



UCL East Museums and Schools Programme Report 2019-2020

At the end of the third year of this ambitious programme, UCL academics, students and UCL Culture have worked on 55 workshops with over 1100 participants and created online engagements in response to the pandemic.

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UCL East Museums and Schools and Programme Report 2019-20

UCL Culture Schools Engagement

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Schools in England closed on 20 March 2020, other than for vulnerable pupils and children of key workers, and national exams were cancelled. These events represent an unprecedented disruption to the education of children and young people.

The impact of COVID-19 on mainstream schools in England, 2020
Nuffield Foundation

Introduction

***"This is an amazing project. You're doing brilliant work."* Teacher, Bio-Robotics**

This report covers the third year of the programme, 2019-20, and synthesises evaluations of outputs from core projects and new digital projects that were developed because of the Covid pandemic.

Programme aims

Raise awareness of UCL in East London

Increase school students' skills and knowledge

Provide knowledge, and understanding, of the opportunities available to young people

Context

The programme uses the **East Education Framework: Experiments, Arts, Society & Technology¹**. The projects predominately link to the academic departments that will be in UCL East from 2022.

Funded by UCL's Access and Widening Participation team, we work with schools and colleges with a very high/high proportion of widening participation students², from the 'Parkside' boroughs of Hackney, Tower Hamlets, Newham and Waltham Forest.



Figure 1The Animal Movement Workshop in the Grant Museum: an undergraduate working with school students

¹ As described in the 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

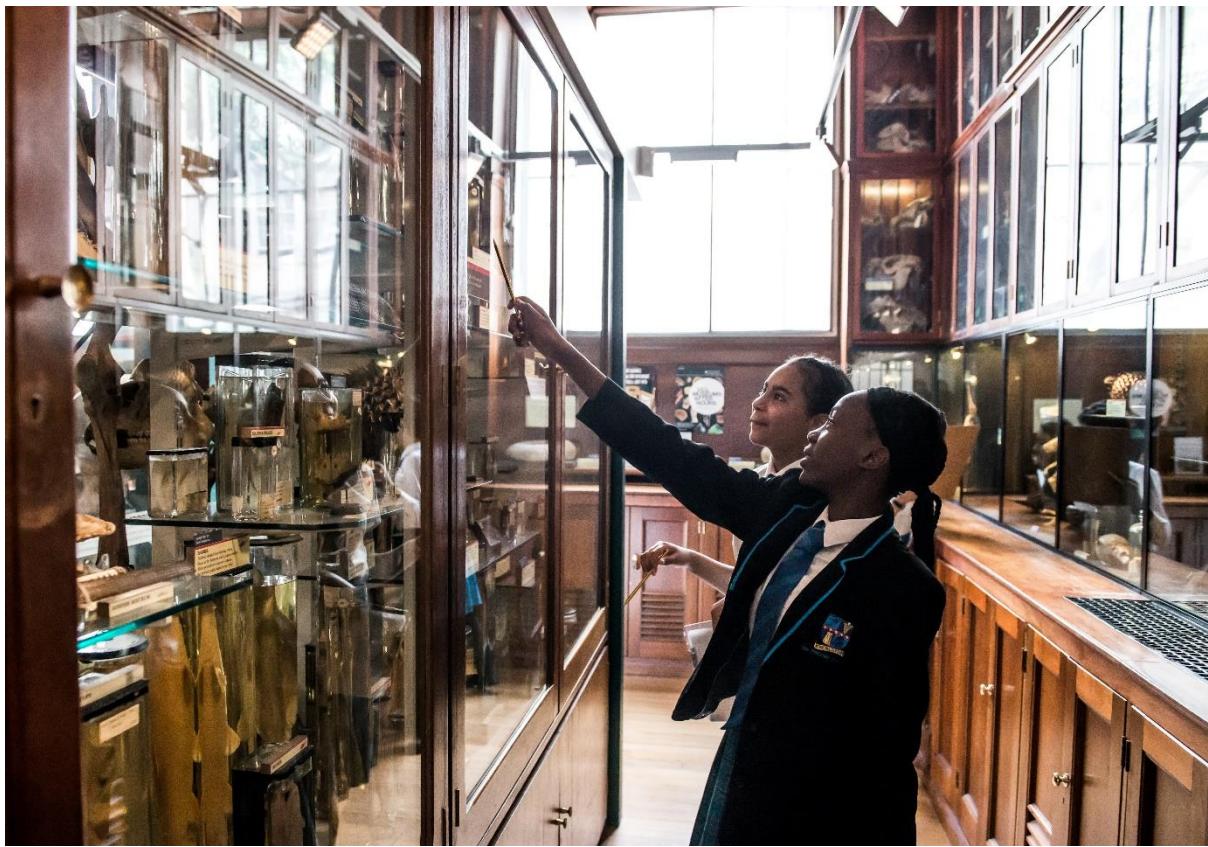
Key Outputs from 2019-2020

- 55 workshops, 18 activities on the Bloomsbury Campus and 24 offsite. In addition there were six virtual workshops.
- School students took part in activities 1,102 times, including some attending several workshops
- A digital response was rapidly created for the summer term due to lockdown, including two websites and digital workshops for a school's virtual Culture Week
- 80% of institutions returned to take part in the programme, four of whom have returned for a third year.
- Three long-term partnerships with schools, started in 2019-20, have grown and developed this academic year, and will continue in 2020-21.
- Over 20 school students have applied to UCL with one confirmed place.
- Several students decided to apply to an art foundation course, six from one school.
- 10 out of the 21 UCL students working and volunteering on the programme are from a BAME background.
- As expected there were fewer workshops than the previous academic year when we had an external grant. In addition, the programme switched from face to face to digital because of the pandemic.
- Online/Digital engagement:
 - As of 18 August 2020 there have been 1,490 page views of Creating Aspirations Takeover website and 1,252 page views of the Make an Impression II website.
 - Fourteen [blogs](#) by UCL students, alumni and staff. Five animations were received in response to the Animation Activity in Self- isolation blog.

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
- Pre- and post-project questions to track students' learning for Creating Aspirations and Bio-Robotics and Animal Movement
- Photographs and videos of the activities and workshops
- Workshop observation
- Discussions with teachers, UCL students and academics
- A feedback form completed by lead students
- A series of blogs written by students and alumni about their personal experiences of working on the programme



Animal Movement Workshop in the Grant Museum

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 secondary school workshops that make up the core programme and their links to the EAST framework:

Printmaking - two or three days	Experiments, Arts and Technology
Bio-robotics and animal movement - one term long	Experiments and Technology
Creative Writing - one day	Arts and Society

For a description of the content of each workshop please see our website
<https://www.ucl.ac.uk/culture/schools/secondary-schools> and the [evaluation reports](#) from the programme's first two years

Long term and extension projects

UCL's 2019-20 Access and Participation Plan³ 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.

Four long term projects ran this year:

1. [Creating Aspirations](#): Making Early University Connections through UCL Museums - a year-long a primary school project with a year 5 class, now in its second year.
2. [Make an Impression II](#): Prints from Six East London Schools online exhibition
3. Cardinal Pole School Partnership:
 - a. Hackney meets Indonesia: UCL Eco-Engineering Schools Project
 - b. Virtual Culture Week: My London

Extension projects

1. PhD candidates from EEE (Electrical and Electronic Engineering) developed workshops about their research which were offered to schools taking part in the Bio-Robotics and Animal Movement project as an extension activity
2. A third day was offered to some of the schools and colleges taking part in the Printmaking Project. It introduced the technique of chine-collé and using colour in the etchings in school.



Printmaking Project: workshop extension day learning the Chine Colle technique

³ P5 2.9 University College London 2019-20 Access and Participation plan

UCL East Museums and Schools Programme: Schools Participation

1,102 school students took part in activities. There were 55 workshops in total, 18 activities on the Bloomsbury Campus, 24 offsite in schools and 6 virtual workshops. There was one more visit to campus and one more school taking part than in 2019-20. There were fewer workshops overall than the previous year but this reduction in activity was because extra funding was obtained in 2019-20 and because of the impact of the pandemic on the summer term programme.

80% of the schools/colleges also took part in the 2019-20 programme and four institutions returned for the third year: we are meeting our sustained engagement aim

Table 1 Schools:

Name	Borough	WP rating	Workshops	Long term projects (multiple activities)	CPD
Skinner's Academy	Hackney	High	2		1
School21	Newham	High	3		1
Clapton Academy		High	2		1
Cardinal Pole Roman Catholic School	Hackney	High	13	2	
BSix 6 th form college	Hackney	High	2		
Rokeby	Newham	High	2		1
Stoke Newington School	Hackney	High	3		
Buxton School	Waltham Forest	High	2		
Sarah Bonnell Secondary School	Newham	High	2		1
Mossbourne Community Academy	Hackney	High	2		
New Vic College	Newham	High	3	1	
Kelmscott School	Waltham Forest	High	3		
Sir George Monoux College	Waltham Forest	Medium	3	1	
George Mitchell School (Secondary)	Waltham Forest	High	3		1
George Mitchell School	Waltham Forest	High	7	1	
Total					
15	3		55	5	6

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

Table 2 Academics, other staff and departments:

Department or UCL institution	Project	Academics	Other staff
English	Creative Writing	2	
Centre for bio-diversity	Bio-robotics	1	
Department of Electronic and Electrical Engineering	Bio-robotics	1	1
Medical Physics and Biomedical Engineering	Bio-robotics	4	
Slade School of Fine Art	Printmaking	4	1
Computer Science	Bio-robotics	1	
Institute of Education	Creating Aspirations	2	
Archaeology	Bio-robotics	1	

IOE: Education in Museums and Galleries	Creating Aspirations	2	
Institute of Education: IT& Digital learning	Virtual projects		1
Volunteering Service	Bio-robotics		3
IT Department	Virtual projects		5
Total	100% of projects	18	11

Table 3 UCL Students working on the programme:

Project	Students	PhD candidates	Alumni
Bio-robotics	11	2	
Printmaking	2		2
Creating Aspirations	3	1	
Creative Writing		1	
Evaluation	1		
Total	17	4	2



Members of the undergraduate student team

From Maisha Hussain's blog

Inspiring the next Generation: A workshop surrounded by bones:

'My interests for being involved in this project are primarily because of my degree, Arts and Sciences, which is all about the intersection of academic disciplines to create solutions to global issues and this project uses multiple disciplines to explore robots and animals. I love that the students get to see this unconventional side of university and how a lot of research is based on the culmination of different subjects coming together. I also really enjoy working with school-aged children and promoting university to students who may have the wrong image of what university is actually like. I love that the project has allowed me to develop my skills and step out of my comfort zone, as I initially started as someone who was supporting the workshop and then developed the confidence to co-teach the workshop. The experience has made me consider a career in public engagement in museums. Last summer, I was also given the chance to co-organise a [Science Festival at Petchey Academy](#), a school that took part in the project and wanted to do more to promote STEM at their school in collaboration with our project. This was an amazing and valuable experience to be given the responsibility to organise and it was great for my own personal development.'

Section Two

UCL East Museums and Schools Programme: Outcomes

Aim 1: Raise awareness of UCL in East London

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 consistently 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 applying here.

At one of the schools we have worked with repeatedly, 21 year 13 students applied to UCL from a cohort of 76. One of them has gained a place to study medicine. She took part in the Bio-Robotics and Animal Movement Project. Because of the confusion over A level grades some of them had their firm offer rejected, the school is not sure which of these students gained a place.

Overall, 370 secondary school and 27 primary school 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

Sample Feedback

"I really enjoyed being here. I learned some new things. I felt really welcomed and comfortable. The tour was really useful and interesting and we did some drawing and etching that I've not done before and it was a really nice experience. I would be happy to come back and maybe study here in the future." School Student, Printmaking Project

"I LOVED the tour around the different studios. It gave me a real sense and idea of what it's like working here. Also the speakers were so informative and have a lot of personality! Would definitely look forward to coming here!" School Student, Printmaking Project

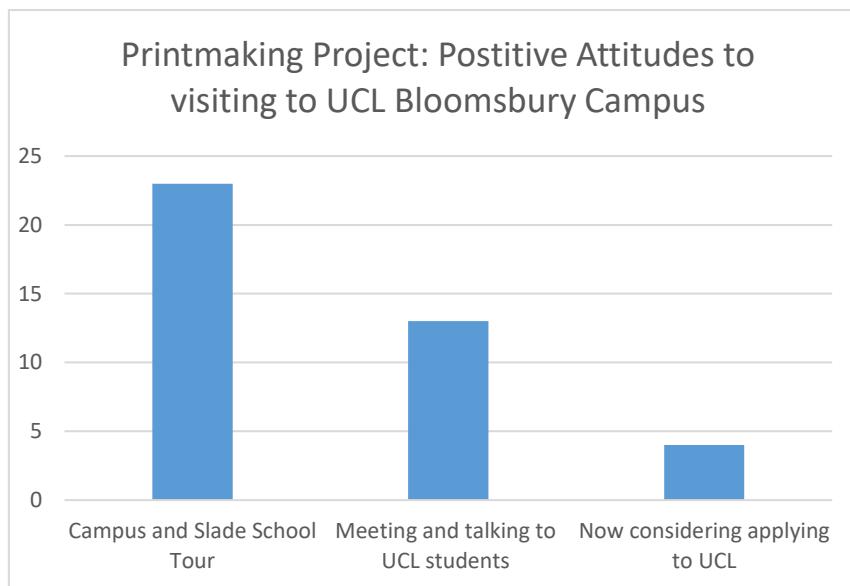
"Coming here, [to the Bloomsbury Campus] there was a protest about the gender pay gap. It shows that UCL, they're aware of current problems, like the students are aware of current problems that affect everyone and they want to make a change." School student, Hackney meets Indonesia: UCL Eco-Engineering Schools Project

"The students loved that the workshop [Animal Movement in the Grant Museum] was delivered entirely by other students. They said that they could imagine themselves doing something similar in a few years" Teacher, Bio-robotics and Animal Movement Project

"At George Mitchell School ... I had such a fantastic time doing the workshop with them, I enjoyed the entire day and it was very rewarding to work with the kids." UCL Computing Science student

Printmaking Project

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



Sixth form students during day 1 of the Printmaking Project

Creating Aspirations



Creating Aspirations in the Petrie Museum

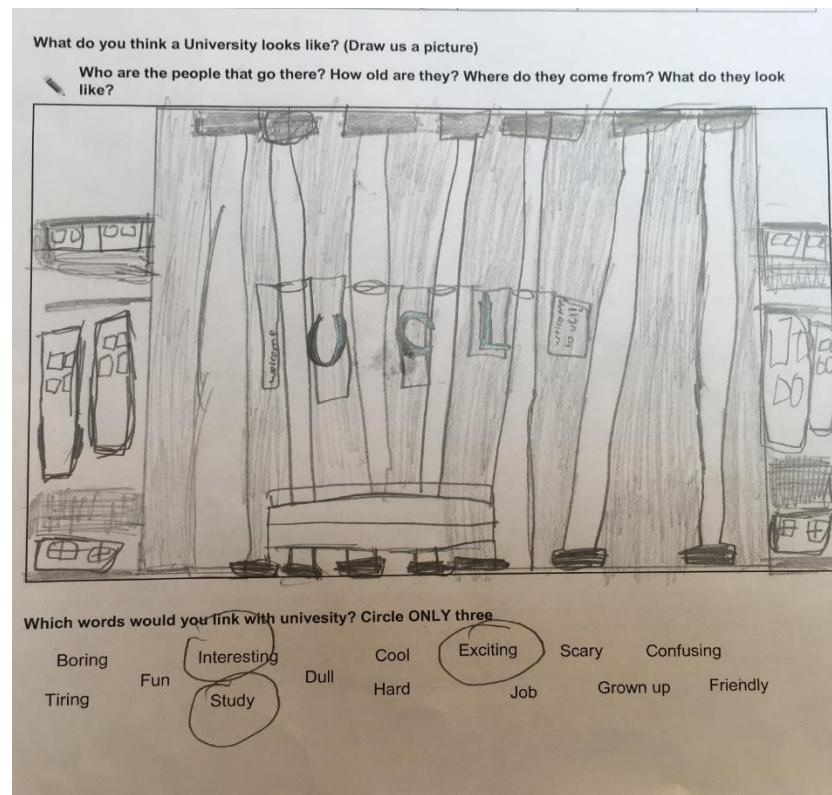
Yew Class, the year 5 class from George Mitchell School, worked with two MA Museums and Galleries in Education students for the academic year. At the end of the project they were asked about their attitudes to university. There were 19 responses from a class of 27.

Table 4 Creating Aspirations: End of project feedback

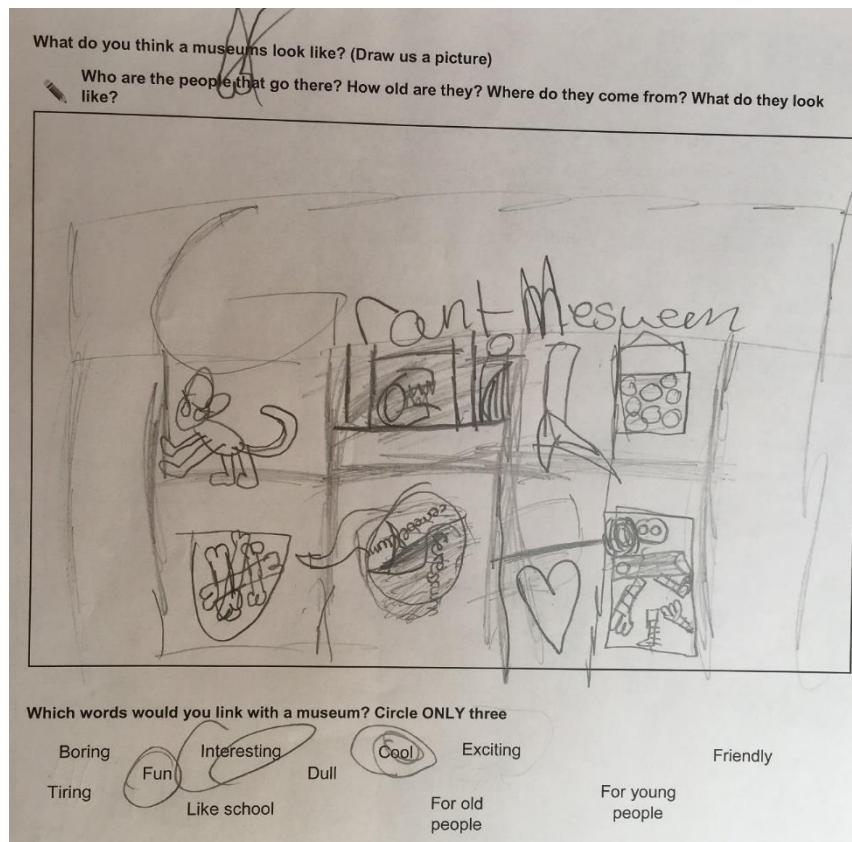
	yes	maybe	no	Don't know
I would like to go to university	15	2	0	2
I think I would 'fit in' at university	4	14	0	1
If I apply, I think I would get in to university	11	7	0	2

It is heartening that the majority would like to go and that most of them are confident that they would get in. However most of the pupils are not sure that they would fit in despite having had sustained contact with UCL students, including visiting the campus twice, several workshops in school and creating a virtual 'take over' the Grant Museum of Zoology. Going forward this hesitancy needs to be addressed, both for this cohort and for the next year 5 class who will start the project in 2020-21.

They were also asked to draw their vision of a university and a museum. There were 22 drawings of UCL and 21 of the Grant Museum demonstrating a strong connection to UCL and the Grant Museum in particular.

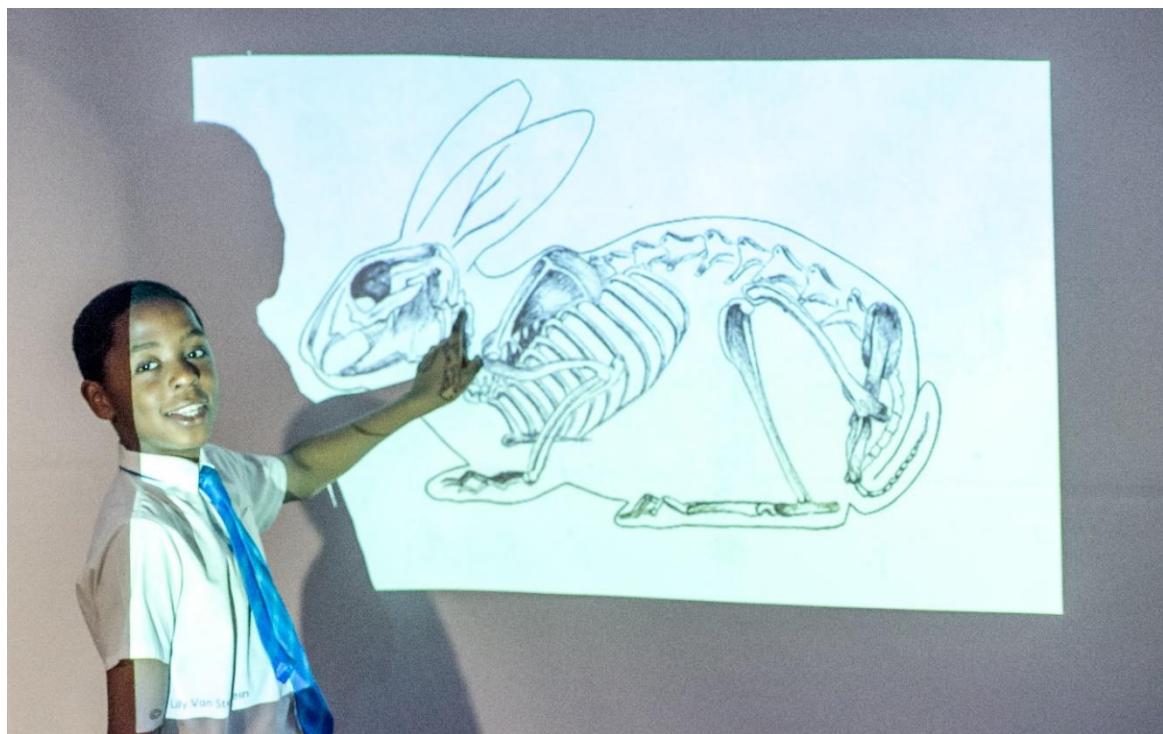


End of project feedback: What does a university look like?



End of project feedback: What does a museum look like?

Aim Two: Increase students' skills and knowledge, impacting on attainment



Animal Movement workshop: naming the bones

Sample feedback from school students

"... after these sessions, I am way more eco-friendly after learning about the deforestation that happens around the world and the animals that are becoming particularly endangered." Hackney meets Indonesia: UCL Eco-Engineering Schools Project

"I was saying about learning Indonesian because it was fun and a new experience for us because it's a language that we get to learn that we've never experienced before." Hackney meets Indonesia: UCL Eco-Engineering Schools Project

"The museum was a really fascinating and interesting experience. Some of the scientific facts that blew my mind will definitely stay with me." Bio-Robotics

"Very educational, helped me learn more about animal skeleton and adaptions and movements, gave me a boost in biology when we learn about animal skeleton." Bio-Robotics

"I found it easy to allow my creativity flow onto paper. It was interesting walking around the museum" Creative Writing

"I learnt a lot of skill [sic], boosted my confidence" Creative Writing

Year 5 pupils reporting what they had learnt whilst participating in the Creating Aspirations Project:

- *We learnt about different species of animals, learnt more about what is inside human bodies, and animals we never would have learnt about before.*
- *We learnt about the different jobs involved in running a museum*
- *We learnt about subjects different from what we do in school*
- *I liked researching the objects and writing our own labels for them*
- *Writing the labels and translating them into different languages*

Sample feedback from teachers

"We feel really privileged to be part of the programme - it was really exciting for us to see the students gain a new insight into art education and learn a new skill." Printmaking Project

"Taylor and Isobel [workshop leaders] were really brilliant with the year 10 students, the work was of excellent quality and there are students who are very challenged, who were very engaged and achieved fabulous outcomes." Printmaking Project

"The work produced was outstanding and could be shown in a professional gallery. 1. Students were inspired and engaged and learnt the technique of chine colle. 2. Students were entirely motivated throughout the day and were proud of their final prints." Printmaking Project

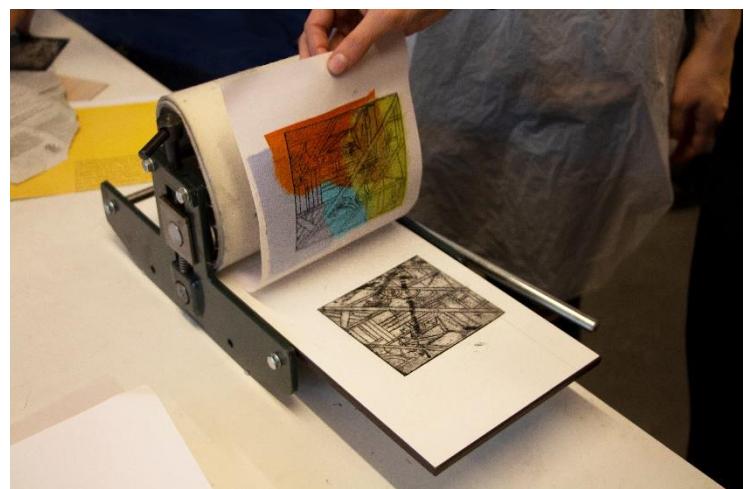
"The main learning outcomes: Exploring new print methods. Analysing drawing. Exploring a spectrum of artistic practices." Printmaking Project

"Creating Aspirations expanded their knowledge of science and geography, learning about museum jobs and accessibility, planning a Takeover Day of a museum." Creating Aspirations

Printmaking



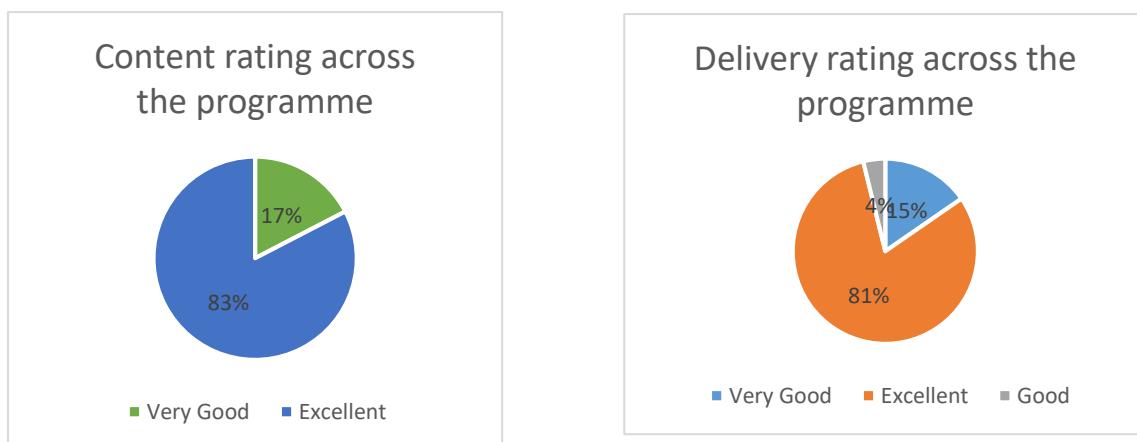
At the Slade print studio workshop with two UCL students



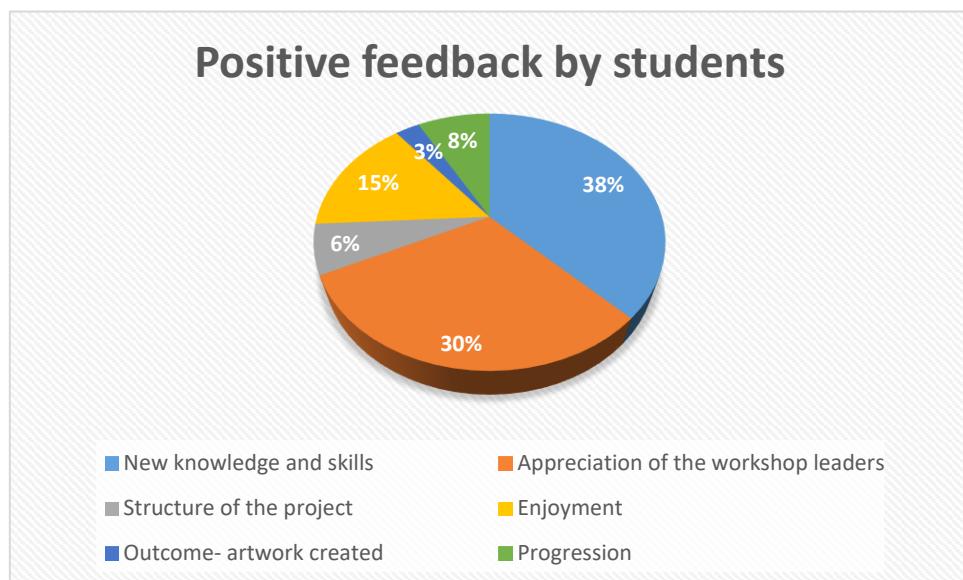
Day 3 Outreach at school

A school that has been part of the Printmaking project since 2018 has reported that one student has a place on the Fine Art BA at John Moore's University, Liverpool. At least four students have places on the Foundation course at Camberwell and another student has a place at the Royal Drawing School. This information was sent directly by the students to the Head of Art and is not a complete list. Students usually do an Art Foundation Course before applying to the Slade or other art schools so this is a great next step following their Art A level and the project work they did with us.

Teacher's feedback summarising the feedback for the two or three day Printmaking project.



School student's feedback



Bio-Robotics and Animal Movement

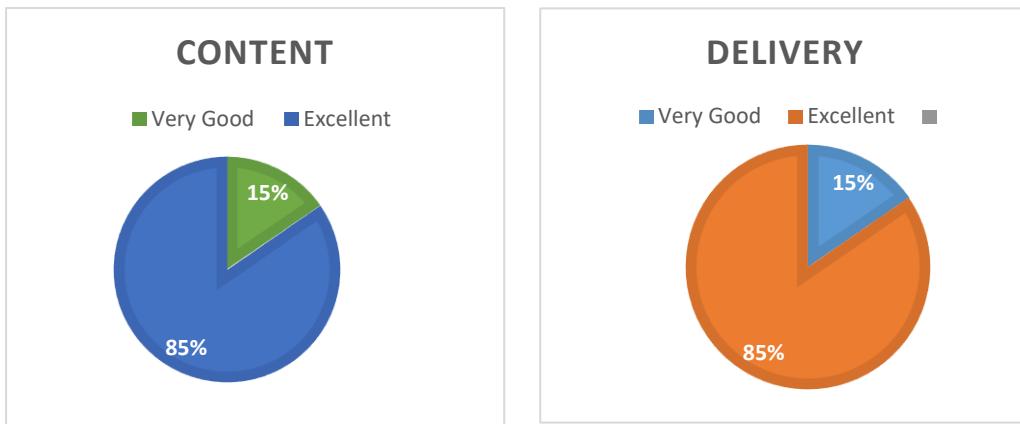
The Bio-Robotics project has a positive effect on attainment. The Petchey Academy has filled all its A level science and maths courses from the year 11 cohort who took part in the 2018-19 project that explored the link between robots, computer programming, 3D printing and animal movement. This was funded by the Ogden Trust. Six students got grade 9 in all their science GCSEs. One of the students who took part in Bio-Robotics in 2018-19 is now studying medicine at UCL.

Sarah Bonnell School joined the project in spring 2020 but due to the pandemic this was cut short. However they are inspired to continue in autumn 2020 and we will support them remotely.

“Despite the huge impact that Covid has had on our initial plans of running the bio-robotics enrichment program, I am pleased to say that I was so impressed with the concept and have designed a project that we now run in the Design & Technology subject area for our year 8s and 9s.

It is loosely based on the bio-robotic model, but I have focused on the biomimicry and automation aspects as the heart of this curriculum project.” Teacher from Sarah Bonnell School.

Teachers Feedback summarising the overall ratings teachers gave to the term long project Bio-Robotics and Animal Movement.

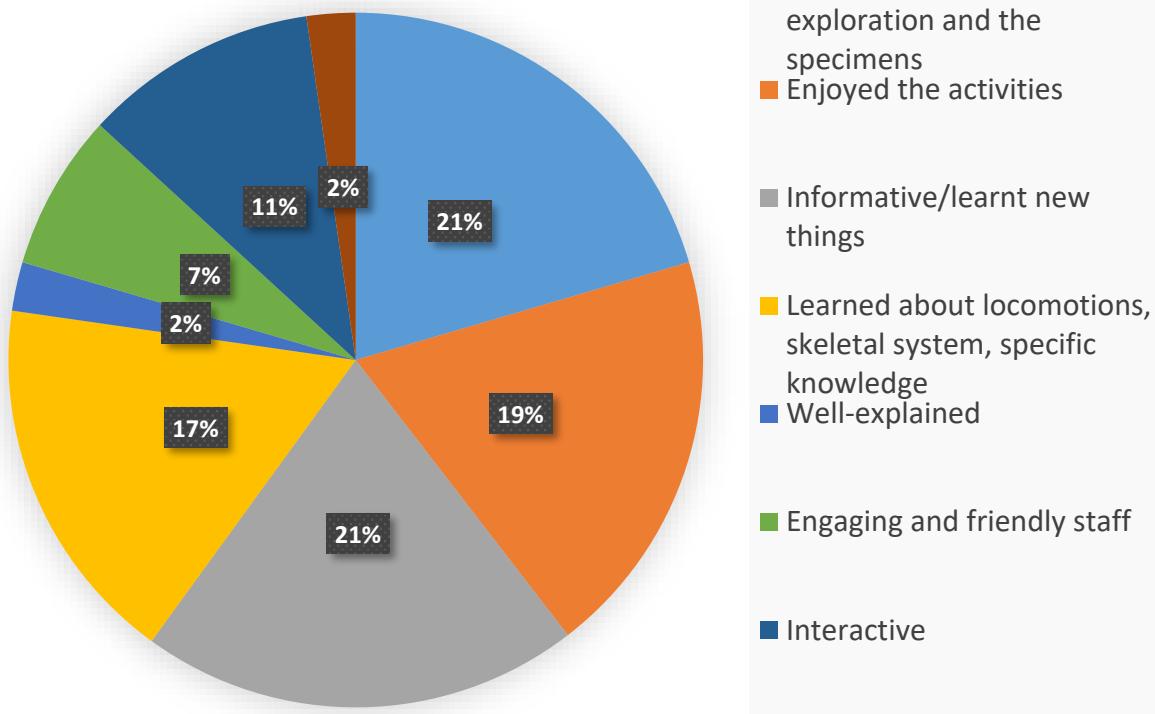


School student's feedback Bio-Robotics and Animal Movement



Animal Movement: snake vertebrae activity

Students comments about the Grant Museum Workshop



Across the programme school students and teachers reported that new skills and knowledge was acquired from all the activities and workshops.

Aim Three: Provide knowledge, and understanding, of the opportunities available to young people

Sample of school student feedback

"I think UCL offers a wide range of experiences for their students but also potential future students like us. This workshop was an experience for us." Hackney meets Indonesia: UCL Eco-Engineering Schools Project

"It's so interesting here. [The Grant Museum] I'd love to work here one day." Bio-Robotics Project

"Engineering's usually male dominated- but good opportunity as girls got the chance to try it out" Bio-Robotics Project

"Me and my friend decided we want to do a Foundation course instead of going straight into Law and medicine." Printmaking Project

"We liked learning about the different jobs you can do at a museum" Creating Aspirations



Scavenger hunt in the Grant Museum

Sample of teacher feedback

"Definitely inspired some students to consider different careers related to zoology." Bio-Robotics project

"Thanks for such a great day last week, the students have been telling teachers around the school about it I think it made a really big impact on them all." Printmaking Project

"Insightful and inspirational look at the facilities, studios and student work at the Slade. This trip will have an impact on how our students view their work and the levels they can push it to in the future through reflection, research and material. P.S: thinking of applying myself for the MA course!"
Printmaking Project

"This was an excellent project which encouraged pupils to be more ambitious and opened their minds beyond the curriculum" Creating Aspirations Primary School Project

Feedback from UCL

"Great stuff, made me smile and cheered me up. Congratulations ... on sticking to it and delivering the project in such challenging circumstances... I loved the clip of the young lady who wants to be a Director, I of course read / assumed that is a Museum Director and hope that this project will help her achieve that." Simon Cane, Executive Director, UCL Culture on the virtual Takeover of the Grant Museum

Understanding of Opportunities

School students recognise the value of the programme in widening their understanding of opportunities, such as:

- why going to university is a valuable experience,
- different degree options in previously unknown subjects,
- careers in fields of which they had no previous knowledge.

And there is a strong desire to have more and different new experiences and to have more time for activities to allow for more in-depth learning.



Printmaking Project: Drawing in the Art Museum

Section Three

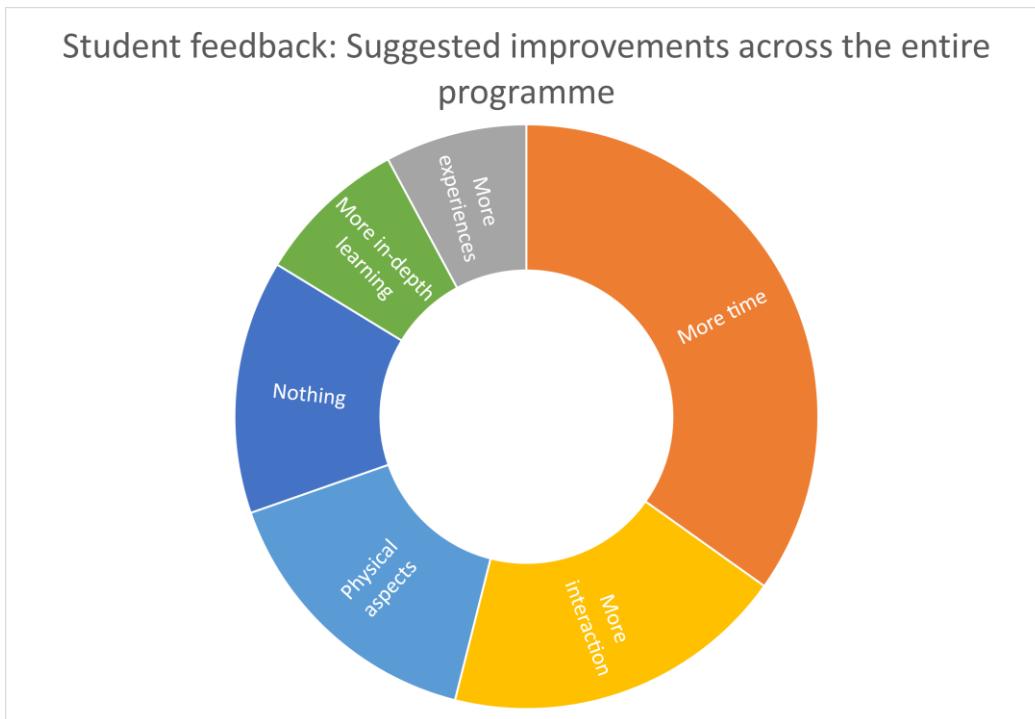
UCL East Museums and Schools Programme: Lessons Learnt

Learning for the future

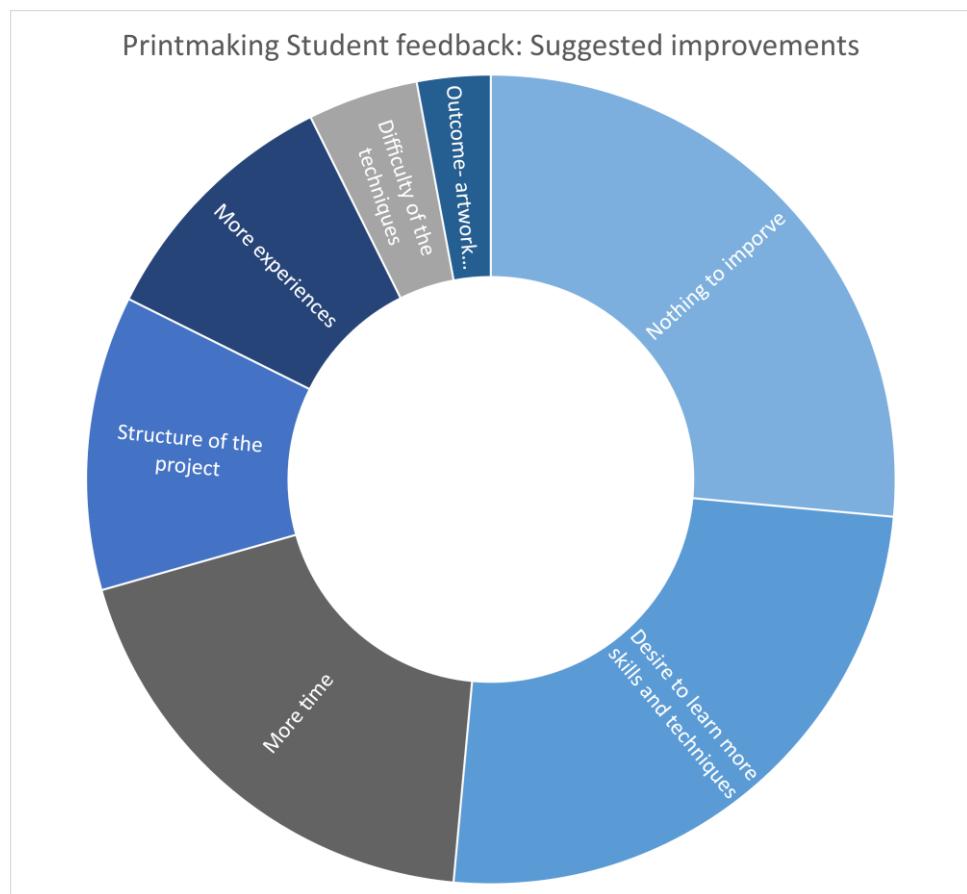


Campus tour with a student ambassador

All school students provide feedback by writing comments on post-it notes: pink for what went well and green for what could be improved. These comments, along with teacher feedback, are taken into account in planning future activities. The collated comments from students were analysed: a process of interpreting the comments, identifying similar phrases whilst searching for commonalities and differences. The themes that emerged are summarised below.



Suggested improvements across the entire programme: 84% of respondents wanted more time, learning and interaction or had no suggestions for improvement, leaving 16% who were unhappy with the physical aspects of the programme, climbing stairs and lunch facilities being the main complaint.



Printmaking project: There were 178 responses, 91 were actually positive requests and 21 thought there was nothing to improve leaving 66 responses that suggested improvements on the structure of the project, the difficulty of the technique and the outcome of individual's artwork.

The majority of responses in both overall and specifically for the printmaking project are positive, such as wanting more time and also wanting more interaction, demonstrating that the school students are engaged and keen to learn more skills and acquire new knowledge. As the workshops are time limited it is tricky to address these issues during the workshops, however increasing the amount of support and interaction post-workshop both with teachers and their students might be a way to resolve this to a certain extent.

Challenges and solutions

The biggest, and ongoing, challenge is the Covid-19 Pandemic. At the end of the spring term the UK entered lockdown and all our activity stopped. The challenge was to continue running the programme without any face to face contact, UCL museums and campus shut down, plus the constraints of working from home.

A digital response was rapidly created for the summer term:

- [Make an Impression II](#) a virtual exhibition as a finale for the Printmaking Project
- [Creating Aspirations: Takeover](#) to replace the actual takeover of the Grant Museum
- Supporting the virtual Culture Week: My London at Cardinal Pole RC School by creating four activities for key stage 3 students:
 - Making a stop-motion animation - 31 films made
 - Finding out about life at university with an undergraduate UCL student – 10 schools students took part
 - ‘My London Self-Portrait’ a digital art activity- 54 entries
 - ‘On Westminster Bridge’ a creative writing poetry workshop – 36 poems written
 - Total of 131 engagements
- Fourteen [blogs](#) posted the programme written by UCL students, alumni and the Schools Engagement manager.
- A comprehensive set of teaching and learning resources to support learning in the classroom for the Bio-Robotics and Animal Movement workshop

Table 5 The effects of the pandemic on the programme and solutions to mitigate this:

The impact of Covid-19		
Agency	Challenge	Solution
Schools and colleges	Printmaking Project	
	Make an Impression II Exhibition due to open in April in the Cloisters	The real exhibition was turned into a digital one
	Creating Aspirations Primary School Project	
	The pupils planned to physically ‘Takeover’ the Grant Museum of Zoology. A label writing workshop and the Takeover cancelled at the museum.	The Creating Aspirations team worked remotely with the teacher with the pupils to write the labels and develop a website. The ‘Takeover’ went digital.
	Bio-Robotics and Animal Movement	
	Unable to pick up robotic kits	Kits remain in schools who will continue with the project during Autumn term 2020 working virtually with the project team.
	Summer term project cancelled	Offered a place to school in next academic year
	Robotics festival cancelled	Work with school and plan to hold it in the Autumn term
	Mathematics and Animal Patterning cancelled	Plan to run it in Summer 2021
	Creative Writing Poetry cancelled	Offered a place to school in next academic year
	CPD in summer term with computer engineering cancelled	Offer in summer 2021

Evaluation	
UCL students unable to carry out end of project face to face interviews and focus groups with school students	Plan virtual webinars with UCL and school students in Autumn term
A survey asking teachers from schools that have been part of the programme asking how they think the programmes could be developed cancelled	Run survey in next academic year or when there is less pressure on teachers
Feedback forms and data left in schools	Retrieve in Autumn term
Focus group with Yew Class, Creating Aspirations, to discuss changes in attitudes cancelled	Meet them in 2020-21 to reflect on project
How to gather qualitative data without face to face contact	Ask colleagues across the museum sector (through Group for Education in Museums) for ideas and suggestions.
Museums	Shut from March 2020
Academics and departments	Shut from March 2020

Reflection



Students working with a UCL academic during the Animal Movement workshop

The Schools Engagement Programme continues to meet its main aims of raising awareness of UCL in East London, increasing students' skills and knowledge impacting on attainment, and providing knowledge and understanding of the opportunities available to young people.

At the end of its third year students who have taken part in the programme are applying to study at UCL with some success. Other students are going on to study at other universities in subjects related to the School Engagement projects they participated in. There is now evidence that the programme is helping to raise attainment as well as broadening their horizons.

Strong relationships with several schools are now firmly established, allowing further enrichment activities to take place thus cementing the school students' knowledge and understanding of what UCL can offer.

Due to the pandemic the programme changed dramatically, and quickly, to an online offer in the summer term. Evaluating the impact of these activities is difficult. Quantitative numbers show that people are looking at the websites and response to the blogs are well above the average for UCL Culture Engagement blogs. Staff and students at George Mitchell School were delighted by the 'Take Over' website and it certainly boosted the students' morale to see their work online. Key stage 3 students took part and responded well to the activities provided by UCL.

Originally the programme was going to be reviewed and a revised three year plan developed. Because of the current restrictions this will now happen in 2021-22, providing that the pandemic is over. In the short term there will be no face to face contact with schools in the autumn term and the digital offer will be developed. It is hoped that the face-to face programme will resume in early 2021.



Yew Class working with students and staff at the Petrie Museum during the Creating Aspirations project