



ACADEMIC  
DELIVERY

# Primary Outreach Report

2022-23

Primary and Partnerships team



# Executive Summary

During the 22/23 academic year, the Primary and Partnerships team delivered three core programmes:

- University Detectives
- Discovery Days
- Learning Leaders (UG and PG)

In total, we engaged with over **2800 pupils** from **40 local Primary schools**.

Feedback from pupils evidenced that:

- **All** who took part in the aforementioned programmes gained a **better understanding of the different features and benefits of university** (100% identified more FaBs).
- **62%** of participants showed an **increased aspiration to attend higher education** in the future.

Changes made to how teacher feedback was collected for this reporting period proved to be successful, with an increased completion rate of 11% on the previous year. A similar review of how data is collected from pupils on the Learning Leaders programme will be conducted in 2023/24 (only 56% return rate).

The team also continued to support the University's partnership with educational charity **IntoUniversity**. Supporting programme delivery to over **1200 pupils** from their Nottingham centres. Impact of these interventions are detailed in **IntoUniversity's End of Year Report 2022/23**.



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# Overview

## The year in review

Following several years of disrupted programme delivery due to the COVID-19 pandemic, 2022-23 was our first year of uninterrupted delivery since 2019-20. This contributed to the largest delivery numbers we have ever recorded over a single academic year.

Here are our headline statistics across our University Detectives, Discovery Days and Learning Leaders programmes.

**11 808**  
contact  
opportunities

**412**  
sessions

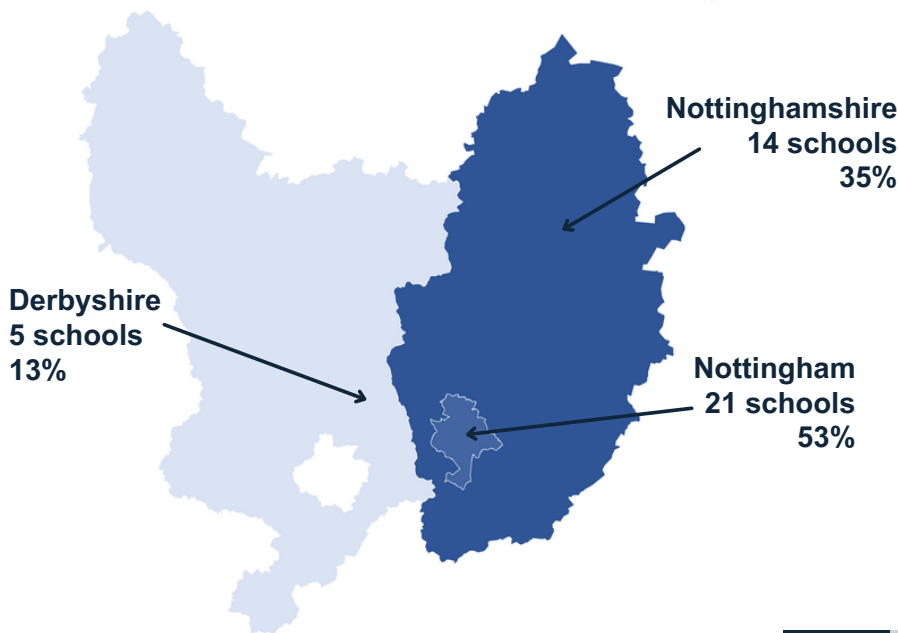
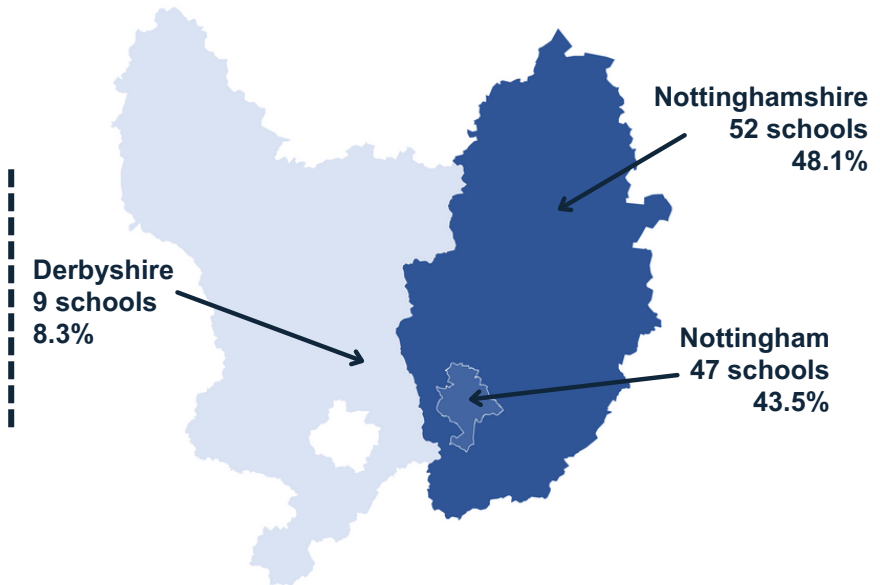
**111**  
classes

**40**  
schools

**39**  
campus visits

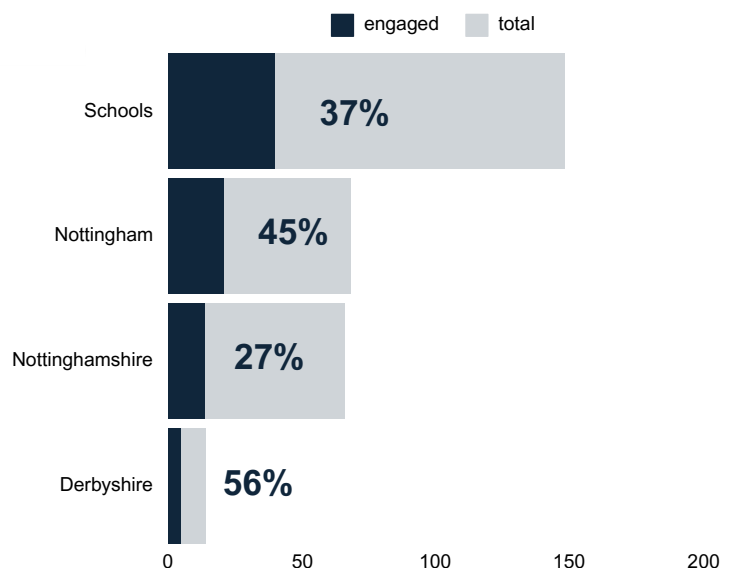
# Schools

We currently have **108** schools on our targeting list. These are all situated within Nottingham, Nottinghamshire and Derbyshire local authorities.



The distribution of schools who engaged in at least one of our in-house programmes in 2022/23.

By comparing the total number of schools we target to the number of schools who participated in one of our programmes, we can see the engagement rate of schools. This can be broken down further by local authority.



# Evaluation

## Teacher Evaluation

Teachers are given the opportunity to evaluate our programmes via an online feedback form. To improve upon previous response rates, this year teachers were provided with an iPad and encouraged to complete the form during the plenary of the final interaction. Previously forms were emailed and completed post-session.

2021-22 teacher response rate: **40%**

2022-23 teacher response rate: **51%**

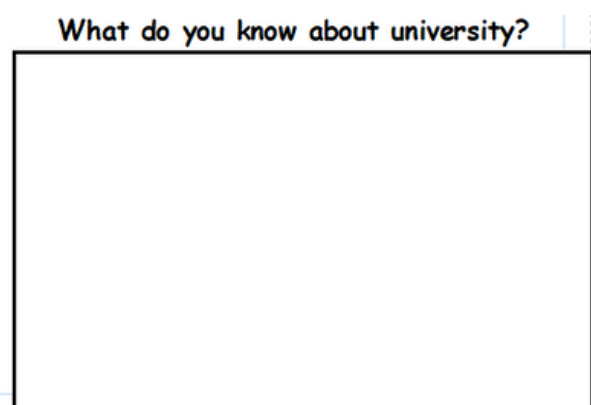
## Pupil Evaluation

During our introduction and reflection sessions, pupils are asked to tell us what they know about university.

For Year 2 pupils, we use a picture-based system where they circle the images. Whereas, for Years 3 - 6, they are asked to write a free text response. This year we increased the size of the evaluation sheet - this had a positive impact on pupil responses and encouraged greater reflection from participants.



Year 2 evaluation sheet



Year 3 - Year 6 evaluation sheet

Once both the introduction and reflection sessions have taken place, these responses are then coded using our Features and Benefits of University guide. Pre- and post-programme responses are then compared to determine whether there has been an increase in knowledge, and what categories any knowledge increase falls under.

# Evaluation

## Features and Benefits of University (FaBs)

When coding responses to pupil evaluations, we utilise a guide created to highlight the different Features and Benefits of university (FaBs). These cover the areas of higher education that our programmes predominantly highlight. We calculate the pre- and post-programme difference between each FaB, as well as the class variance (*total FaBs at end - total FaBs at start*), and the number of unique FaBs per class (*how many of the 8 FaBs are mentioned*).

**FaB A - Learning**

**FaB B - Ease of Access**

**FaB C - Route to HE**

**FaB D - Freedom of choice**

**FaB E - Working towards advancement**

**FaB F - University life**

**FaB G - Future prospects**

**FaB H - Enjoyment**

# University Detectives

## What is University Detectives?

University Detectives is a programme exclusively delivered to Year 2 pupils in our target schools. It challenges them to use their detective skills to find out more about what university is and why people may go there.

It is offered in 3 parts: an introduction; a campus visit; and a reflection session. The introduction and reflection sessions are delivered by Outreach Officers in-school, whilst the campus visit allows them to explore our University Park campus with the support of our Outreach Officers and Student Ambassadors.

**1482**  
contact  
opportunities

**495\***  
unique pupils

**51**  
sessions

**19**  
classes

**13**  
schools

**13**  
campus visits

\*unique learners is calculated based on how many pupils attended the campus visit element of University Detectives.





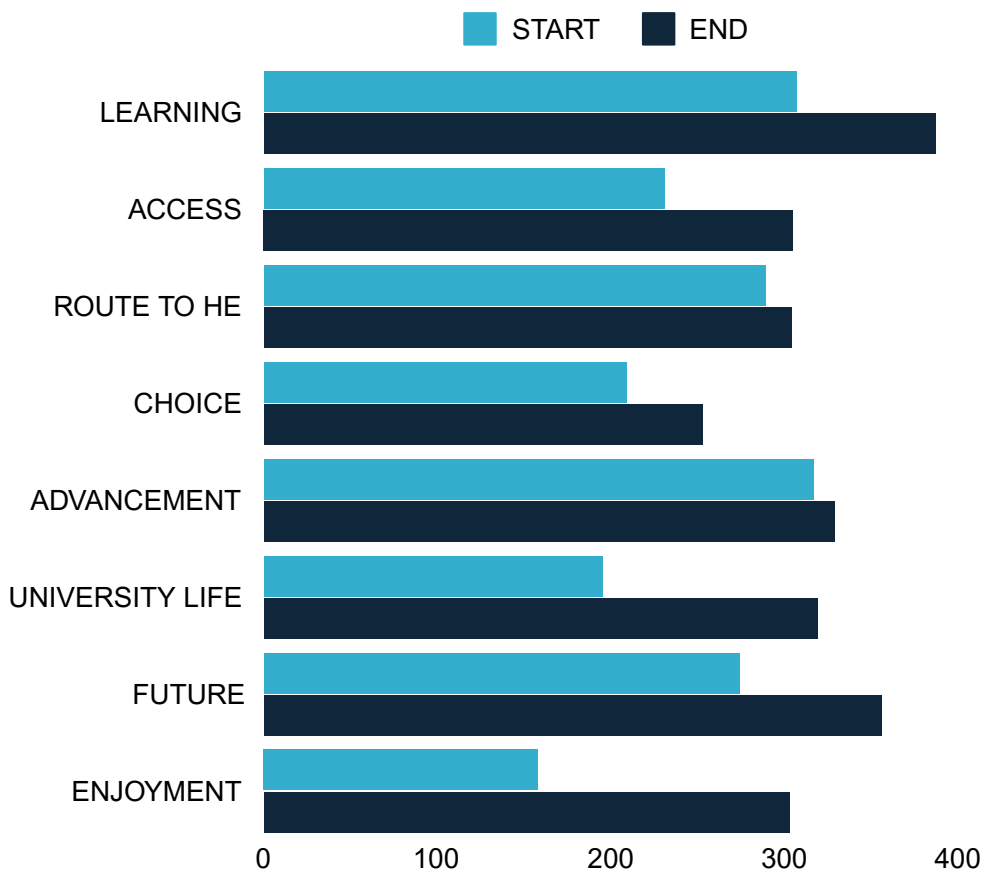
# University Detectives

## Top 3 FaBs mentioned in reflection sessions



## Frequency of FaBs in introduction vs reflection sessions

Following engagement with the University Detectives programme, the greatest FaB increases were shown in the categories: **UNIVERSITY LIFE**, **FUTURE PROSPECTS** and **ENJOYMENT**. Suggesting these are the areas where the most knowledge is gained.



**430\***

pupils' responses were used in this analysis

**100%**

of classes identified all 8 unique FaBs

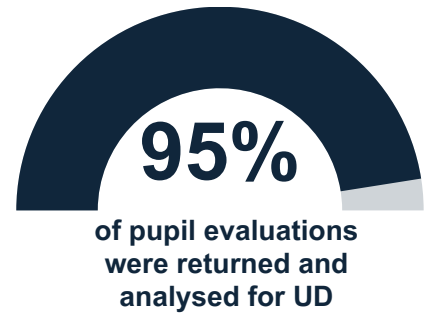
**100%**

of classes identified more FaBs in reflection sessions

\*this number differs from total unique participants, as we compensate for the variance in session attendance by disregarding the excess responses in each class.

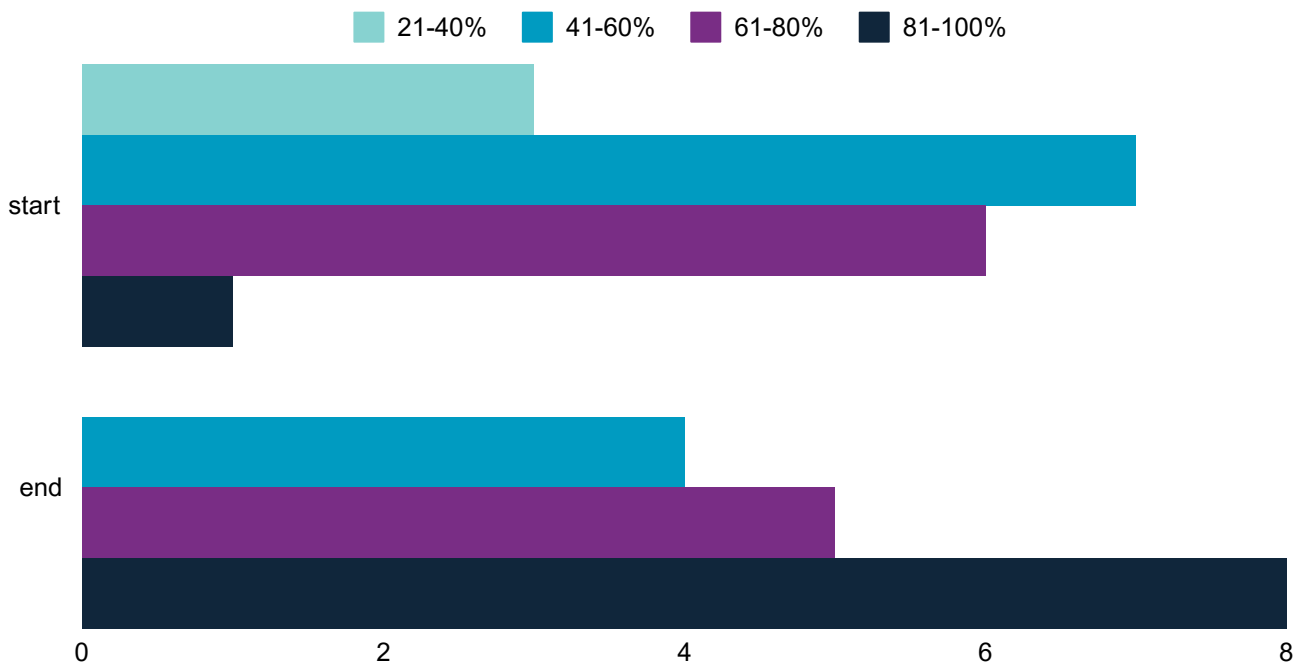


# University Detectives

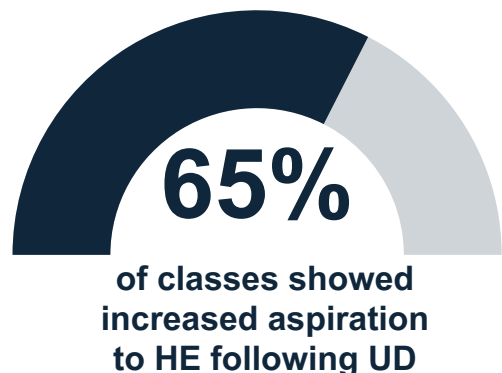


## Aspiration to Higher Education

In both the introduction and reflection sessions, pupils are asked to raise their hands if they think they might want to go to university in the future. Their response is interpreted as an indicator of their understanding of what university is and that they **can** attend in the future if they want to.



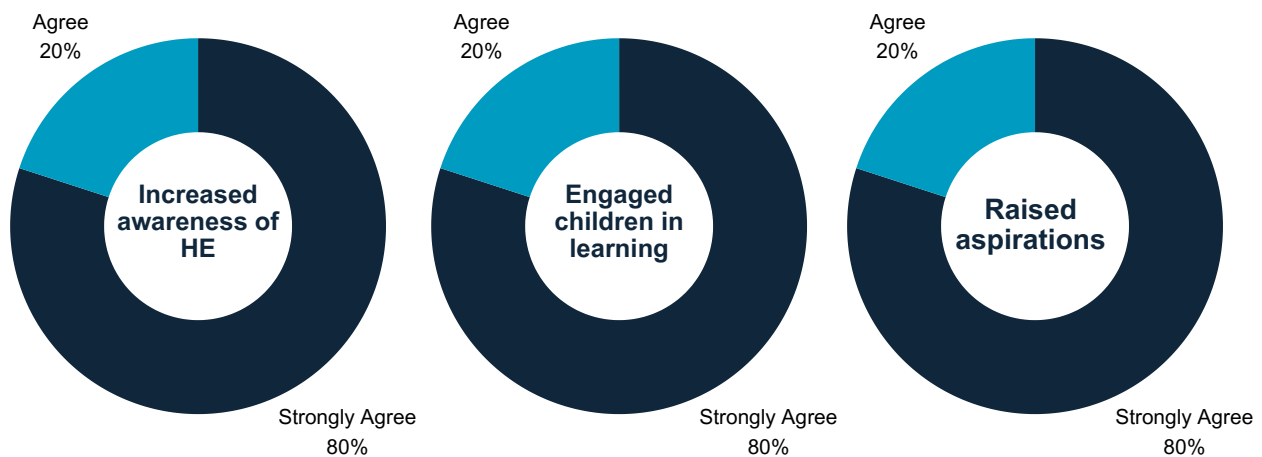
### % of pupils who showed high or very high aspiration



# University Detectives

## Teacher Feedback

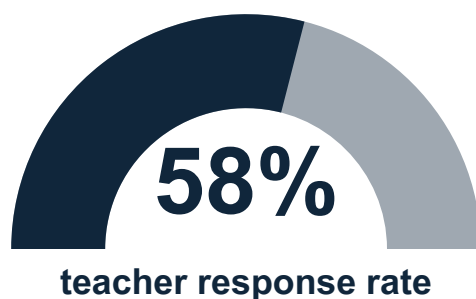
Teachers are requested to express their level of agreement – from strongly agree to strongly disagree – with three statements that correspond to the goals of the University Detectives programme.



**"Please can you describe the impact this programme had on your pupils?"**

Thematic analysis highlights that teachers feel the programme:

- increased awareness and understanding
- inspired future aspirations and careers
- had a positive impact on attitudes



**100%**

of teachers said 81-100% of the class was engaged in the programme



# Discovery Days

## What are Discovery Days?

Discovery Days are a four-part programme designed for Year 3 - Year 6 students, tailored to focus on a specific academic subject. The idea is to offer a themed visit to our campus, in collaboration with our academic colleagues and students. Participants will get to meet current students and join in an interactive campus tour during their visit.

The programme begins with an in-school session to introduce the concept of university and the Discovery Day theme. Following the campus visit, we return to the classroom to engage students in another aspiration-raising activity of their choice. The final visit is intended to help students reflect on their experience and consider their future aspirations.

**5200**  
contact  
opportunities

**1379\***  
unique pupils

**175**  
sessions

**53**  
classes

**23**  
schools

**20**  
campus visits

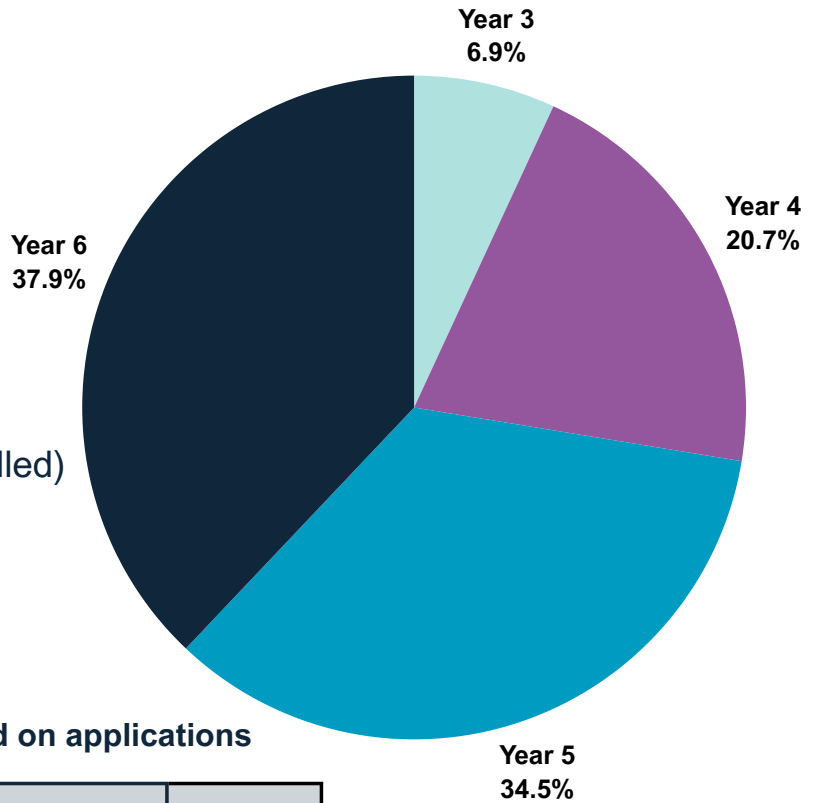
\*unique learners is calculated based on how many pupils attended the campus visit element of Discovery Days.

# Discovery Days

## List of Discovery Days

- Ingenuity Robotics
- Roboduck
- Medicine (x2)
- Veterinary Medicine
- Sports and Nutrition (x2)
- Aspiration Day
- Vikings
- Chinese New Year
- Maths
- Civil Rights
- Science Fair (x3, but 1 cancelled)
- Outward Bound (x2)
- Astronomy (x2)
- Philosophy
- Social Sciences

## Discovery Days by Year group charts



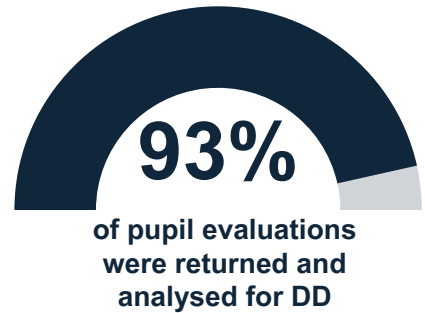
## Popularity of Discovery Days based on applications

2022-23 Topic	Application Points	2022-23 Topic	Application Points
Roboduck	28	Science Fair	12
Outward Bound	27.5	Vet Med	10
Sports and Nutrition	23.3	Chinese New Year	8
Astronomy	23	Social Sciences	6
Vikings	22	Civil Rights	2
Ingenuity Robotics	20	Philosophy	2
Medicine	16.5		
Maths	16		
Aspiration DD	14		

**4 = first choice**  
**3 = second choice**  
**2 = third choice**  
**1 = fourth choice**  
 total divided by number of visit days offered



# Discovery Days

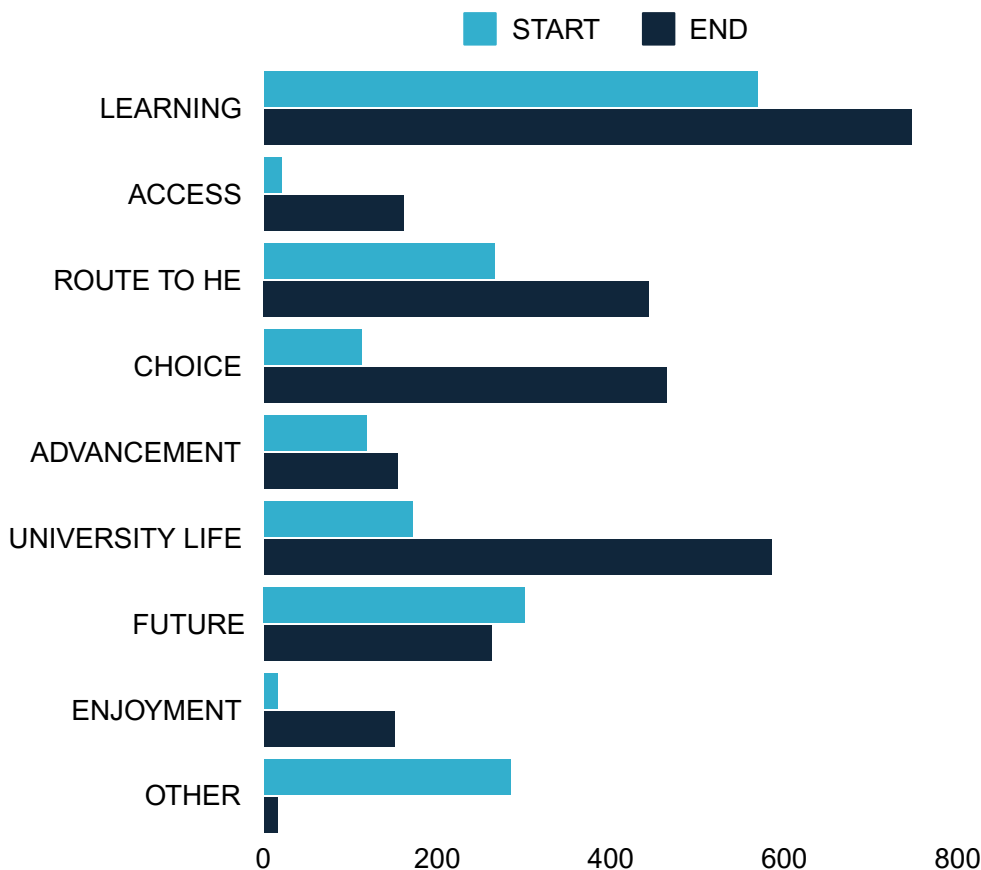


## Top 3 FaBs mentioned in reflection sessions



## Frequency of FaBs in introduction vs reflection sessions

Following engagement with the Discovery Days programme, the greatest FaB increases were shown in the categories: **UNIVERSITY LIFE**, **FREEDOM OF CHOICE** and **ROUTE TO HE**. Suggesting these are the areas where the most knowledge is gained.



**1161\***  
pupils' responses were used in this analysis

**82%**  
of classes identified all 8 unique FaBs

**100%**  
of classes identified more FaBs in reflection sessions

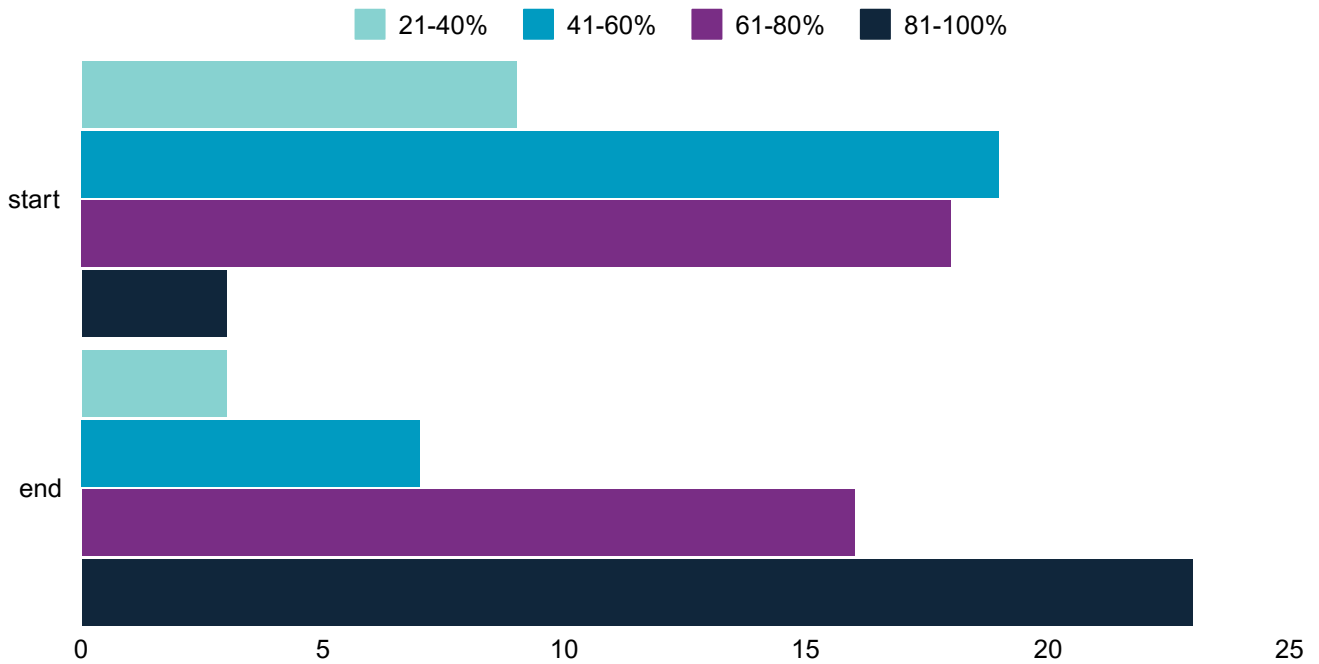
\*this number differs from total unique participants, as we compensate for the variance in session attendance by disregarding the excess responses in each class.



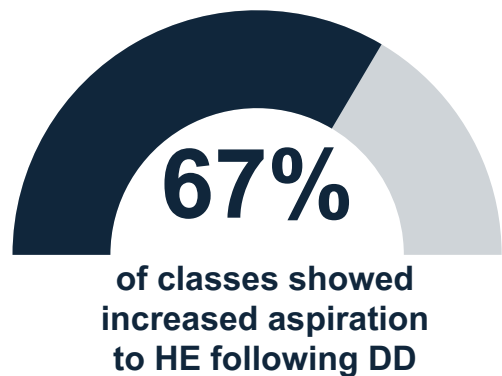
# Discovery Days

## Aspiration to Higher Education

In both the introduction and reflection sessions, pupils are asked to raise their hands if they think they might want to go to university in the future. Their response is interpreted as an indicator of their understanding of what university is and that people from a range of backgrounds can attend.



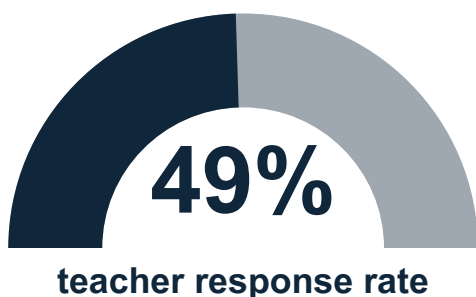
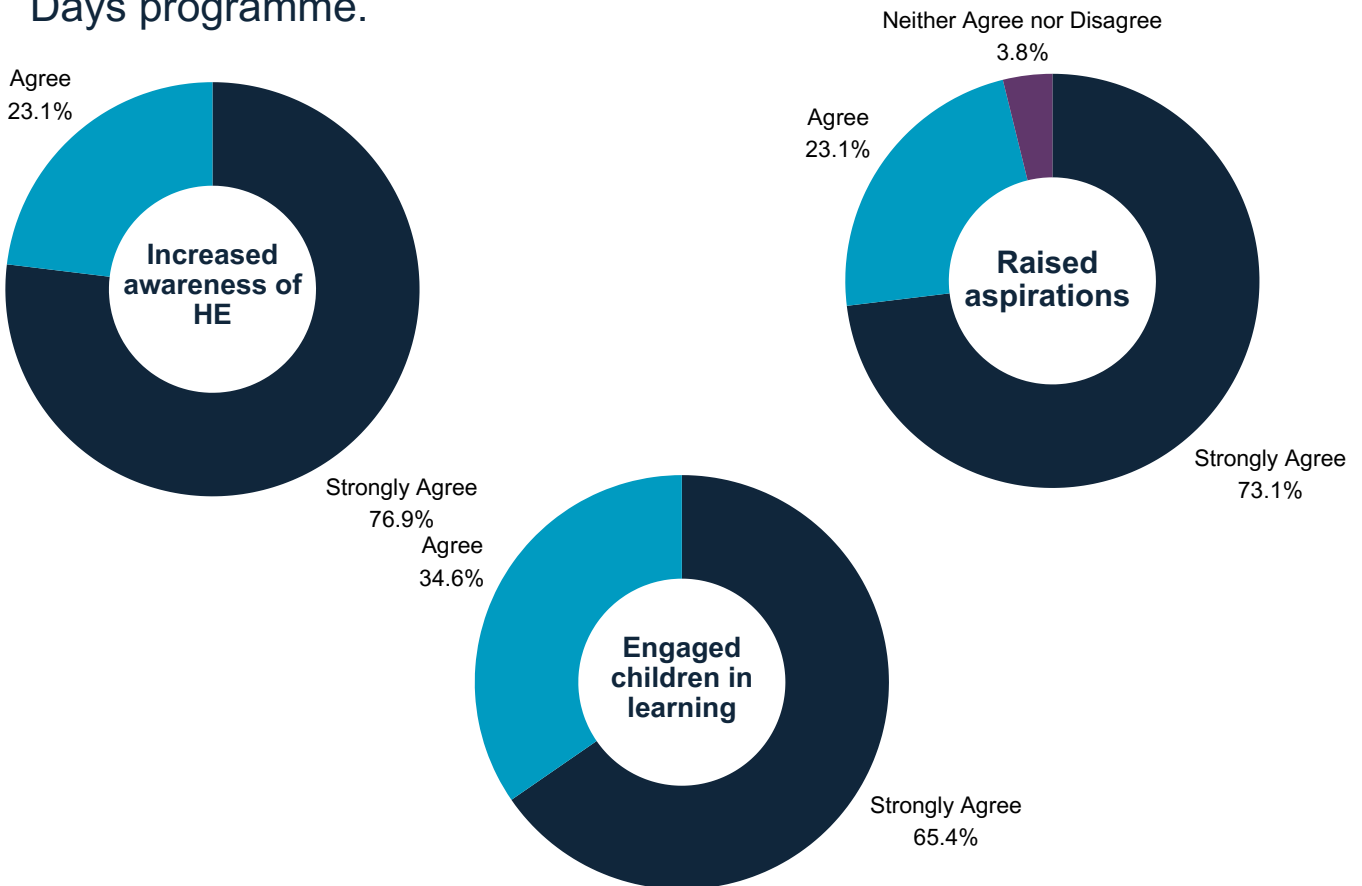
% of pupils who showed high or very high aspiration



# Discovery Days

## Teacher Feedback

In the feedback form, teachers are requested to express their level of agreement – from strongly agree to strongly disagree – with three statements that correspond to the goals of the Discovery Days programme.



**92%**  
of teachers said 81-100% of the class was engaged in the programme





# Learning Leaders

## What is Learning Leaders?

Lesson sequences delivered by student volunteers in school. Students share their knowledge and passion for their subject with pupils. The aim of this is to enhance pupils' interest in different educational topics.

Runs with undergraduate volunteers in Autumn and Spring terms, and then with postgraduate volunteers in the Summer term.

**5098**  
contact  
opportunities

**186**  
sessions

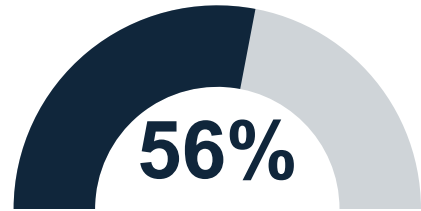
**39**  
classes

**20**  
schools

**6**  
campus visits



# Learning Leaders



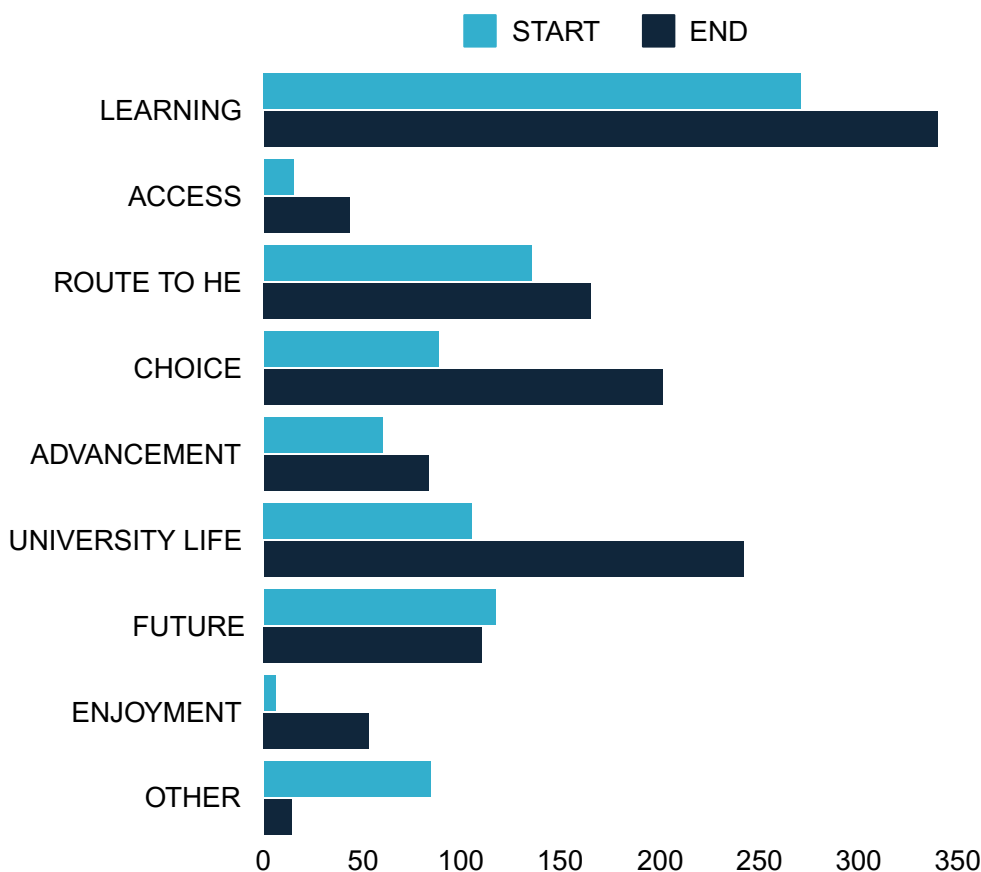
of pupil evaluations were returned and analysed for LL

## Top 3 FaBs mentioned in reflection sessions



## Frequency of FaBs in introduction vs reflection sessions

Following engagement with the Learning Leaders programme, the greatest FaB increases are shown in the categories: **UNIVERSITY LIFE**, **FREEDOM OF CHOICE** and **LEARNING**. Suggesting these are the areas where the most knowledge is gained.



481\*

pupils' responses were used in this analysis

48%

of classes identified all 8 unique FaBs

100%

of classes identified more FaBs in reflection sessions

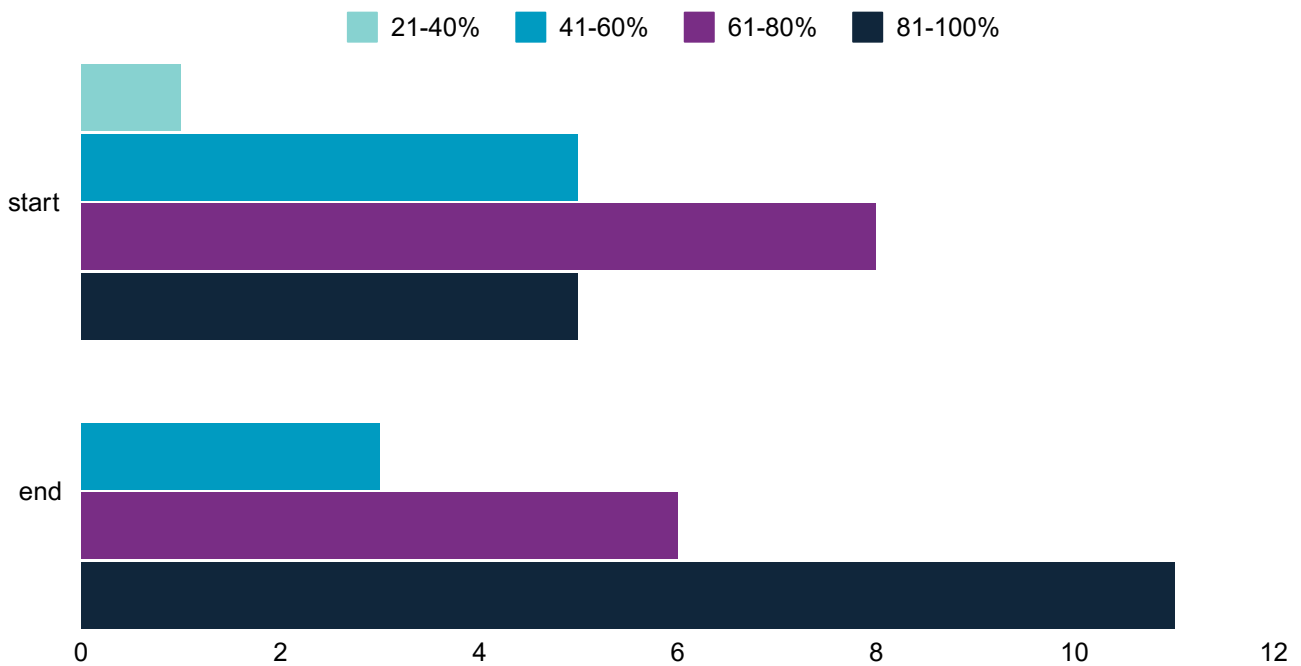
\*this number differs from total unique participants, as we compensate for the variance in session attendance by disregarding the excess responses in each class.



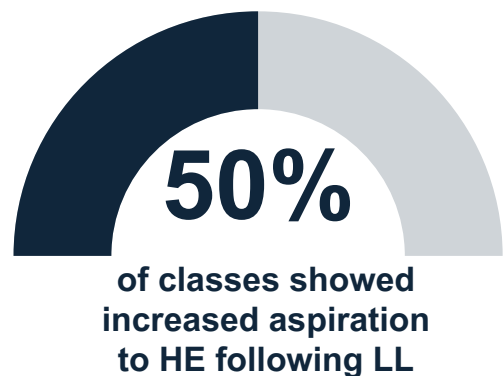
# Learning Leaders

## Aspiration to Higher Education

In both the introduction and reflection sessions, pupils are asked to raise their hands if they think they might want to go to university in the future. Their response is interpreted as an indicator of their understanding of what university is and that people from a range of backgrounds can attend.



% of pupils who showed high or very high aspiration

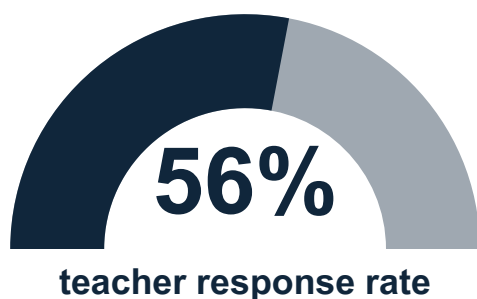
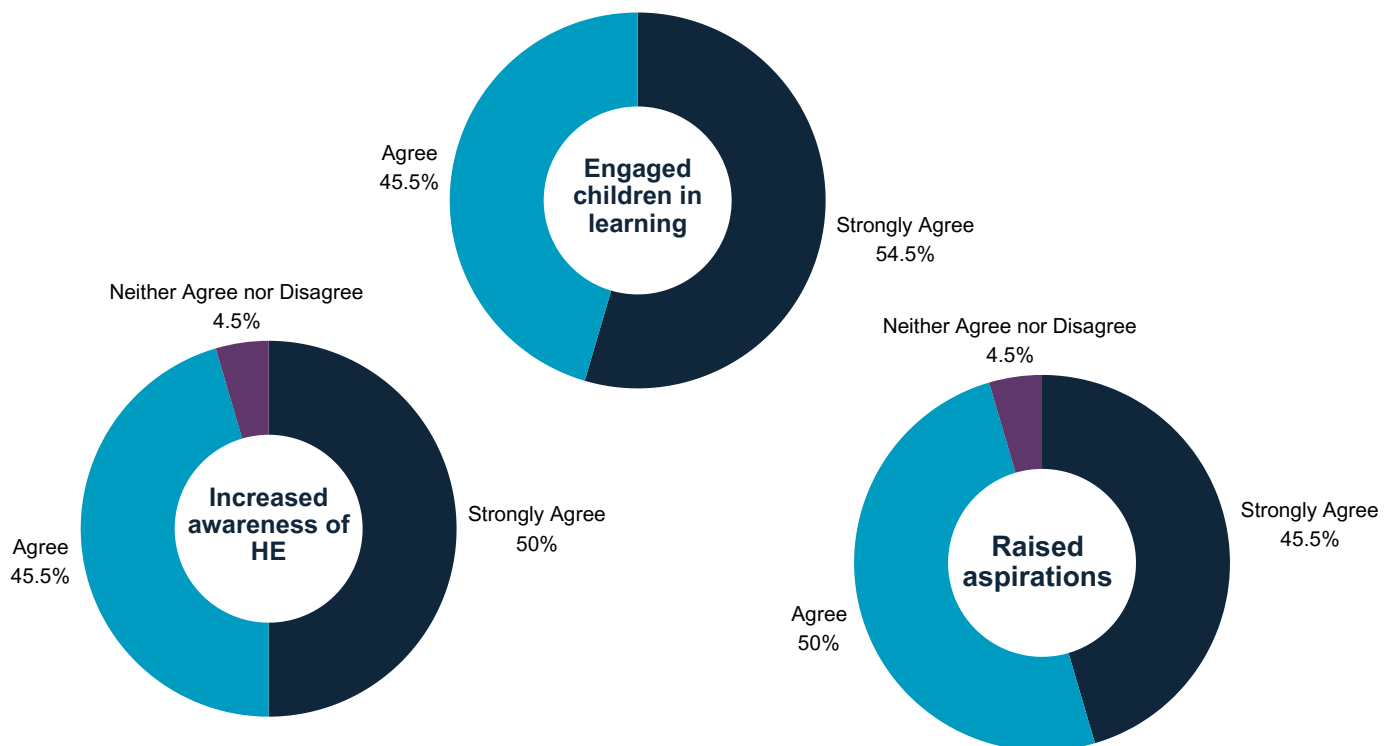


It is important to note that due to the low return rate (56%) of Learning Leaders evaluations this year, statistics cannot truly be considered representative of the programme. We hope that a change to the collection process will improve evaluation pack submission for 2023-24.

# Learning Leaders

## Teacher Feedback

In the feedback form, teachers are requested to express their level of agreement – from strongly agree to strongly disagree – with three statements that correspond to the goals of the Learning Leaders programme.



**77%**  
of teachers said 81-100% of the class was engaged in the programme



# Conclusion

## Improvements and Future Analysis

Compiling and analysing the quantitative data for 2022-23 academic year evidences:

- The minor alterations to the layout of the KS2 evaluation sheet allowed pupils to provide responses of greater detail.
  - Further qualitative analysis of the evaluation responses could provide a deeper understanding of what knowledge has been gained from the Discovery Day programme.
- Taking iPads into reflection sessions is having a positive effect on responses to the teacher feedback form. However, a response rate of only around 50% can still be improved upon.
- Additional analysis could be done on FaBs data related to Aspiration Session or previous engagement.
  - This was conducted in the 2021-22 analysis, and influenced session developments.
- More needs to be done to increase the number of Learning Leaders pupil evaluations received by the team.
  - How evaluations are collected from students has been changed for 2023-24 programme. It is hoped this will address this issue.
- It has proved difficult to calculate unique pupil numbers for Learning Leaders, even to a broad average, due to the fluctuation in numbers and the fact these sessions are delivered by volunteers rather than the Primary and Partnerships team.

Completed by Han Thomas