i.e. before exams.

Pupils’ comments
- When reaching out to students give examples of potential university courses to apply to, not just maths and biology
- Longer tour

92% of pupils surveyed stated that because of attending a workshop and the campus tour they were more likely to apply to university.

Pupils reported that one of their main learning outcomes was finding out about UCL as a higher education institution

Teachers reported that the immersion in a university environment was beneficial to their pupils.

Responses to the question ‘Is the tour of the University College London campus and Slade School an effective way of giving students an insight into university life? Please explain.’
- Most definitely – exposure to equipment and processes at Slade and the Institute of Making.
- Yes. Students really enjoyed walking through the campus, especially through the sculpture/print studios.
- Really informative and inspiring – great for the students to observe University and Studio life and think about future plans.
- Yes, in a short tour we were given an insight into the diversity of the students and their studies.
- There was a parents’ evening last night and parents of some of the students involved in the workshop said that it was a wonderful experience for them.

Increase skills and knowledge
All the workshops increased pupils skills and knowledge, and in the case of Bio-Robotics, teachers skills. Each workshop included different approaches to learning including looking, touching, discussing, writing or drawing and most importantly object based learning in the museums.

Printmaking
As illustrated by the quote below from a teacher at the printmaking workshop:

- Excellent workshop, all students (pupils) were totally engaged and enjoyed the experience. They were treated as artists. The students, Taylor and Isabelle, were absolutely amazing. They really motivated students, challenged them into thinking at a deeper level about their work.
- Students were challenged during day 1, and looked at work that they “would normally not look at”. They deeply analysed the work of Rembrandt and former Slade students, making a series of drawings – this informed their designs for day 2 – all students completed the homework.
- Excellent range and scaffolding of skills and processes.
The printmaking project in Pictures

Figure 14 Drawing in the Art Museum

Figure 15 Seeing the Slade Etching Press in action

Figure 16 Printing workshop at school led by the PhD Candidate

Figure 17 Plenary at school led by Slade students
UCL Printmaking Project
Widening Participation Spring Term 2018

Positives of the Project
Certain elements of the project proved to be particularly popular. Participants gave feedback, reporting that they enjoyed the printing, the quality of teaching, and the presence of UCL students.

Things to improve upon...
The student feedback identified key aspects that they could be changed in future, which are shown in this word cloud:

Creative Freedom
More Practical
Shorter Equipment
Timekeeping
Longer
Self-Development

Printmaking was popular
The most popular aspect of the day by far among students was the chance to engage in printing, with over 58% of positive feedback referring to this activity. When taking into account that feedback mentions a desire for more practical sessions and supplies, this helps to outline areas for updating the activity in future sessions.
Bio- Robotics

The teachers believed that the project linked to both biology and computer science in the curriculum as animal locomotion and coding were integral and discussed throughout.

- Understanding of research as primarily a process of problematizing, and tweaking earlier beliefs and assumptions in the process of researching
- KS3 science: classification & adaptations; skeleton structure; movement. Problem-solving skills such as python programming errors, which is part of KS3 computer science.
- Discussion of animal locomotion naturally linked to our students studying biology. We also had computer science students who used the JavaScript side of the coding interface very effectively.
- How to make robots move.
- The ability to code and learning basic code. Understanding how code works & how caterpillars have adapted to walk.
- To understand the structure and bodies of animals.
- To see robots in the shapes of animals and understand what can be learnt from animals and then applied to robots.
- An understanding of bio-robotics and how subjects are interlinked.
- All the activities allowed the students to build upon their scientific knowledge and analyse/apply it to different scenarios.

Pupil’s comments

- I enjoyed learning about how different animals move depending on how their bodies are
- This is really fun, so this is programming

Creative Writing

The teachers at all schools felt that the project was both engaging and enjoyable, especially the museum visit. They commented on how willing the students were to participate due to how well the sessions were organised and delivered. It supports the curriculum by dealing with unseen poems, context for writing, using discussion to tease out ideas and the experience of being in a university.

- Stretched students by increasing knowledge of literature.
- Excellent advice on improving writing.
- It helps improve literacy and learning beyond the curriculum.
- This has allowed them to be really be creative and imaginative with the different language techniques used for their poems.
- Thought the students were really engaged, museum was awesome and the tour [of the campus] was brilliant. I also thought the concept of blending the concepts of fiction and non-fiction was an intelligent approach; it challenged them.
N.B: Students Ambassadors were unavailable to give tours for either workshop. Pupil satisfaction rates are higher when they do so.
Maths

Pupil’s comments:
- Learnt about differential equations and how patterns are modelled using maths
- John Conway’s maths
- How maths can be applied to predicting patterns
- Nice to draw i.e. cellular automata, better than just listening

Teacher’s comments
- Nice linking further maths curriculum with matrices
- Good amount of thinking and reasoning

Provide an understanding and knowledge of opportunities to children and young people.
The pupils on joining this programme are mainly, but not exclusively, either from lower socio-economic groups, or from the first generation to consider higher education, or attending schools of low progression. They are less likely to have an understanding or knowledge of opportunities open to them as young Londoners than their middle-class peers.

The workshops and projects all seek to raise aspirations by:
- Discussion of unfamiliar subjects i.e. biodiversity and the environment, medical physics
- Information about unfamiliar degrees i.e. BASc
- Students and PhD Candidates sharing of career/study paths i.e. Sharing stories about their indecision not knowing what they wanted to do, starting studying one subject and changing to another, helping pupils understand that there is more than one way to achieve goals and that those goals may shift.
- Encouraging pupils to ask questions and giving time and space for pupils to talk to academics and students about possibilities
- Challenging stereotypes of who scientists are [and what a robot is] as part of the Bio-robotics project and encouraging pupils to think of themselves as scientists.
UCL Bio-Robotics Project
Widening Participation 2018

Gender Ratio:
Analysis showed that
the ratio of females
(17%) to males (83%)
was biased towards a
male-centric
conception of a
"scientist" at the start
of the project.

83% M
17% F

74
39
33
49

Preconceptions:
Of the 74 respondents to feedback, 49, 39 and 33
perceived scientists as wearing lab coats, wearing glasses
and using test tubes respectively. This overlooks the
diversity of real occupations within the scientific field.
Inspire them to take science/technology further and study it further.

It [the project] demonstrates the interdisciplinary nature of subjects through bio-robotics,

It [the project] can help students further appreciate science.

Our year 9s and 10s felt comfortable sharing their thoughts and questions.
- Developed an appreciation of how animal adaptions/movement can be used to inspire design and creativity.

Pupil’s comments

- Opportunity to ask questions
- The staff/students were so helpful and friendly- N.B. this comment was frequently by pupils made across the entire programme
- Not only was I able to enrich my knowledge about locomotion and bio-robotics, but I did so through interactive activities and amazing company

Lessons Learnt

Challenges and Solutions

The projects have been challenging to coordinate logistically as there are so many agencies involved each with their own timetabling restrictions

<table>
<thead>
<tr>
<th>Agency</th>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools and colleges</td>
<td>A huge pressure to perform and produce ever increasing higher results in exams and tests therefore can be reluctant to release pupils from lessons</td>
<td>Build relationships with schools and teachers&lt;br&gt;Make sure the activities support and enrich the curriculum and exam specifications&lt;br&gt;Run a high quality offer that is evaluated in response to teachers feedback</td>
</tr>
<tr>
<td></td>
<td>Have tight budgets so find it hard to provide cover in order to release teachers for the day</td>
<td>Have a flexible approach to timetabling workshops at UCL with schools&lt;br&gt;Include outreach visits in programming</td>
</tr>
<tr>
<td>Museums</td>
<td>UCL academics and students have priority making it tricky to book in school groups</td>
<td>Discuss space/time needs with museums and plan well in advance</td>
</tr>
<tr>
<td></td>
<td>Workshops can inadvertently put extra pressure on museum staff i.e. Animal Movement workshop overrun due to late arrival of school</td>
<td>Inform the museums well in advance about which objects will be used, particularly if not on display, stick to the timetable, ensure the museum is left as found</td>
</tr>
<tr>
<td></td>
<td>After hours activities mean a staff member has to stay late</td>
<td>Minimise after hours activities, for example the Bio-robotics CPD will now take place in Engineering not the Grant Museum</td>
</tr>
<tr>
<td>Academics and departments</td>
<td>Struggle to find time to run school workshops particularly Creative Writing</td>
<td>Deliver workshops at the beginning/end of school term and during reading week</td>
</tr>
<tr>
<td></td>
<td>There is a lack of space during university term times</td>
<td>As above. Design workshops as museum based activities.</td>
</tr>
<tr>
<td>Students</td>
<td>Can be over enthusiastic and commit to too much</td>
<td>Inform students from outset that their academic work comes first, clearly state</td>
</tr>
<tr>
<td>Are not available during exam times, particularly the summer term; highlighted with the CC Collab Grant as it was difficult for students to meet the commitments they’d made in the application</td>
<td>Duties and expectations, state that it is fine for them to reduce the time they can allocate to a project as long as they let the team know</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Plan with this in mind for 2018-19 to avoid adding extra stress to students.</td>
<td>Expectations i.e. sending students to schools</td>
<td></td>
</tr>
<tr>
<td>Ensure thorough support and training; give clear guidelines as to their role. Inform teachers of this. Consider enrolling them onto the STEM training initiative.</td>
<td>UCL Culture-Schools team</td>
<td></td>
</tr>
<tr>
<td>The team all work part-time so re-scheduling of the working week is required</td>
<td>Plan ahead, keep calendar up to date</td>
<td></td>
</tr>
<tr>
<td>Last minute issues can be difficult to resolve as no one is in the office i.e. Last minute cancellations and inclement weather</td>
<td>Ensure colleagues know what cancellation procedures are.</td>
<td></td>
</tr>
</tbody>
</table>

### Going forward

**Existing Programme**
The programme will continue for the next two academic years, building on the work done in 2017-18 and revised as the result of evaluation. Fifty percent of the schools and colleges who took part in the first year have signed up for 2018-19 [at the time of writing].
The printmaking Project will run in both the autumn and spring terms, doubling the number of schools taking part.

As part of the ‘Poets’ Poets’ REF impact case study an extra Creative Writing Poetry Workshop is planned.

Ambitious plans for the Bio-Robotics Project are in the process of being finalised and funding applied for which will:

- Extend and enrich the project by creating partnerships with schools in Hackney with schools in areas with threatened gibbon populations. Working in collaboration to develop ideas for a bio-robot to help with research in the field.
- Work with one school for the next year to develop and improve the robotics kit, the school will then share the knowledge with other local schools in the following academic year.
- The students in the team have applied for a UCL Changemakers grant for the autumn term

Across the programme:

- Improvements to the individual workshops will continue in the light of feedback.
- Creation of a tool-kit to support students, particularly when visiting schools
- Develop strategies for improving communications and information sharing.

New Projects

The two longer term projects ‘Art and Faith: A Celebration of Urban Belief’ and ‘Creating Aspirations: Making Early University Connections through UCL Museums’ are planned.

The MA students working on the Creating Aspirations have applied for a UCL Changemakers grant. They have devised an introductory activity to introduce the pupils to the museums and the school are coming to UCL in September. During the visit students, pupil and teachers will discuss initial ideas for this participatory project.

Evaluation

Evaluation in the next academic year will focus on the partnerships, both within UCL and with schools and other agencies working in the Eastbank area. Teachers will be approached to discuss how to collect data about the attainment and confidence of their pupils taking part in the programme.

Evaluation will take into account the development of the overall evaluation strategy for UCL East.

Conclusions

Pupils and teachers greatly appreciated the access to knowledge, facilities and equipment not readily available to them. They recognised how object based learning in the UCL Museums enriched their studies, and provided inspiration for creative work. Pupils enjoyed meeting UCL students and staff, and this was one of the most universally positive aspects of their feedback.

UCL staff and students embraced developing and working on the various projects, and the evaluation. Students put in a lot of time and effort, they suggested improvements, were supportive and thought of solutions when issues arose. Academics, PhD candidates, and other staff, gave up their time to attend planning meetings, visit the museums, and develop lesson plans, as well as deliver numerous workshops. They gave whole-hearted support despite this being a new programme with no prior record of accomplishment and unknown outcomes.

UCL museums staff provided invaluable knowledge and advice about the collections, which informed academics developing the content of workshops. They also ran sessions in the museums sharing their expert knowledge with pupils and teachers.