In the second year of this ambitious programme UCL academics, students and UCL Culture delivered 77 workshops. Four long-term projects were started. 44% of schools attending in year one returned.

Emma Bryant
UCL Culture Schools Engagement Manager: Museums
An Arts Council England report from 2014 stated that students from low income families who take part in cultural activities are three times more likely to get a degree than children who do not take part.

*Henley, 2016, p.53*
Introduction

This report synthesises evaluations of the many projects that formed the second year of the programme. It shows how our three core aims are being achieved, and looks in detail at new work that took place. Fig. 1 below illustrates the aims and activities of the programme.

Programme aims

Raise awareness of UCL in East London

Increase school students’ skills and knowledge, impacting on attainment

Provide knowledge, and understanding, of the opportunities available to young people between the ages of 11 - 18

Context

The programme uses the East Education Framework: Experiments, Arts, Society & Technology\(^1\). The projects predominately link to the Academic Departments that will be in UCL East from 2022.

Funded by UCL’s Access & Widening Participation team, we work with schools and colleges with a very high/high proportion of widening participation students\(^2\), from the ‘Parkside’ boroughs of Hackney, Tower Hamlets, Newham and Waltham Forest.

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\(^1\) As described in the UCL East academic vision [https://www.ucl.ac.uk/ucl-east/academic-vision](https://www.ucl.ac.uk/ucl-east/academic-vision)

\(^2\) As defined by UCL’s Access & Widening Participation team, which uses multiple data to inform our work with schools and colleges.
Section One

UCL East Museums and Schools Programme: Key Findings from Year Two

The workshop was so inspirational, I have always been interested in Art and learning the process and seeing people creating Art made me want to carry out my dream. - school student

Engaging, enthusiastic staff who pitched the day perfectly for our students - thank you so much! - teacher

The printmaking workshop has inspired our students and given them the confidence to further try out etching as a print technique. This is a very exciting project and we were very pleased to be asked to take part again this year. - teacher

Our year 9 students absolutely loved the robotics project and so I am hoping to maintain this enthusiasm for everything engineering. - teacher

Teachers tell us that this programme has an impact on student learning in the curriculum subjects covered. The acquisition of knowledge and substantive skills, e.g. computer programming, and transferable skills such as speech and language development, team work, confidence and problem solving, is helping to increase attainment. Nearly all teachers and students greatly appreciated the access to knowledge, facilities and equipment not readily available to them.

A priority of the programme is to raise awareness of UCL, hence all participants visit the Bloomsbury campus. School students and teachers enjoy meeting UCL students and staff: this is one of the most universally positive aspects of their feedback. As a result of taking part in the activities, teachers are promoting UCL as a destination and school students are starting to apply here.

This programme enables young people to learn about the world through UCL’s collections thus increasing their cultural capital. The vast majority of school students recognised how object-based learning in UCL’s museums enriched their studies, and provided inspiration for creative work.

Showcasing their work has demonstrable benefits particularly, but not exclusively, in increasing confidence and raising aspirations.

Long-term partnerships with three schools have developed this year, they will continue in 2019-20.

- 77 workshops, 16 activities on the Bloomsbury Campus and 61 offsite
- 88% increase in school student engagement from 2017-18; attending activities 2447 times including some attending several workshops. (This increase was, in part, due to external funding allowing programme development. The funding has ceased so the expectation for 2019-20 is for fewer activities to take place.)
- 44% of institutions returning to take part in the programme for a second year.
- Four long-term projects developed from the core programme
- Additional funding of £9,300 from the Ogden Trust to extend the bio-robotics project
- Several school students have decided to apply to an art foundation course
- 50% of the UCL students working and volunteering on the programme, who responded to a survey, are from a Widening Participation background
- 190 members of the community came to events

Section two has detailed outcomes from the programme.
UCL East Museums and Schools Programme: Evaluation Methods

We have taken a qualitative research approach, which involved:

- Looking at teachers’ pre-project expectations through meetings and feedback forms
- Post-workshop/project teacher feedback forms
- Post-workshop discussion with workshop leaders
- Post-it notes for students asking what went well and what could be improved, both for their learning and for the workshop itself, what they enjoyed, didn’t find useful
- A series of luggage labels for students to draw/write on throughout the Bio-robotics project
- Pre- and post-project questions to track students’ learning for Creating Aspirations and Biomimicry
- Photographs and videos of the activities and workshops
- Workshop observation
- Discussions with teachers, UCL students and academics
- A survey of attitudes from UCL students and alumni working/volunteering on the programme

‘Ofsted] inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life... It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.’

---

3 Ofsted School Inspection Update, January 2019
UCL East Museums and Schools Programme: Summary of Programme Activities

**Workshops**
All projects are led by UCL academics and/or graduate students, or recent graduates, supported by other UCL students, and include:

- A museum workshop
- Object-based learning
- A practical element
- Discussion and information about the relevant undergraduate courses
- A campus tour as part of all Bloomsbury activities

These are the workshops that make up the core programme and their links to the EAST framework:

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Course Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printmaking - two days</td>
<td>Experiments, Arts and Technology</td>
</tr>
<tr>
<td>Bio-robotics and animal movement - one term long</td>
<td>Experiments and Technology</td>
</tr>
<tr>
<td>Creative Writing - one day</td>
<td>Arts and Society</td>
</tr>
<tr>
<td>Mathematical Modelling of Patterns - one day</td>
<td>Experiments and Technology</td>
</tr>
</tbody>
</table>

For a description of the content of each workshop please see our web site [https://www.ucl.ac.uk/culture/schools/secondary-schools](https://www.ucl.ac.uk/culture/schools/secondary-schools) and the evaluation report from the programme’s first year (2017-2018), online at [https://www.ucl.ac.uk/culture/resources/evaluation-report-ucl-east-schools-programme-2017-2018-0](https://www.ucl.ac.uk/culture/resources/evaluation-report-ucl-east-schools-programme-2017-2018-0)

**Long term and extension projects**

UCL’s 2019-20 Access and Participation Plan\(^4\) favours sustained engagement rather than one-off activity, placing a strong emphasis on working with a cohort of students and tracking them through their secondary and tertiary education. There is a strong commitment to supporting and raising student attainment across long-term initiatives, at all stages of the student lifecycle.

Five such projects ran this year:

1. Creating Aspirations, a primary school project
2. Make an Impression: Prints from Six East London Schools exhibition
3. Biomimicry: Animal Movement to Inspire and Build Robots
4. Hackney meets Indonesia: UCL Eco-Engineering Schools Project
5. If these Walls Could Talk, National Poetry Day

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\(^4\) PS 2.9 University College London 2019-20 Access and Participation plan
Make an Impression: Prints from Six East London Schools

An exhibition, in the Wilkins North Cloisters took place from 12th April-24th May, showcasing all the dry point etchings created by the students who took part in the printmaking project. There was a celebratory event for students, teachers and UCL staff.

Aims

- For UCL to showcase the high standard of work created
- To highlight the value of art in schools
- To engender a sense of pride in the students about their achievement.
- Promote UCL Art Museum to a wider audience

Outcomes

- The celebratory event enabled students, and their families, to see their work exhibited at a prestigious university
- UCL to formally recognise the value of the project. The Director of the Slade School of Fine Art gave a welcoming speech.
- Teachers formed stronger links with the Slade through meeting its director
- Teachers subsequently came to a CPD event organised by the Slade
- There were over 40 guests.

https://blogs.ucl.ac.uk/public-engagement/2019/05/21/make-an-impression/

Biomimicry: Animal Movement to Inspire and Build Robots

Coming from a science/medical background it brings back memories of my favourite subject, science, and amazing how science & technology has evolved & developed over 20 years since I was at school! Amazing to see the Students’ work & projects too! - member of the public visiting the science festival
The project was awarded £9,300 from the Ogden Trust—a charity that promotes the teaching and learning of physics—and ran from October 2018-July 2019, with the Petchey Academy who took part in Bio-robotics in 2017-8. The project team worked with the science lead teacher to expand and develop it. A 3D printer was built and prototype jumping robot, based on the kangaroo skeleton in the Grant Museum, was made.

A Science festival celebrated the achievements to the rest of the school, feeder schools and the local community.

Aims

- To increase attainment through teaching students engineering, computing, physics and DT skills beyond the National Curriculum
- To build stronger links with the National Curriculum and exam specifications
- To enrich the student experience by providing equipment not available at school
- To promote UCL, particularly science, engineering and computing through sustained engagement with UCL academics and students
- To promote the Petchey Academy within the local community

Outcomes

- 12 after-school workshops
- Science festival, attended by 65 primary and 260 secondary students and 117 members of the public. Thirteen interactive stalls, including 5 run by Petchey students, and by UCL academics and students from EEE, Bio-Medical Engineering and Physics, the Institute of Archaeology and UCL Culture
- Empowered school students to take leadership roles to help younger students i.e. during the workshops and at the Science Festival
- Inspired school students to engage with UCL students and staff and gain an insight into studying at university

Hackney meets Indonesia: UCL Eco-Engineering Schools Project

_Exp_eriments and _T_echnology

My students had the privilege to get further involved [after participating in Bio-robotics in Year 7] and collaborated with UCL … to write and make a film about animal adaptations… Indonesian UCL students have been teaching [students] about Indonesian culture and to speak Indonesian, it’s the highlight of the club and students have commented that they really enjoyed these sessions. The students are looking forward to contributing to more joint activities and projects.

This ongoing project started in September 2018. It came out of the strong conservation theme that emerged during delivery of the Animal Movement Workshops. Building on the knowledge and contacts of the two UCL student workshop leaders, both conservationists, the project developed. Links were made with the Borneo Nature Foundation (BNF) and Bina Cita Utama School, (BCU) in Kalimantan, Indonesia. Young people from Cardinal Pole RC School, Hackney, BNF and BCU are working together, learning about each other’s lives and culture. They are doing research into their local habitats and sharing the results. Everyone has made films: the students from Cardinal Pole School made a film in the Grant Museum based on the bio-robotics Animal Movement Workshop, BCU and BNF are making films about their lives and culture.

Aims

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6 Established by Sir Peter Ogden in 1999, The Ogden Trust is a charity that promotes the teaching and learning of physics. [https://www.ogdentrust.com/about-us](https://www.ogdentrust.com/about-us)
Short term aims

- To positively impact attainment through improved knowledge of IT, DT and science and its application to real world issues such as conservation.
- To raise aspirations for all participants
- For Hackney students to consider UCL as a destination for further study
- For young people to understand cultural similarities and differences by working internationally
- Increased knowledge of conservation

Long term aims

- Foster a belief in the young people that they are citizens of the world
- Empower behaviour change
- To use transformative technologies, sensors and robots to increase understanding of conservation issues
- An understanding about the power of these technologies for common good

Outcomes for year 8 Cardinal Pole Students

- Increased understanding of conservation and its importance, both locally and internationally
- Learning basic Indonesian
- Cultural exchange with other young people to gain an understanding of their culture in Borneo
- Film making skills: script writing, filming, sound, lighting and presenting ‘The Wonders of the Grant Museum’

https://bcuschool.org/

If These Walls Could Talk - National Poetry Day

Engaging, enthusiastic staff who pitched the day perfectly for our students - thank you so much!

Just under half of children and young people aged 8-18 enjoy reading or creating poetry, although that figure rises to 55.7% of those who receive free school meals, according to a survey from National Literacy Trust to mark National Poetry Day.

‘If these Walls Could Talk’ was part of a nationwide celebration of poetry on 4 October 2108. It took place in the UCL Quad and poets, academics, UCL and school students from Cardinal Pole RC School took part. It was open to the public and took place on the portico steps in the main quad on the Bloomsbury campus. The event was a partnership between UCL Culture, the Slade School of Fine Art, the English Department, and Poet in the City.

Aims

- To celebrate poetry
- Showcase the work of contemporary poets from UCL, emerging poets and young people who previously took part in two UCL Creative Writing Workshops in 2017-8
Outcomes for school students

- Increase in confidence by reciting their poems
- Increased their cultural capital through meeting and discussing poetry with professional poets
- Raised aspirations; Yomi Sode, has had similar life experiences to them and is a successful poet
- Sustained engagement with UCL, the English department in particular

Creating Aspirations: Making Early University Connections through UCL Museums

Experimentation, Arts, Society and Technology

The GMMoO logo, designed by a year 5 student, (left), the school logo (right)

This project engaged with the year 5 cohort, aged 9-10, throughout the academic year. It aims to track students from George Mitchell School, an all-through school, from year 5, through secondary and into tertiary education. George Mitchell School is located in Waltham Forest (WF), ranked the 35th most deprived borough in the UK. Pupil premium at the school is more than 30%, almost triple England’s average of ca. 12%. For around 70% of students, English is not their first language. The school has improved its results over recent years, it received a ‘Good’ from Ofsted in 2016. However, very few students enter higher education.

Creating Aspirations is a long-term collaboration between UCL Culture, George Mitchell School and three selected MA students from the UCL Institute of Education (IoE) enrolled in the course Museums and Galleries in Education.

Creating Aspirations offers learning beyond classroom opportunities through museum and school-based workshops: providing and challenging the children with unfamiliar locations, new subjects and countless cross-curricular references.

Creating Aspirations critically engaged George Mitchell School’s year 5 students with UCL’s museums: through asking questions and coming to their own conclusions the children are inspired to not just follow instructions, and to express their own thoughts.

Aims

- For the school students
  - Raise attainment
  - Raise aspirations for all students
  - Engagement with the world outside school and the collections of UCL’s museums
  - To inspire, excite, increase curiosity, widen horizons
- For the IoE MA students
  - Improve employability through a comprehensive experience of creating, designing and delivering an object-based learning experience
Outcomes

- Visit to UCL museums and campus x3
- Art workshops at school
  - UCL student led x4
  - Teacher led x4
- Printmaking Project as 2 days as per secondary programme
- Writing workshops x3
- Creation of stop motion animation films with the teacher x5 sessions
- ‘Making a Museum’ workshops x5
- Creation of the GMMoO (George Mitchell Museum of Objects). The school students:
  - Curated
  - Designed
  - Wrote labels and interpretation panels
  - Installed
- GMMoO Museum
  - Open for one week
  - Visited by the rest of the school
  - Majority of the parents attended the opening, many of whom are hard to reach and engage
  - Year 5 pupils gave tours to teachers, governors and parents

The participatory ethos of this project presented its greatest strength and its greatest challenge. As a teacher, I freely admit that we are a bossy breed: it was a challenge to enable the children to determine the direction of our group exploration. We had to frequently remind ourselves of what they voted for. True participatory practice takes time. We were negotiating between twenty-six different children, their class teacher, the school, UCL Culture staff who facilitated the project, and multiple museum professionals all with their own agendas. Student, Museums and Galleries in Education MA


Creating Aspirations workshop at the Grant Museum
UCL East Museums and Schools Programme: Schools Participation

2447 school students took part in activities, an 88% increase from last year, including light touch participation such as attending the Science Fair. 139 teachers attended activities. There were 77 workshops in total, 16 activities on the Bloomsbury Campus, 61 offsite in schools. 44% of the schools/colleges also took part in the 2017-18 programme.

150 members of the community attended two events at schools, 40 people came to the Make an Impression celebration event at UCL.

Table 1:

<table>
<thead>
<tr>
<th>Name</th>
<th>Borough</th>
<th>WP rating</th>
<th>Workshops</th>
<th>Long term projects (multiple activities)</th>
<th>CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petchey Academy</td>
<td>Hackney</td>
<td>High</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bridge Academy</td>
<td>Hackney</td>
<td>High</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>City Academy, Hackney</td>
<td>Hackney</td>
<td>Very high</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cardinal Pole Roman Catholic School</td>
<td>Hackney</td>
<td>High</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSix 6th form college</td>
<td>Hackney</td>
<td>High</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hackney New School</td>
<td>Hackney</td>
<td>High</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Stoke Newington School</td>
<td>Hackney</td>
<td>High</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>George Greens School</td>
<td>Tower Hamlets</td>
<td>Very high</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Canary Wharf Crossways College</td>
<td>Tower Hamlets</td>
<td>Low *</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>New Vic College</td>
<td>Newham</td>
<td>High</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kelmscott School</td>
<td>Waltham Forest</td>
<td>High</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sir George Monoux College</td>
<td>Waltham Forest</td>
<td>Medium</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>George Mitchell School (Secondary)</td>
<td>Waltham Forest</td>
<td>High</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>George Mitchell School</td>
<td>Waltham Forest</td>
<td>High</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
<td><strong>4</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

* A newly formed school: the rating was announced after workshops ran

In addition individual students from Newham Collegiate Sixth Form, Brampton Manor, London Academy of Excellence and UCL Academy came to the Mathematical Patterning workshop.

UCL East Museums and Schools Programme: UCL Staff & Students Participation

18 academics contributed to the programme. Four ran workshops at UCL and four ran activities in schools. The Printmaking Technician from the Slade organised the workshop in the print studio and Volunteering Services Union found students to work on the Hackney meets Indonesia project.
### 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>2</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Bio-robotics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department of Electronic and Electrical Engineering</td>
<td>Bio-robotics</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Medical Physics and Biomedical Engineering</td>
<td>Bio-robotics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Slade School of Fine Art</td>
<td>Printmaking and National Poetry Day</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Bio-robotics</td>
<td>2</td>
<td></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>Archaeology</td>
<td>Bio-robotics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bartlett School of Architecture</td>
<td>National Poetry Day</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Volunteering Service</td>
<td>Bio-robotics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100% of projects</strong></td>
<td><strong>18</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

### UCL students’ experience

*Working on the school projects has given me a chance to contribute to UCL’s Widening Participation aims whilst at university. To me, Widening Participation is always at the forefront of everything university-related I take part in, as my background had such a huge impact on me reaching university.*

Student working on the programme

### Table 3:

<table>
<thead>
<tr>
<th>Project</th>
<th>Students</th>
<th>PhD candidates</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio-robotics</td>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Printmaking</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Creating Aspirations</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

An online survey was sent to all students working on the programme. It was designed to discover how their involvement contributed to student experience, their career prospects, and if they enjoyed themselves. There is sustained engagement. One third were involved for two academic years, the rest for all of 218-19. However if the whole cohort is considered 50% have been involved for two academic years.

Eleven people responded. Below is a summary of their feedback.

- Undergraduates are studying on six different courses
- 44% consider themselves to be from a Widening Participation background
- Most worked on the Bio-robotics project, followed by Creating Aspirations
- 100% positive response to ‘What impact, if any, has this experience had on your life at university?’
It has been incredibly valuable to actually have the chance to put academic learning into practice at the time and to reflect on real world experience in essays.

It has helped me see a real life example of how things that I learnt about in my course could be applied in real life, as well as helped me improve my programming skills by supporting students who knew little about programming.

This experience has been a great opportunity to hone my teaching and leaderships skills and develop ideas holistically with a diverse group of colleagues from many different departments.

Planning lessons help me increase my productivity and puts me in a study mood. It also makes life less dull because there’s something new at the end of the week.

100% positive response to ‘Has this experience helped/ do you think it will help with employ-ability post- study? If so how?’

Absolutely, 100 percent. Already in a job interview I have been able to talk confidently about tangible real-world achievements. I have been able to use examples to answer questions in job applications. I have gained confidence and a year’s part-time work experience with UCL, which enhances my CV. I have gained skills in public speaking, running workshops and team work. I have gained a better understanding of what works and what doesn’t, the chance to reflect and discuss experiences with Emma as an excellent and experienced mentor, to learn from others and have had the opportunity to experiment in a safe, collaborative environment.

I’ve definitely increased in confidence and teaching skill. Before I had considered myself ‘not good’ at working with kids, but I was only inexperienced. It’s helped me become a better communicator and encouraged me to use initiative. I’ve also been able to talk to academics, researchers and teaching staff, which has informed my aspirations. For example it was great meeting and working alongside two ecologists - which inspired me to choose more ecology modules in the hopes of working in conservation!

Processing the huge amounts of data produced by the projects has been particularly helpful when applying for jobs related to data work as this is the path I would like to go down one day. I intend to apply for some type of Data Science masters once leaving university, so it has been abundantly helpful for me to have this background

This experience has definitely strengthened my application for Teaching Fellow in Higher Education. It was great to develop my teaching skills using different approaches.

I think my participation in the school projects will increase my employability as it adds another type of instruction and student engagement to my teaching portfolio... Creative writing teaching also differs from instruction in literary criticism, and I’ve learned a good deal about how to guide students in their compositions by observing the seminar leaders, Dr. Langley and Dr. Ford. It’s also been great to get more insight into workshop organization and execution.

UCL students running stalls at the Science festival
UCL East Museums and Schools Programme: Evaluation Outcomes

Aim 1: Raise awareness of UCL in East London
We invite students to come to campus

359 secondary school and 30 primary students came to UCL and:
- Met academics and students
- Toured the campus
- Found out about relevant degree courses and entrance requirements
- Learnt about unfamiliar degree subjects
- For all the school students this was their first visit to UCL and for the majority their first visit to a university
- 24 of these visited twice, 30 visited three times

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

- Students regarded the best features of their visit as:
  - Looking round the campus
    - I loved going to the University and seeing the students at work in their studios
    - I liked being able to experience printing. Last week I liked visiting the Slade art school and exploring the different areas of the school. I also learnt a lot of stuff today and last week.
  - Meeting UCL students
Feedback from students visiting UCL on the Printmaking workshop

Frequent mentions were:

- The school students adored seeing the Slade students in their element and creating art
- Students often mentioned specific UCL students by name, commenting on how friendly / welcoming they were
- Post-it notes that simply said “Everything”
- The Slade Studios were often remarked on – the students definitely appreciated the resources provided for them, akin to the Petrie Museum in Creative Writing
- The chance to evaluate and analyse current Slade students’ artwork
Feedback from students participating in the Creative Writing workshop

When asked what they thought of their time spent at UCL, students showed a strong trend towards mentioning the resources, environment, and facilities offered by UCL.

By far the most mentioned were the museum visit and the campus tour. For many of these students, this may have been their first chance to explore a higher education institution, potentially explaining the reason behind the significant impact.

Accompanying these was often a reference to the availability of resources at UCL. Numerous students commented on appreciating the opportunity to work with ancient artefacts at the Petrie Museum, signalling a new awareness of the provisions offered by higher education.

The day spent on campus influenced the students’ opinions about higher education: mentions of UCL as being ‘welcoming’, ‘friendly’, ‘inclusive’ demonstrate an impression of the university as approachable, challenging the belief that university is elitist.

Teacher feedback

- Visit to Grant Museum enthused students. Visit from UCL students was great inspiration and gave chance to ask questions to university students.
- 1st hand visit gave students 'real life' experience and helped understanding of independence and university life. Lots of great comments from students - gave them challenge and ambition to apply to university.
- You fit so much into a small space of time. Interaction with our students, PhD students, and lecturers was amazing. Poems produced were excellent! Tour was great too - they loved seeing Jeremy Bentham. Loved Petrie Museum!
- I think the students were taken aback by the complexity of the artefacts in the museum. Having the space to themselves was brilliant to allow them to feel a sense of ownership.
Aim 2: Increase students’ skills and knowledge, impacting on attainment

Printmaking

Key Learning Outcomes
Printmaking Day 1
- Awareness of printmaking processes
- Appreciation of technique and skill in art
- Aptitude for analysis of artwork
- Experience of higher education
- History of printmaking
- Recognition of museums and the resources offered

Key Learning Outcomes
Printmaking Day 2
- Exploration of practical printmaking processes
- Appreciation of technique and skill in art
- Awareness of varied ways to express and communicate through art
- Development of ideas through drawing and research
- Experience of higher education

Teacher feedback

- This workshop supported the learners’ final major project - where they are expected to be independent, use their initiative, make links & connections with their individual themes. This gave them the opportunity to develop these vital skills.
- The work produced by students will be used to develop sketchbook and portfolio work.
- One teacher reported that, post-project, students are coming in during their free periods to make prints.
Bio-robotics

- UCL’s Bio-robotics was an excellent course, my students really got involved and enjoyed it. The workshops at the Grant Museum of Zoology were well thought out and the students learnt a lot as well as having fun.
- Students loved the chance to explore and really engaged with the learning.
- [It] Linked to maths - DT robotics module, biology - movements, BTEC sports.
Biomimicry: Animal Movement to Inspire and Build Robots

- Raised attainment
  - Of the twelve school students participating in the afterschool workshops 7 exceeded their academic target, 5 met it and one failed to meet it.
  - Of these, one student exceeded their target by 4 levels.

Creative Writing

Post-it Feedback from students

- It was a good experience.
- The talks
- Poem-writing
- Tour of museum
- Tour of university

They were fun and inclusive.
I don't really see a way of improving.

I really enjoyed the visit, because everyone was very welcoming, I really believe that this trip will help me both in writing and reading poetry.

Creating Aspirations

- Raised attainment through:
  - Vocabulary extension
  - Oracy through group work, discussion and public speaking
  - Problem solving and reasoning
  - Academic result: at the end of the academic year, 50% of the year 5s achieved the expected SATs level (year 6) for reading, maths, and punctuation. In the previous year 25% of year 5 students reached this level.

[The workshop] got them really interested in museums and history (KS2) Students gained a range of skills - both analytic & practical. It’s great for them to meet professionals from museum curating, to outreach, to current students. Great experience!

Information about the museums was excellent, gave the students a great idea about what museums are about and how learning can take place there.
I really liked learning about new species and developing my understanding.

Now I know how to print [drypoint etching] and plan a museum.

I liked that we got to explore the Grant museum and to learn more about lions.
Aim 3: Provide knowledge, and understanding, of the opportunities available to young people between the ages of 11-18

Printmaking

- By working at the museum from primary sources students now know how to use museums as inspiration for their art.
- Working in the print studio opens students’ eyes to the opportunities of art school.

Biomimicry: Animal Movement to Inspire and Build Robots

Feedback from the Science Festival: KS3 and 4 Student outcomes

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying science could lead me to an exciting career path that I had not considered previously</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>I now feel more encouraged to work in a science-related career when I am older</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>I am more aware of the various STEM-related jobs that are available to me</td>
<td>11</td>
<td>11</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>I would like to be a part of the next generation of scientists and creators</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>
UCL & The Petchey Academy Science Festival; Changing Student Attitudes

**STEM Careers**
Key Stage 2 students demonstrated clear associations between STEM and certain professions. Most notably, archaeology was most associated, while culinary and fashion careers were least associated.

**Raising Awareness**
The Key Stage 3 and 4 student feedback indicated that the festival impacted their career awareness in a variety of ways. Most notably, 84% of students felt more aware of STEM related careers.

**Future Prospects**
In addition to raising awareness, 60% of students felt positively about becoming the next generation of scientists and pursuing STEM subjects in further education.
Additional aims and outcomes: Increase teachers’ skills and knowledge

Printmaking

- Two out of the six schools taking part in the project have bought printing presses for their art departments, demonstrating confidence in teaching a new art technique.
- Schools that already had printing presses are now using them.
- Teacher comments:
  - We are very excited to have learned a new technique - hopefully it will enable us to take printmaking further in our department.
  - It was a fantastic and engaging opportunity for professional development to learn about the drypoint technique and see how it can be implemented into the curriculum.

A teacher discussing her work with the Director of the Slade and a student workshop leader from the Slade

Bio-robotics

- Participating in the project has built into the lead teacher’s professional portfolio, allowing her to demonstrate the leadership and time management skills to allow her to achieve the promotion to Assistant Vice Principal.
Additional aims and outcomes: Increase confidence, raise aspirations

Printmaking

- Raising aspirations
  - The workshop was so inspirational, I have always been interested in Art and learning the process and seeing people creating Art made me want to carry out my dream
  - One 6th form student is using the technique [drypoint etching] extensively and is applying to a foundation course.

Biomimicry: Animal Movement to Inspire and Build Robots

- Raised aspirations and confidence
  - Two students completed two-week work experience places, both are intending to study STEM subjects at university and are considering applying to UCL
  - Another student has applied to UCL

Creative Writing

- Increase confidence
  - The teacher reported that two students were really worried about writing poetry at the beginning of the day, but by the end, they had produced the most amazing poetry.

Additional aims and outcomes: Public engagement

The Science Festival at the Petchey Academy

The public response received was tremendously positive. Participants in the survey ranged from very young children to older adults. 35 responses were received from the public, with 90% of these rating the day with a ‘Happy’ smiley face, and the other 10% selecting ‘Unsure’ or having left it blank.
This word cloud depicts the most commonly used words by the public when asked what they thought of the Science Festival.

Many of the comments referenced an appreciation for specific activities at the fair. Frequently used words like “medical”, “robot”, “surgery”, and “show” illustrate the public’s gravitation towards interactive elements - towards both the stalls and the Science Museum show. This is highlighted further when viewed in conjunction with other recurrent words such as “activity”, “experiment”, “fun”, and “interactive.” Clear trends are seen in the comments, with a strong preference for elements of the Science Festival that promoted input from the public.
Section Three

UCL East Museums and Schools Programme: 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. The increase in the number of projects since the first year has meant that evaluation of some of them is not as comprehensive as it could have been, particularly for the Hackney meets Indonesia: UCL Eco-Engineering Schools Project.

<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 students from lessons</td>
<td>Continue to build relationships with schools and teachers. Build stronger relationships with the SMTs to ensure buy in to projects. Continue to ensure the activities support and enrich the curriculum and exam specifications. Run a high-quality offer that is evaluated in response to teacher’s feedback.</td>
</tr>
<tr>
<td></td>
<td>Technical issues with the robotics kits</td>
<td>Work with Computer Engineering to employ a PhD candidate to oversee the upkeep of the kits.</td>
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<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. Include outreach visits in programming.</td>
</tr>
<tr>
<td>Museums</td>
<td>New and unfamiliar systems for booking museum spaces caused some confusion</td>
<td>Flow chart agreed with all parties.</td>
</tr>
<tr>
<td></td>
<td>Lack of communication about decisions made about museum management that affect the schools programme.</td>
<td>Flow chart should ease this. Also arrange to meet museum staff on a regular basis.</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. Use UCL Culture spaces, get UCL Culture buy-in through good communications</td>
</tr>
<tr>
<td></td>
<td>Can be over enthusiastic and commit to too much</td>
<td>Engage in conversations about strategy. Encourage independent projects with schools, UCL Culture maintaining light touch contact.</td>
</tr>
<tr>
<td>UCL 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 duties and expectations, reiterate that it is fine for them to reduce the time they can allocate to a project as long as they let the team know. Manage expectations.</td>
</tr>
<tr>
<td>Creating Aspirations expanded beyond expectations.</td>
<td>Meeting with the IoE course leaders to discuss integrating the project into the MA Course and recognising it with credits</td>
<td></td>
</tr>
<tr>
<td>Students in schools left alone with students</td>
<td>Ensure thorough support and training; give clear guidelines as to their role. Inform and reiterate to teachers that the students must not be left with students. Explore WP’s child protection training and safeguarding policy.</td>
<td></td>
</tr>
<tr>
<td>Keeping everyone in the loop: communication and updates</td>
<td>Increase the use online shared documents e.g. Google docs</td>
<td></td>
</tr>
<tr>
<td>Training and development needs</td>
<td>Schedule event for students to share knowledge and experiences, using existing skill sets. UCL Culture to support.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**

| | Not enough time factored in for evaluation on all the projects | Plan more carefully and think strategically, stop the ‘label’ attitudes evaluation for bio-robotics which has been running for two years. |
| Gathering HEAT data | Consistently ask for this from attendees with particular emphasis on students taking part in long term projects. |

**UCL Culture-Schools team**

| Last minute issues can be difficult to resolve as no one is in the office i.e. workshop leader is unwell | Plan ahead, keep calendar up to date. Ensure colleagues across Engagement know what cancellation procedures are and ask for help with workshops. |

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*Delivering cultural education has benefits for schoolchildren... Museums can and do support pedagogy, enhancing the theory and practice of formal learning and the curriculum, as well as engaging children with development - particularly around their social history and place in the world.*


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This report was written by Emma Bryant and is a summary of the programme that she has developed and manages.