

ARTS UNIVERSITY BOURNEMOUTH

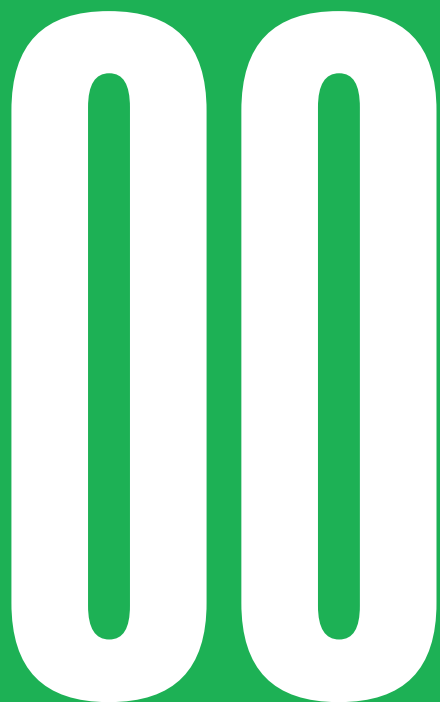
All Access AUB 2023

Evaluation Report

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Introduction

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Executive Summary

This report is a mixed-method evaluation of the 2023-2024 All Access AUB programme. Its purpose is to discuss the findings of the evaluative data gathered during course of the programme, how the programme has met the outcomes set out in the progression framework and theory of change, and how the programme can be improved for future cohorts where outcomes have not been met successfully. The All Access AUB programme is designed to support entry to creative higher education through a residential summer school, portfolio support, exhibition of participants work, a celebration event and a transition to creative HE day. The aim is to facilitate skill development and confidence building for young people from underrepresented backgrounds to access higher education, and support progression to AUB specifically. 32 young people participated in the 2023-2024 programme. Upon commencement of the programme, at the beginning of the residential summer school, a mixture of emotions and responses were felt, varying from nerves and anxiety, to excitement,

happiness and intrigue. Over the course of the residential, these changed to feelings of contentment, friendship and a sadness to leave. Using a range of methods such as journals, interviews, surveys and observations, the evaluation takes a holistic approach to examining these experiences which is detailed in the report in relation to the outcomes of the programme. Fewer participants engaged in the follow up activities related to portfolio development, the celebration event and transition to creative HE day, but of those who did, benefitted from this support. In particular, the exhibition and celebration event had a positive impact upon the likelihood of the participants to apply to AUB, their confidence in their abilities, and their families' perceptions of AUB and careers in the creative industries. However, as many participants did not attend subsequent parts of the programme, further consideration needs to be given to this to ensure more participants are engaging with and benefiting from All Access AUB as a whole.

32

Young people participated in the programme.

Key findings

- Across the board, participants felt like AUB was a safe space they belonged to, felt comfortable in and were able to fully express themselves in. All participants reported positive feelings associated with the campus, halls of residence and general university spaces. Participants saw themselves at AUB and, overall, felt very positive about the experience.
- Challenge, learning new skills and techniques and being out of their comfort zone were common themes across the evaluation, as well as participants showing evidence that they were able to think more deeply about art and their practice. However, this was not true for all, and some reported a lack of significant stretch and challenge in their workshops.
- There is evidence that the programme contributed to development of soft skills such as communication, presenting and staying positive in challenging situations. However, some participants found this hard to articulate, suggesting they were not fully aware of the extent to which they were improving on these skills alongside their practical art skills.
- Participants communicated that the programme, in particular, the summer residential, had helped greatly with their decision-making with regards to Higher Education and most felt motivated to continue to research their options at HE and seriously consider studying at AUB, many whom this had not been an option or consideration prior to All Access AUB.
- Those who took part in the portfolio reviews developed skills and understanding that supported application to arts courses at HE and 15 out of 32 participants on the programme made a successful application to study an undergraduate course at AUB.
- There was a very small uptake for the Transition to Creative HE Day, therefore, while there was overall positive feedback on the day from both All Access AUB participants and general contextual offer holders, the day lacked real measurable impact for most of the participants.
- For some participants and their families, the programme had a profound impact, changing parental perceptions to enable arts to be a future possibility where it had not been before. The exhibition for some parents played a significant role in this.

Key recommendations

- Whilst the Art and Design focus of the workshops was welcomed by most, some students showed an interest in more Media related skills and courses. The introduction of a Media stream would begin to address this.
- Participants enjoyed the pace and challenge of the workshops in the summer residential, but some felt they did not develop practical skills beyond those they came with. Thought should be given to how to address this in the workshops or more clearly setting expectations of what will be offered.
- To further develop the quality of reflections from participants, thought should be given to how to approach and communicate this to participants, particularly, the importance of self-reflection with regards to soft skills.
- Whilst the summer residential is an impactful and successful activity, take up for subsequent parts of the programme was relatively low.
- Consideration should be given to how to promote subsequent interventions to ensure more participants are taking part and benefiting from every activity and the programme as a whole.
- Whilst all the students came from key target groups, consider how to increase care experienced and Gypsy, Roma, Traveller, Showman, or Boater community participants.
- Continue to track participants through application, offer and enrolment to AUB to see how the short and medium term outcomes translate into higher education progression.
- Whilst rates of applications to AUB and offers made are increasing, the number of participants firmly accepting these offers remains relatively low. Thought should be given to how to increase conversion rates for participants to ensure a higher rate of progression to AUB specifically.

02

The All Access AUB programme

08

Background

All Access AUB began in 2022 and was developed as a programme of activity to support entry to creative Higher Education from underrepresented groups.

This evaluation report is for the 2023-2024 cohort. As part of All Access AUB, participants:

- Take part in a fully funded summer residential, exploring and experimenting with different mediums to build a strong portfolio of work
- Have their work included as part of an industry-standard art exhibition at AUB's TheGallery
- Are invited, alongside friends, family and supporters, to attend a celebration event of their work
- Receive one-to-one support from expert artists and designers in the development of their portfolio
- Attend a 'Transition to creative HE'

event in their second year of Sixth Form or College

- Are given extra consideration at the point of admission to AUB, which, if an offer is made, will be a reduced, contextual offer of up to two grades
- Receive support from a dedicated progression mentor through the AUB application process and beyond

In just two years, the programme has grown, and continues to grow, as more schools, colleges, teachers and students become aware of it, and its impact. Each year improvements are made to address the needs of the young people and the desired outcomes of the programme, both short and long term.

In the first year (2022/23), there were 32 applicants, converting to 17 participants. In the second year (2023/24) there were 39 applicants, converting to 32 participants.

39

Young people applied for the programme in 2023/24.

32

Young people participated in the programme in 2023/24.

88%

Increase in participants compared to 2022/23.

Applications and enrolments to AUB

Out of the 32 participants in the 2023/24 cohort, 17 (53%) made applications to an undergraduate degree at AUB, and 15 (47%) received offers. At the time of writing, 5 (17%) have firmly accepted their offer to study at AUB which provides a reliable indication of how many will enroll to AUB in September 2024.

These numbers are increased from last year where 6 participants (35%) applications to AUB, 5 (29%) received offers and no participants enrolled.

Additionally, 5 participants in the 2023-24 cohort applied and were offered places for the Foundation Diploma, with 4 of these participants accepting this offer firmly.

53%

Of participants made applications to an undergraduate degree at AUB.

88%

Of participants who applied to an undergraduate degree at AUB received an offer.

17%

Of participants have firmly accepted their offer to study an undergraduate degree at AUB in 2024.

28%

Of participants firmly accepted their offer to study an undergraduate degree or Foundation Diploma at AUB.

183%

Increase in applications to AUB compared to 2022/23 participants.

200%

Increase in applicants receiving offers to study an undergraduate degree at AUB compared to 2022/23 participants.



03

Evaluation

Tools mobilized

A mixed methodology approach was taken which included semi-structured interviews with participants and parents/carers, pre and post event surveys and reflective journals where participants were encouraged to respond to questions and prompts freely and creatively, as well as in a more structured manner.

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Summer residential

The primary purpose of the summer residential was to:

Increase the confidence of All Access AUB participants in their creative abilities and develop their expectations towards progression to Arts University Bournemouth.

There are eight desired outcomes of the summer residential which, for the purposes of this evaluative report, have been divided into three areas:

- Skills and competencies
- Responses to being at AUB and in an HE setting
- Decision making and motivation to progress to HE

Summer residential: SKILLS AND COMPETENCIES

Outcome 1

Participants have conducted a deeper exploration of their artistic passions and interests and wish to pursue those interests in creative higher education.

Outcome 2

Experimentation with new artistic resources, methods and techniques and motivation to continue doing so in creative HE.

Outcome 6

Participants have developed and demonstrated skills such as problem-solving, staying positive and communication through reflecting on their work with peers and academic staff.



Semi-structured interviews

The premise of the summer residential, as described by the academic staff, was to mimic the type and range of activities that students would be likely to encounter on the Foundation course at AUB. This meant there were a range of activities, primarily focused on fine art techniques like drawing, printmaking, and collage. For some participants, this stretched and pushed them out of their comfort zone and participants generally reported that they had explored their artistic passions and interests, many at a deeper level than at school or college:

“ It's made us slow down and really think about how things go together, and if they go together. Rather than having an idea in your mind, and then getting upset when it doesn't come out how you want it to come out

“ Maybe I don't want to, like, appeal to every single person, ever...I feel like this is helping me recognise that, even if I think that someone's art was like, low effort, that doesn't mean that it's suddenly not art, because it was made by their will and intention

Academic staff aimed to expose participants to new methods and techniques through a series of broad, varied and fast paced workshops. Participants explained that some of the exercises had been ‘challenging’ and a ‘break from the routine’. Two students commented:

“ Stuff I'm doing isn't like my current course is... I've tried techniques I've never done before

“ I don't know what I'm doing but you can see where I went

This demonstrates that participants were thinking more deeply about their work than they had perhaps done previously and were enjoying experimenting with new methods and techniques.

However, for some, the work carried out on the summer residential was similar to that which they had already done at college, and these participants didn't feel completely challenged.

“ ...the things we're doing now, I've already done...I don't mind it because it's practice, but at the same time, I've already done those types of things...I'm very familiar with it, so I thought it would be more advanced...different things, if that makes sense. That's personally what I'm finding trouble with to focus because I've already learnt it

“ So in college the, like, first six or five months was like doing screen printing, colleographing, like all that kind of stuff, we've explored all that...so yeah, we've kind of already done most of this, but this is a kind of different way of doing it, obviously cos they have to do it faster...a faster way of doing it, which I get, like, for the people who haven't done it, they'll enjoy it

The varied levels of participant experience is demonstrated here, highlighting the challenge of the project to ensure the outcomes are met by all participants.

Some participants did express an interest and desire to continue to develop their artistic skills and passions in creative higher education. One participant stated that they wanted to go into tattooing in the future but plan to study Fine Art first at university, while another expressed that they know they want to do a creative degree but are undecided on which one.

Throughout the week, participants were encouraged to work outside of their comfort zones and challenged to think differently or from a different perspective. One participant reflected that it had shown her she ‘needs to be open to change, ready to adapt’ and ‘not be upset when things don't work out’. Another participant described how they had stayed positive during the workshops:

“ I feel like the workshop in the morning was like one of the best ones, because normally I don't really like my work with like printing because it doesn't really turn out well. But I feel like normally I wouldn't really appreciate abstract art, but from the, like the roller ones, like the first ones on the blank, like the white page, I feel like those ones are my favourite ones, and I feel like I probably put like one or two of them up in the gallery

Other participants commented on how the social side of the residential had helped them, with one participant explaining:

“ I think it's definitely helped with, like communication and confidence skills. I wouldn't say I'm that confident or that great like introducing myself to new people and stuff like that, so putting myself in a new situation that allows me to interact with other people that I didn't know before has definitely helped me gain a bit more confidence and helped with a bit more communication

With regards to outcomes 1, 2 and 6, this demonstrates that, while some students did explore their artistic interests and passions on a deeper level, and did experiment with new materials and techniques, which benefited them significantly, not all felt adequately stretched and challenged during the workshops as they were repeating methods they had already used and been exposed to. However, the Foundation course at AUB does incorporate some of the methods and techniques explored in certain A Level/Level 3 subjects, so it is not completely unsurprising that some students felt more familiar with the materials than others. There is also some evidence to suggest that students did develop and demonstrate other transferable skills such as communication and staying positive, although it was difficult for the students to identify this in themselves in the interviews and therefore explain it verbally to others.

Pre and post event surveys

When participants were asked on the pre-event survey, on a scale of 1-5, to rate how confident they are in four skills, the average for all four skills of problem solving, communicating with others, presenting your ideas and work and staying positive in challenging situations was very similar, only varying from 3.21 to 3.46. This indicates that, overall, participants felt an average confidence in these four areas prior to the residential. Participants reported the highest confidence in staying positive in challenging situations and the least confidence in presenting your ideas and work. When asked the same question on the post-event survey, the average confidence had increased in every skill, but only slightly, and varied between 3.57 and 3.95. The largest increase was 0.55

points and was in presenting your ideas and work, while the lowest increase was 0.11 points in staying positive in challenging situations. Whilst the slight increase in scores is pleasing, it does indicate that the residential didn't have a significant impact on the development and improvement in skills and that this is an area that should be considered and improved when planning future residencies. Indeed, it may be that participants did develop their skills, but weren't aware of the development or were unable to demonstrate it. Therefore, consideration could be given to how participants develop an awareness of the skills they are developing and their ability to demonstrate this and feel confident in expressing how their skills have improved.



Free responses in the Reflective Journal

When participants were asked to reflect on their first day, there were many responses related to new methods and techniques they had tried, how they had begun to explore their artistic passions, and an emphasis on proud feelings of meeting new people and the confidence they have shown in doing so. For example, comments were made such as:

- “ I didn't realise that each person's drawing methods were so unique until we did the quick portraits of people. It helped me notice my artistic style a little bit!**
- “ Although I was confused and out of my comfort zone I felt great I took the chance to make something different that I don't usually do**
- “ What I am proud of is that I'm trying to talk to people more and having conversations with these new people has been really amazing**
- “ I do plan to come back and enjoy the campus and sights as a student because if I don't end up doing Art for it I'll do Photography**

These comments are evidence that from the very beginning of the residential, participants could identify that they had used new methods and techniques, were exploring their artistic passions and interests and showed motivation to continue to pursue these at HE. It is also clear that participants had practiced and developed their communication skills as early as day one by feeling confident to meet and speak to new people, which participants were clearly very proud of.

On the second day, participants were able to explicitly list the new resources, methods and techniques they had used, for example, 'sculpting with wire', 'drawing from memory' and 'making 3D models (with) hot glue'. In this space, participants also reflected on and recorded other skills they had developed and how. Throughout the week, many participants recorded that they had noticed a development in their communication and presentation skills among their peers and AUB tutors, while others commented that they had improved their problem-solving skills:

- “ Communication - having to explain and listen to what your partner was feeling in the bag and translating it onto paper**
- “ A skill that I have developed the most has been persevering and working through the project even when it is hard to get a somewhat complete outcome. A skill that I would need to improve on would be to be confident and be more mindful and open to giving more things a go**

There is therefore evidence that participants are developing and improving their soft skills while on the residential, however, they require further scaffolded support in recognising, reflecting and articulating this when asked about these skills at the end of the residential.

Summer residential: **RESPONSES TO BEING AT AUB** **AND IN AN HE SETTING**

Outcome 3

A deeper understanding of the experience participants may have studying at AUB.

Outcome 4

Familiarity with AUB and seeing it as a space that participants belong to and feel comfortable in.



Responses to being at AUB and in an HE setting

Semi-structured interviews

During the residential, participants were given the opportunity to experience university life and what it might be like studying at AUB. They participated in practical workshops at an art Foundation level in AUB studios, stayed in campus halls of residence and participated in social activities, both structured and unstructured. Meals were taken in the Refectory, providing a further social opportunity and exposing participants to an experience similar to the one they would have if they studied at AUB.

Participants generally acknowledged and valued this experience:

“It's provided a map of how it's going to work for me...a frame of reference of what university could and would look like...knowing what an environment would look like for me

“I hadn't considered AUB as a place to study but I do now

This demonstrates the impact the opportunity to spend time on campus has had for these students.

Concurrently, there were overwhelming reports from participants that they felt like AUB was a safe space they felt like they belonged to and felt comfortable in. All participants reported positive feelings associated with the campus, halls of residence and general university spaces.

“...it makes a difference when you're staying actually at the campus, but it's a nice feeling, especially like for me, I live in London, so I'm used to all like the busy roads and such, have coming somewhere like here where it's more out in the open, more kind of more, more spacious and I really enjoy that

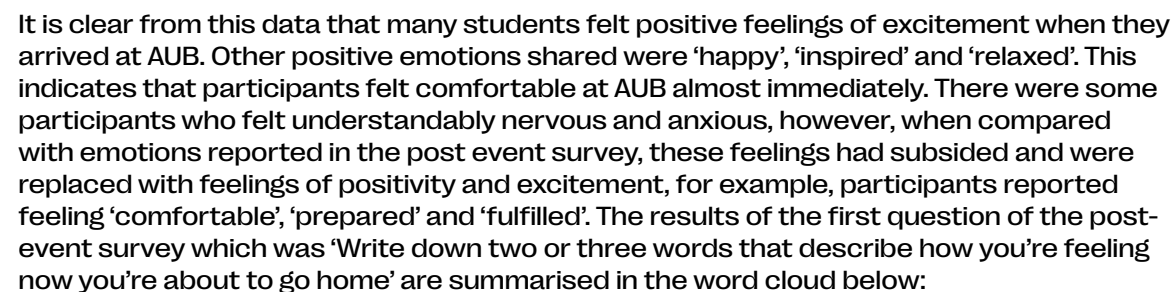
“...I didn't know anyone here, but everyone's really friendly, really nice, and it's kind of like a place where everyone's open to a new thing, like we come in to expect to do something that we've not done before, and I think that that mindset with other people is really refreshing and interesting, and a lot of us are planning to come here and so knowing that I'll know some people who'll probably come to AUB in a year, couple of years is good...it makes it a bit easier to think about

Academic staff noted that the participants arrived each morning in the studios happy and ready to learn which, to them, indicated that they were enjoying themselves outside of the practical workshops, for example, in the evenings and as a group socially, and they felt comfortable being at AUB.

With regards to outcomes 3 and 4, the evidence suggests that participants on the summer residential did leave with a better understanding of the experience they might have studying at AUB, given their positive exposure to the campus, the workshops, the halls of residence and AUB staff. There was significant evidence to conclude that participants saw AUB as a safe space to be and one that they felt like they belonged to, given the positive comments surrounding the staff, the campus and other participants on the residential who they saw as potential future fellow AUB students.



The first question of the pre-event survey was: 'Write down two or three words that describe how you're feeling now you've arrived at AUB'. The results are summarised in the word cloud below:



When participants were asked to give two or three words on what they were looking forward to on the residential, responses varied from 'activities', to 'portfolio'. The most common responses were related to meeting new people and making new friends, as well as developing and learning new skills. A summary of the responses can be found in the work cloud below:



The corresponding question on the post-event survey was: 'Write down two or three words that describe what you're looking forward to now and in the future'. Responses were varied with the majority being positive and including comments relating to university, careers and seeing the exhibition of their work in the gallery at AUB. These comments suggest that participants enjoyed their experience of university life at AUB and intend to continue to engage with the programme after the residential - returning to AUB for the exhibition or on an undergraduate course.



When participants were asked on the pre-event survey, on a scale of 1-5, what extent to which they agreed with the statement 'I know what to expect if I study a creative degree at AUB', the average response was 2.92. This increased to 3.81 on the post event survey; an increase of 0.89. Participants' knowledge of what to expect when studying a degree at AUB had increased over the course of the residential, but not perhaps as much as we would have liked or expected.

For the statement, 'I know a lot about AUB already' the average response was 2.25 on the pre-event survey, rising to 3.71 on the post event survey; an increase of 1.46. This was the largest increase in scores and positively reflects participants' knowledge of AUB and how this grew over the course of the residential.

Both of these survey questions indicate that participants' understanding on the experience they may have of studying at AUB was good and had improved, but not as much as had been expected. We should therefore consider how to improve on this, or consider how activities are explicitly linked to experiences studying at AUB.

When participants were asked on the pre-event survey, on a scale of 1-5, what extent to which they agreed with the statement 'I feel happy and comfortable at AUB', the average response was 3.46, increasing to 4.33 on the post event survey. This is an increase of 0.87. This positively reflects how comfortable participants felt at AUB from the start of the residential, and this only grew after spending more time there.

For the statement, 'There are people here who are just like me', the average response was 3.63 on the pre-event survey, increasing 0.42 points to 4.05 on the post event survey. This indicates that, over the course of the residential and as participants got to know each other, they found commonalities between themselves and their peers.

Interestingly, one participant gave the pre-event survey a score of 3 for this question but added that this 'wasn't a bad thing'. Furthermore, a few participants scored this question lower than their score of the question before ('I feel happy and comfortable at AUB'), suggesting that participants don't necessarily need to feel similar to their peers to feel happy and comfortable in an environment.

Overall, both of these questions on the survey indicate that the majority of participants had developed a sense of familiarity with AUB and did see it as a space they felt comfortable in and that they belonged to.



Free responses in the Reflective Journal

When participants were asked to reflect on their first day, there were many responses related to them feeling pleased they had come and how the experience is giving them an experience of what university life is like. For example, in relation to visiting the convenience shop together, one participant commented that:

“” It was fun to go out as a group and it felt like a real university experience

Towards the end of the week, when participants were asked to what extent they feel they can be themselves at AUB and be accepted for who they are, the response was overwhelmingly positive, with many responses similar to and reflecting this particular participant who shared:

“” I can 100% be myself and be accepted here

In response to Outcomes 3 and 4, the evidence from the Reflective Journal and the pre and post survey suggests that taking part in the All Access Summer Residential has deepened the understanding participants have about what it would be like to study at AUB. It also demonstrates how important spending time on campus is in the development of participants' perception of AUB as a place where they both feel comfortable and belong, and provides a space where they can be themselves.



Summer residential: **DECISION MAKING AND MOTIVATION TO** **PROGRESS TO HE**

Outcome 5

Developing relationships between participants and AUB staff where participants feel supported and trusting of the adults they receive information and advice from.

Outcome 7

Confidence in making decisions about education choices.

Outcome 8

Participants feel HE is for them and are motivated to research creative HE further.



Semi-structured interviews

All staff working on the summer residential were fully trained and experienced in working with young people, and all aimed to ensure that all interactions with participants were positive and supportive. Many participants shared their positive feelings towards the staff, for example:

“““ Teachers and flat leaders are nice and understanding

“““ Everyone is really friendly

Participants received an informational talk and an opportunity to ask questions each morning. Topics included student finance, Foundation at AUB and having their work professionally curated in TheGallery. These talks from AUB staff were reported to be well received, and multiple participants commented on how helpful they were, especially the talk on student finance.

Many participants reported that coming on the summer residential has helped with their decision about HE and where they would like to study, although not everyone was sure what course or subject area they would like to study. One participant commented that the experience had:

“““ Helped with decision making at HE

“““ I know I want to do a creative degree but don't know which one

Another participant had similar thoughts, and when asked if the residential had helped with decision making about HE, replied: 'Yes, definitely', and went on to explain that:

“““ For a while, I was wanting to go into Law because it's a money-making career... and even though there a lot of people who do various art subjects, it's not as competitive (as Law), because it's such a massive industry. I feel like it is like the biggest industry and so there isn't a lot of room for competition, because, like, every new batch of artists who go in, they may not all get a job in their specific...in what they studied for, but there is place for everyone in the creative industry. It's such a huge industry, it's impossible for it to be completely full

This demonstrates how important it is that participants have the opportunity to learn more about the creative industries when considering their HE choices.

There was also overwhelming feedback that participants were motivated to continue to research HE and their options, whether this was at AUB or elsewhere:

“““ ...The reason I applied for this experience is because I didn't know if I wanted to do university...I haven't had an open day before, like this is completely new to me, so I didn't know what to expect, but I don't know, I think I want to adventure more and visit more universities, but I can definitely, it is nice here, I can see myself here and obviously from my knowledge I haven't seen everything, so I can't make a full decision



Another participant explained that coming to AUB is now a possibility and that they were pleased they came to the residential:

“ ‘I applied in school and then, you know, when I applied, I was like, maybe I shouldn't have, because...I don't usually go to these type of things, but then... now that I've come here, I'm actually glad I've applied here’.

However, not all participants had concluded that they definitely want to go to university, with one commenting:

“ ‘I don't know if I want to go to uni. I'm still undecided’.

Given the above evidence, there is significant evidence that outcomes 5, 7 and 8 were met. Nearly all participants spoken to commented on how nice the AUB staff were and also how useful the informational talks delivered by them were. This indicates that they trusted the adults they received information from, and the information itself. There is also evidence that the summer residential was influential in helping the participants to make decisions about their educational choices and, overall, encouraged them to feel like HE was for them, giving them to confidence to research HE further and make applications for creative courses, even if they remained uncertain about what course/s they wanted to apply for and where they want to study.

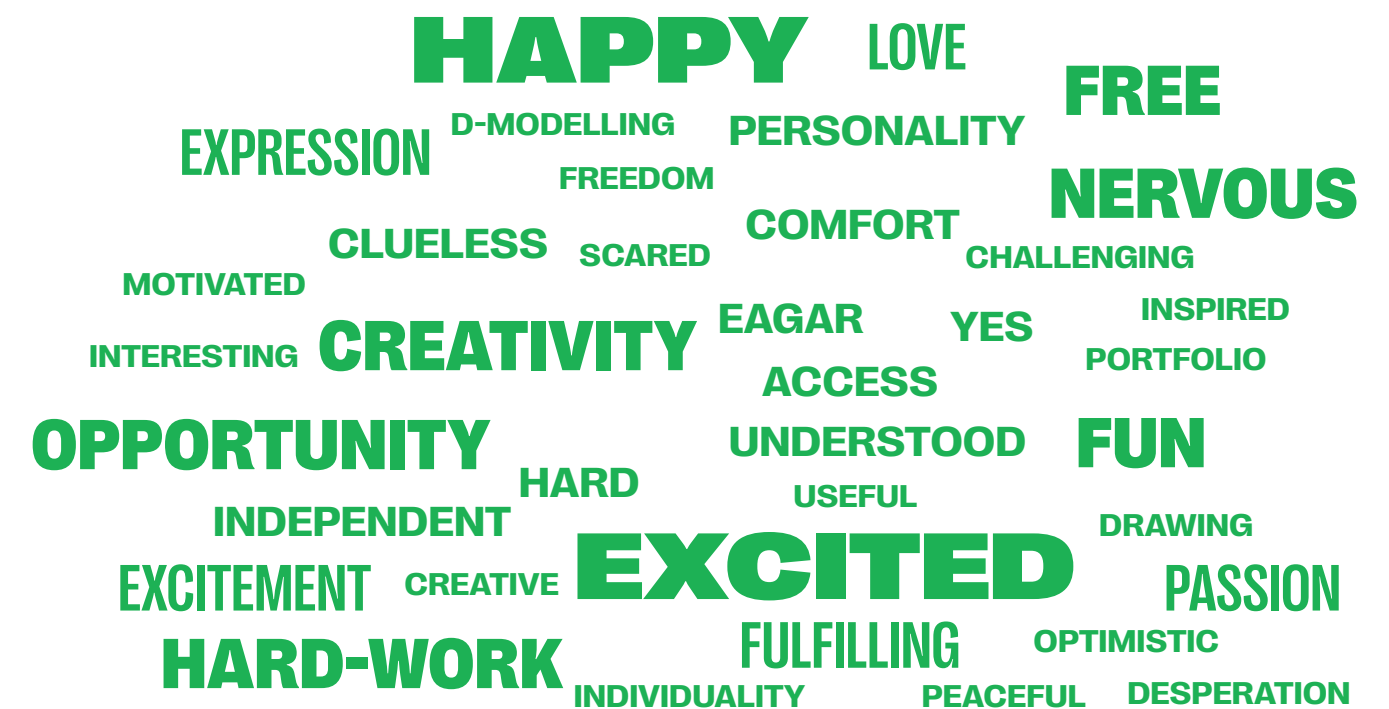


Pre and post event surveys

The second question of the pre-event survey was: 'Write down two or three words that come to mind when you think about studying a creative degree at university.' The results are summarised in the word cloud below:



The overwhelming majority of responses were positive, for example participants provided general responses such as 'incredible', 'fun' and 'inspiring'. This strongly indicates that most of the participants were planning on applying and going to university to study a creative course before they came to AUB on the summer residential. The corresponding post event survey question was the same as the pre-event one and the responses are summarised in the below word cloud:



The positive responses continued at the end of the residential, with 'excited' and 'happy' featuring strongly again, but some were more specific, for example, 'access', 'personality' and '3D modelling'. These more specific responses indicate that participants have reflected on their experience on the residential and are more informed and better able to articulate what they think about studying a creative degree. Most responses show that participants feel confident in making a decision to study a creative degree, which suggests that they feel HE is for them and are motivated to continue to research creative HE. However, the two responses of 'scared' and 'clueless' suggest a small minority of participants didn't come away from the residential completely confident in their decisions and need further information and time.

Free responses in the Reflective Journal

When participants were given the opportunity to respond freely to how they were feeling at the start of the residential, responses varied from structured text to drawings of themselves and their journey to AUB. Some participants explained how they were excited to be at AUB and what they were looking forward to during the residential. For example, one participant drew an image of the Earth, next to a present and a balloon, commenting that:

“AUB is so new like a present! It’s welcomed and I love new opportunities where I can learn and grow

Such comments indicate that participants feel comfortable at AUB and see it as a space they belong. Others drew images indicating levels of anxiety and worry at being on the residential, as well as tiredness from the journey.

When participants were given the opportunity to respond freely to how they were feeling at the end of the residential, many participants simply drew a smiley face and used phrases such as ‘Thank you’, ‘Happy’ and ‘Optimistic’.

Many participants demonstrated that they now have a clearer idea of what they will go on to do next and are confident that they want to go onto HE. Several specifically stated that they now definitely plan to come to AUB and some stated which course, including Foundation, Architecture and Illustration. One participant stated that:

“I am considering the Foundation course, however, I know for sure that I would like to study here in the future. I believe I should be going in the general direction of Illustration or Games Design as I want to become a concept illustrator for video games and animated TV shows and/or want to illustrate and possibly write my own comics. This residential has helped me make my mind up on where I really want to go in the future

Another commented:

“I’m...thinking about the future and now I know exactly what I will do (architecture degree at uni)

These responses suggest that the majority of participants left the residential and AUB feeling positive, like HE is for them, and confident in making decisions about their future, and HE, going forward.



1-1 Portfolio support sessions

Outcome 1

Participants have an increased level of confidence in the quality of the work which makes up their portfolio.

Outcome 2

Participants have confidently identified suitable pieces of work for inclusion in their portfolio.

Outcome 3

An increased confidence in participants' ability to create a portfolio which meets the requirements for successful entry to creative HE.

The primary purpose of the 1-1 portfolio support sessions was to:

Build confidence in the ability of All Access AUB participants to submit a portfolio that is of sufficient quality to facilitate a successful application to creative Higher Education.



Pre and post event surveys

Outcome 1

Participants have an increased level of confidence in the quality of the work which makes up their portfolio.

When participants were asked the question on the pre-event survey: 'How confident are you about the quality of work that makes up your portfolio?' 40% replied either not confident at all or slightly confident, with 60% reporting they felt quite confident or very confident. When the same question was asked in the post event survey, 100% replied that they felt quite confident or very confident. This strongly suggests that the 1-1 portfolio support sessions achieved the outcome of increasing participants' confidence in the quality of work that made up their portfolio.



Outcome 2

Participants have confidently identified suitable pieces of work for inclusion in their portfolio.

When participants were asked the question on the pre-event survey: 'How confident are you about selecting suitable pieces of work to be included in your portfolio?' only 20% reported that they felt quite confident or very confident, compared to 100% in the post event survey. When participants were asked the question on the pre-event survey: 'How knowledgeable are you about how many pieces of work need to be included in your portfolio?' again, only 20% reported that they felt quite knowledgeable or very knowledgeable, compared to 100% in the post event survey.

When asked 'In your own words, what have you gained from your 1-1 portfolio support sessions?' participants reported positive outcomes such as: 'I have learnt how to structure the portfolio and what is wanted' and 'I found out what kinds of 3D works I can add to my portfolio'.

As such, these findings strongly suggest that the 1-1 portfolio support sessions enabled participants to confidently identify suitable pieces of work for inclusion in their portfolio.

Outcome 3

An increased confidence in participants' ability to create a portfolio which meets the requirements for successful entry to creative HE.

When participants were asked the question on the pre-event survey: 'How knowledgeable are you about what a strong portfolio for application to a creative course looks like', 80% reported they were not knowledgeable at all or slightly knowledgeable, compared to 0% in the post event survey and 100% of participants reporting that they felt quite knowledgeable or very knowledgeable about this.

When participants were asked the question on the pre-event survey: 'How confident are you about your ability to create a portfolio which meets the requirements for successful entry to a creative course at university', 40% replied that they were quite confident or very confident, compared to 80% in the post event survey.

When asked 'In your own words, what have you gained from your 1-1 portfolio support sessions?' participants consistently reported positive comments such as: 'Motivation to work on my portfolio', 'Confidence' and 'Knowledge of portfolio requirements'.

As such, these findings strongly suggest that the 1-1 portfolio support sessions increased participants' confidence in their ability to create a portfolio which meets the requirements for successful entry to creative HE.

Whilst there is clear evidence from the data collected that the 1-1 portfolio support sessions achieved all three outcomes, it is important to acknowledge that only 5 participants completed the post event survey, when 10 completed the pre-event survey. Therefore, this data should be approached with caution due to small and inconsistent sample sizes.

Exhibition and celebration event

Outcome 1

Participants have seen their work physically represented in a professionally curated exhibition.

Outcome 2

Participants have increased feelings of familiarity with the University, its buildings and the staff involved in All Access AUB.

Outcome 3

Parents, carers and supporters have an increased knowledge of the University and awareness of the careers and opportunities in the creative industries.

Outcome 4

Parents, carers and supporters feel more confident in supporting participants in making an application to creative HE.

The primary purpose of the exhibition and celebration event was to:

Develop relationships with All Access AUB participants' wider social network, including parents and supporters. Continue to develop the confidence of participants in their ability to frame study at AUB strongly within their horizons for action (Hodkinson and Sparkes, 1997).



Semi-structured interviews

Outcome 1

Participants have seen their work physically represented in a professionally curated exhibition.

By attending the exhibition and celebration event, participants will have seen their work physically represented in a professionally curated exhibition. If participants and parents/supporters did not attend the celebration event and exhibition in person, they will have had the opportunity to see their work in the online, digital exhibition. Parents, carers and supporters expressed their pleasure and pride in seeing their young person's work up in the exhibition:

““” It’s lovely to see her work up in an exhibition...I suppose it validates it....It’s nice for us to see her reaction to seeing it. She was pleased...a conversation started... ‘my better bit and I preferred that’...she was obviously happy about it!

““” We loved his work, his gran got to see it and even his uncles came...that was great. All very proud of him and what he’s done

Another parent described their young person seeing their work as a ‘flashing moment’ and a ‘wonderful thing to witness as a parent’.

Outcome 2

Participants have increased feelings of familiarity with the University, its buildings and the staff involved in All Access AUB.

Parents and carers reported much evidence in the interviews that participants were comfortable being at AUB and felt familiar with the environment and staff. One parent was particularly positive about this and explained that upon their young person seeing AUB staff at the event, it was:

““” ...beautiful; it was lovely...the look on (their) face was fabulous and I thought - this is the place to be. Coming here today to see all of this...the environment...brilliant...they look like they’re really relaxed, their shoulders are dropped, their whole body language is completely different...which is why they want to come here

This shows that the participant felt very comfortable and shows increased feelings of familiarity with the staff and the environment at AUB and were happy to be back on campus.

Another parent explained how coming to the celebration event had spurred on theirs and their son's feelings of familiarity with AUB and spoke about how his son was quite shy and anxious and didn't really gel with his college peers. However, he made a good friend on the summer residential who he had arranged to see again at the celebration event. This demonstrates that participants see AUB as a comfortable place to return to and see friends and familiar faces, and that taking part in the All Access AUB programme can play an important part in fostering a sense of belonging at AUB in participants.

Outcome 3

Parents, carers and supporters have an increased knowledge of the University and awareness of the careers and opportunities in the creative industries

It was clear through conversations with the parents and carers that they really valued the opportunity to hear more about the careers in the creative industries and that, for some, it was the first time of learning about the breadth of opportunities there are. Some parents and carers acknowledged that they had limited knowledge of the creative industries but were pleased to find out more to be able to fully support their young person:

““” [The talk was] quite interesting...all the connections AUB have to businesses. Get an art degree and how to get a career out of it. That bit was really good actually – what sort of work can I get out of this. In our sphere, we don’t know artists in our small village, it’s nice for her to see people who do art as a job and are successful at it

““” His mother’s culture is to be a doctor, nurse, scientist etc. When he said he wanted to be an illustrator his mum didn’t understand what he was doing... but he could make a good living out of that. It was an eye opener for her to see that there is a lot of scope out there for him

This evidence demonstrates that, for some, the exhibition and celebration event really influenced and, in some cases, changed parental views on the viability of the creative industries as a successful career for their young person. This was not limited to immediate family, but to wider family and supporters such as grandparents, aunts and uncles.

Outcome 4

Parents, carers and supporters feel more confident in supporting participants in making an application to creative HE

Parents and carers interviewed were very supportive of their young person making an application to creative HE and it was evident that the All Access AUB programme and the celebration event has positively influenced this.:

“““ We are supportive of AUB and for (our son) to apply to here as he has been to AUB and the residential really benefited him

“““ The change in (our young person) was phenomenal, positive, brilliant. It has inspired them...drawing, building on ideas. It's not random...They have been expressing ideas. It's brilliant. That's why I think this place would be a great place for them. There's been a shift in perception possibly of themselves of how they could achieve stuff. I want (them) to come here because I think they will absolutely flourish...bloom

One parent, following on from the conversation, requested further information on funding and student loans, as well as a virtual tour around the studios.

This evidence suggests that the programme has helped increase some parents' confidence in supporting them in making an application to creative HE.



Transition to Creative HE Day

Outcome 1

Participants understand the expectations of them in relation to their first year at AUB as an undergraduate student.

Outcome 2

Familiarity with the additional academic and pastoral support offered by AUB and confidence in knowing who to speak to if participants needed to access it.

Outcome 3

Awareness of the extra-curricular opportunities offered at AUB and an understanding of how engagement in such opportunities supports participants' personal and professional development.

Outcome 4

Participants are confident in decisions made about their education choices.

The primary purpose of the Transition to Creative HE Day was to:

Provide All Access AUB participants with experiences and information for them to develop the necessary skills for a successful transition into creative Higher Education and life as an undergraduate student.

Post-event survey

Unfortunately, only two All Access AUB participants attended the Transition to Creative HE Day which, this year, was shared with other contextual offer holders at AUB. Therefore, evaluative information on this intervention is very limited. A post-event survey was sent to the two participants, but it was not completed by either of them. We did receive feedback in the post-event survey from non-All Access AUB participants which was very positive, but are unable to include it in the report due to them not having participated in the other All Access AUB interventions.

Other qualitative data

At the end of the day, participants were asked to think about two questions/prompts and write their responses on a postcard. The postcard will then be sent to them in September just before they start university as a reminder of what they wrote to themselves. The two questions/tasks and subsequent responses were:

WHAT IS YOUR KEY TAKEAWAY FROM THE DAY?

- I got a good insight into the prices of certain cost of living circumstances, a good idea of the collaboration with Bournemouth Uni and the shared aspects of each site
- I learned a lot about social events and budgeting

TURN THIS INTO A PIECE OF ADVICE FOR YOURSELF FOR WHEN YOU START UNIVERSITY IN SEPTEMBER.

- Put needs (rent, water etc.) to one side so I know that I have enough left for food and other
- Don't be scared to ask for anything. You will be fine

Even though the data collected is minimal, what qualitative data was collected suggests that participants found the budgeting workshop useful in particular, as both participants mentioned that in their key takeaways. It was pleasing to see that one participant clearly feels more comfortable now asking for help and wants to remind themselves to ask for help when they are at university. This indicates evidence for Outcome 2.

Exit survey responses

Participants were sent an exit survey after the last activity of the programme (the Transition to Creative HE day). 8 responses were received. Questions were very general and focused on what events participants had attended and if they didn't attend, why not. General feedback was also asked for.

Reasons for not attending subsequent events and activities after the summer residential included unsuitable timings, it being too far to travel and not planning on pursuing a creative degree. General feedback given was overwhelmingly positive, particularly about the summer residential.

**“ IT WAS AN ABSOLUTELY
BRILLIANT EXPERIENCE, THE
ABILITY TO MEET NEW PEOPLE
AND EXPRESS MYSELF
CREATIVELY WITHOUT
JUDGEMENT WAS AMAZING.
THE STAFF WERE ALL SO
LOVELY AND IT GAVE A REAL
TASTE OF STUDYING AT AUB**

**“ I LOVED THE WHOLE EXPERIENCE
I DON'T THINK THERE WERE ANY
NEGATIVES WHATSOEVER**



04

Recommendations

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Overall, the project met many of its intended aims and outcomes, however there are a few changes that could be made to increase its value and effectiveness:

- 1** Whilst all the participants did meet the key criteria, there are some AUB target groups who were not represented in the cohort. Consideration should be made of how to attract these onto future programme, e.g. care experienced and Gypsy, Roma, Traveller, Showman, or Boater community participants.
- 2** There were several issues to consider in relation to retention across the programme. Just under half of the students who attended the summer residential took part in a portfolio review, with just over half attending the celebration event. Only 6% attended the Transition to Creative HE day, meaning only 6% attended all activities offered within the programme. Consideration should be given as to how to improve this and retain engagement with the programme. It may be beneficial to revise the guidance and support for reimbursement of travel. The level of communication with parents/cares should also be reviewed to ensure they are aware of all the activities and events offered and they understand the benefits of them. Ensuring that the subject content matches the students interests and Higher Education goals is important. This could be achieved by offering an alternative stream, e.g. Media, for students interested in subjects beyond Art and Design.
- 3** Participants enjoyed the pace and challenge of the workshops in the summer school, but some felt they did not develop practical skills beyond those they came with and were not stretched and challenged as much as they believed they would. Some reported that they were practicing skills and taking part in activities that they have done previously at school or college. Thought should be given to how to address this in the workshops or more clearly setting expectations of what will be offered. This could be also be addressed either by more clearly explaining the rationale for the subject content or including elements that are distinctly different from post-16 education
- 4** To further develop the quality of reflections from participants, both in the interviews and reflective journals, thought should be given to how to approach and communicate this to participants, particularly, the importance of self-reflection with regards to soft skills. Understanding of the importance of the reflective journals by the tutors would enable them to support participants with completing them during the workshops. Additional time could also be given to participants to complete the journals, both in the workshops and in their free time in the evenings.
- 5** Thought should be given to how to continually grow the programme and increase number of participants who apply to the scheme. Additional methods of communication and advertisement should be explored.
- 6** Monitoring and tracking of applications and offers to AUB should be maintained to fully evaluate effectiveness. This includes participants who enroll on the Foundation at AUB and go on to enroll to AUB a HE level.

