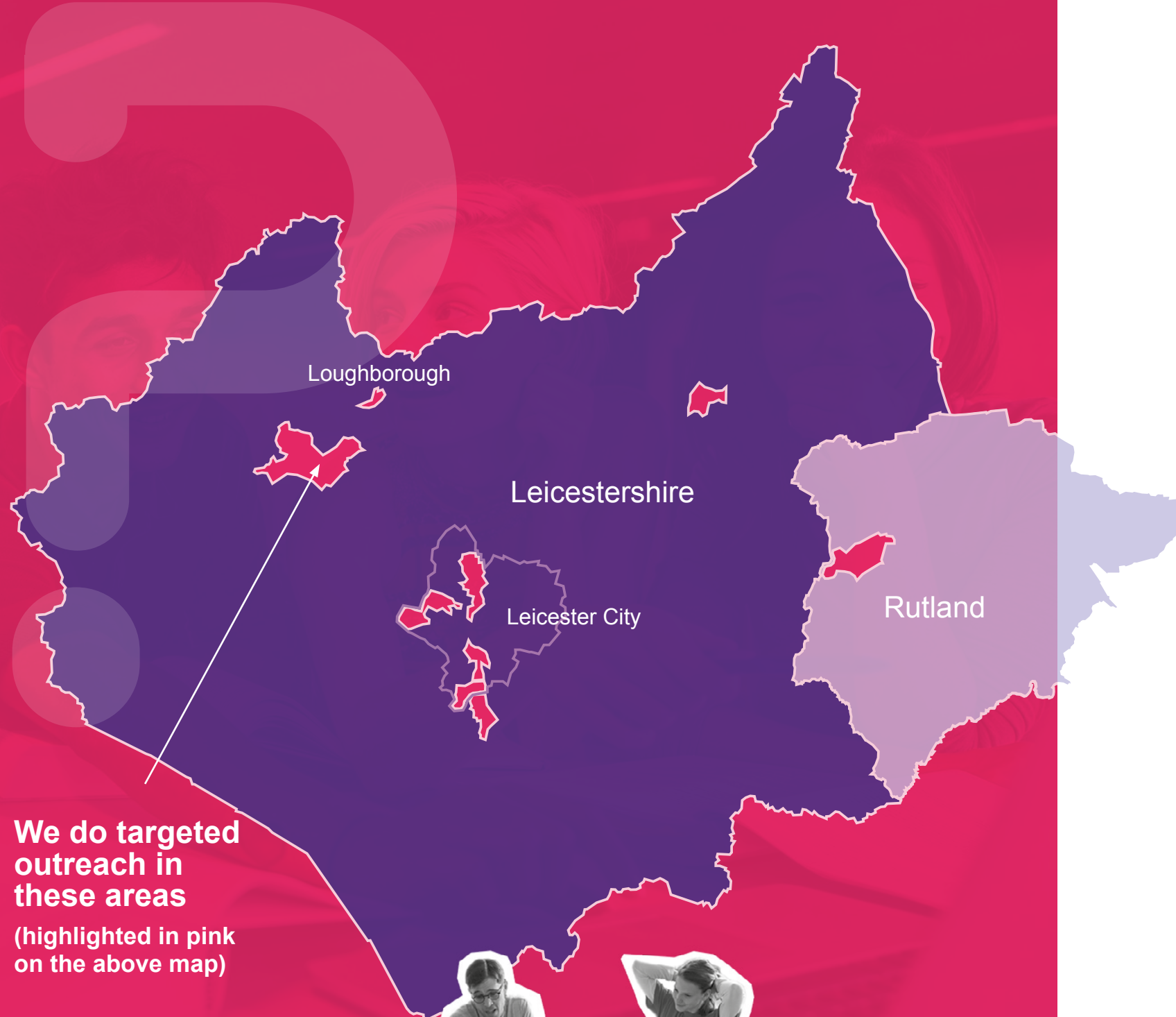


# ?PATHWAYS

## Phase 2 headlines 2019-2021

Pathways' partners:





**We do targeted outreach in these areas**  
(highlighted in pink on the above map)

Abbey  
Eyres Monsell  
Freeman  
Greenhill  
Loughborough Ashby  
Melton Egerton  
New Parks  
Oakham North West  
South Wigston



## About us

### Our focus during phase 2

During Phase 2 of Uni Connect Pathways we ensured that all of our activities had measurable **objectives** that related back to our **progression framework**. We focused on **outcomes** rather than events, and by embedding evaluation into everything that we did, we were able to both measure success and use our learning to make changes to improve in the future.

Despite the pandemic, we formed and nurtured **strong relationships** with schools, which has resulted in a **greater number of engagements** with target students compared to Phase 1. In addition to our targeted outreach to school and college students, we launched our **Outreach Hub**: a mapping exercise identified groups of students with additional needs; we established relationships with stakeholders who work with these groups; and we delivered activities to meet the needs we'd identified.

This summary report presents the findings from our Phase 2 evaluation: (1) how we **embedded evaluation** into everything that we do; (2) the challenges due to the **pandemic**; (3) the **impact** of our project events; (4) the launch of our **Outreach Hub**, including a case study of our Junior Emergency Medicine activity; and (5) how we intend to **use our learning** to shape our plans for Phase 3.

We are proud of our achievements during Phase 2 and we're looking forward to even greater things during Phase 3.



A note from the Pathways  
Evaluation & Operations  
Manager

## We support



### Our schools and colleges:

- Every state-funded school and college through our Outreach Hub
- 18 schools, providing access to staff time, funding, and targeted outreach
- 5 further education colleges on our Advisory Group, who can access innovation funding

### Our community groups and services, to reach:

- Care experienced young people
- Young carers
- Young people living with disadvantage
- Students with disabilities




# Our work during Uni Connect Phase 2 August 2019 – July 2021



Number of activities

**466**

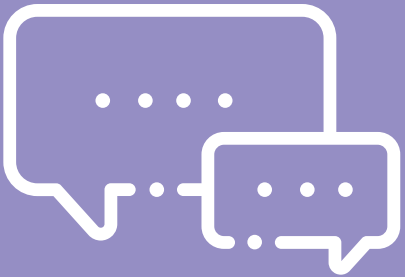


Number of unique students engaged

**3,437**

Number of unique Uni Connect target students engaged

**892**



**Sustained interactions with our students**

Number of students engaged with two or more activities

**2,895**

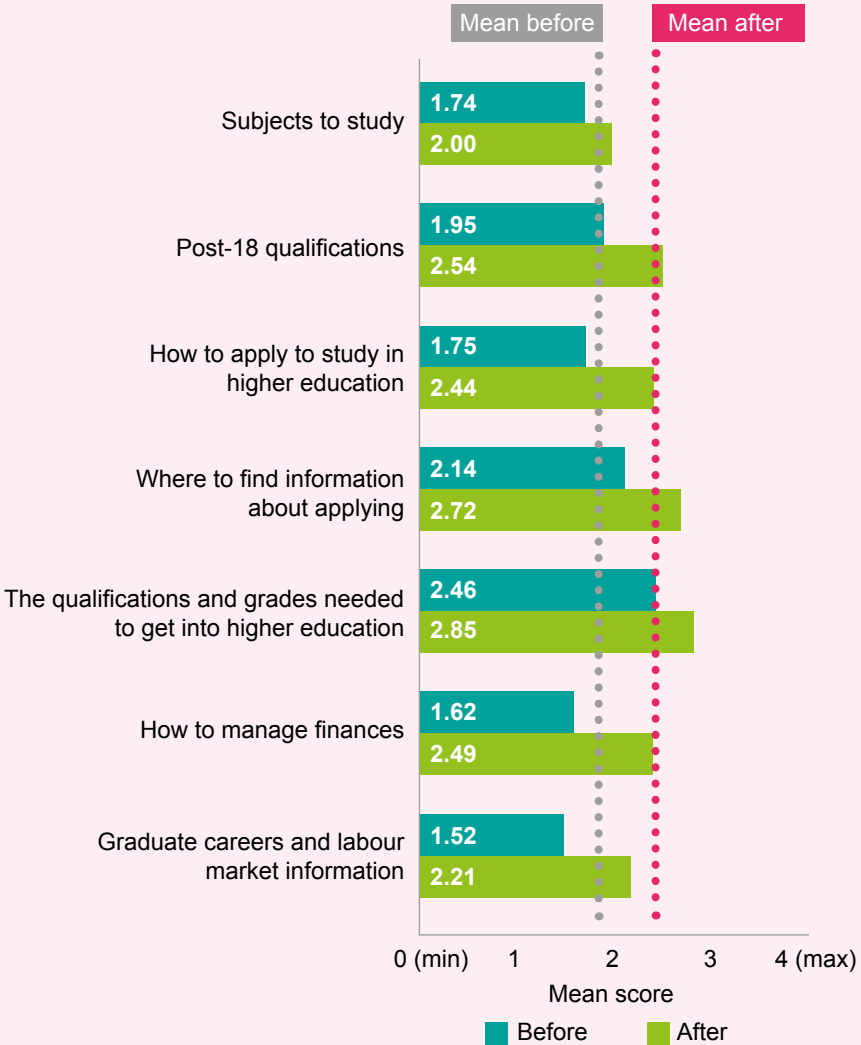
Number of Uni Connect target students engaged with two or more activities

**712**

**Our evaluation**

We collected **524** survey responses from students attending our activities out of the school or college setting, of which **21%** were from Uni Connect target students.

Students' reports of their higher education knowledge increased by **+14.5%** after each activity compared to before.



Topic	Mean before	Mean after
Subjects to study	1.74	2.00
Post-18 qualifications	1.95	2.54
How to apply to study in higher education	1.75	2.44
Where to find information about applying	2.14	2.72
The qualifications and grades needed to get into higher education	2.46	2.85
How to manage finances	1.62	2.49
Graduate careers and labour market information	1.52	2.21

0 (min) 1 2 3 4 (max)

Mean score

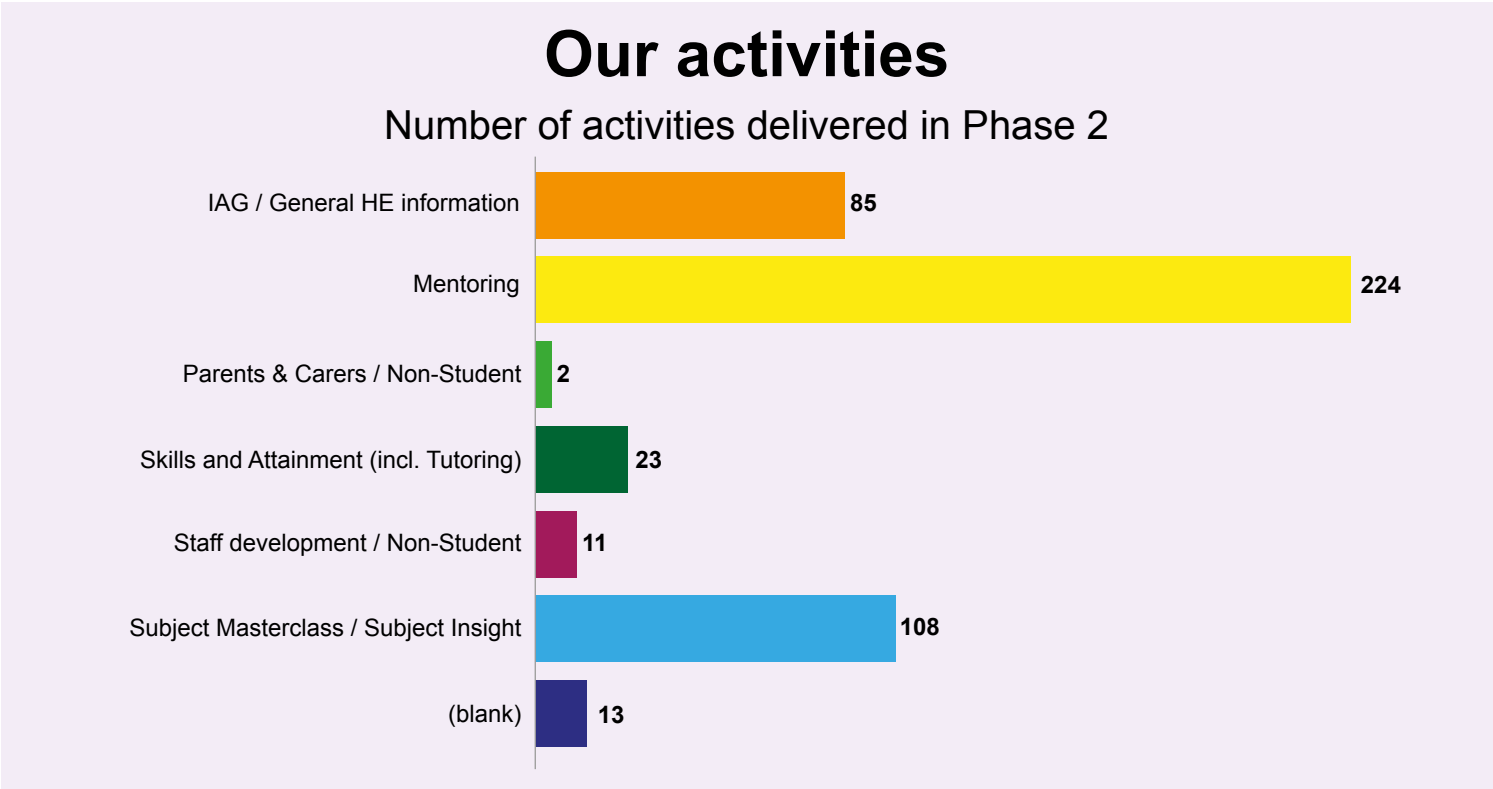
Before After

**Our training courses**

The Pathways team was trained in:

- Using **theories of change** to set objectives and plan activities based on desired outcomes and impact.
- Using **cognitive science** principles to ensure activities are delivered in ways that maximise student learning.
- Developing evaluation **surveys** that encourage students to answer honestly and accurately.
- Using **qualitative methods** to complement our quantitative data collection, through **interviews**, **focus groups** and ethnographic **observation**.

This training was also offered to partner universities, FE colleges, schools and wider stakeholders. Feedback indicated that attendees' personal aims and the learning objectives for these sessions were met at least *very well*.



Matched mean scores for knowledge of HE before and after.

# Case study

## Junior Emergency Medicine

“It was fantastic to **work in partnership** with Pathways to bring **Junior Emergency Medicine online** during the pandemic. We'd previously delivered JEM face-to-face on the De Montfort University and University of Leicester campuses, but this just wasn't possible during the **Tier 3 restrictions in Leicester**. We put together **recorded simulations** and delivered JEM virtually to **over a hundred year 11 and 12 students**. We showed them the **realities of emergency medicine** through a screen and, through **discussion in small groups**, **empowered students** to reflect on the skills that they would need to succeed, and **encouraged** them to reflect on their health and clinical course and career choices.

The **evaluation** produced by the Pathways team showed how **effective** the event was for **increasing students' knowledge and confidence**, but also how we could improve – when we delivered JEM online for a second time to a further 100 students, we took those **recommendations** into account and delivered an even better activity, spread out into **smaller chunks** with a comprehensive **workbook** for students to record their **reflections**.

**Dr Navin Leanage**  
Emergency Medicine Registrar and Academic  
Clinical Fellow in Medical Education

**Junior Emergency Medicine helps students to make choices that are right for them**

We delivered our 'Junior Emergency Medicine' activity virtually to year 11 and 12 students in September 2020 and May 2021, which was featured in the OfS annual report for Uni Connect

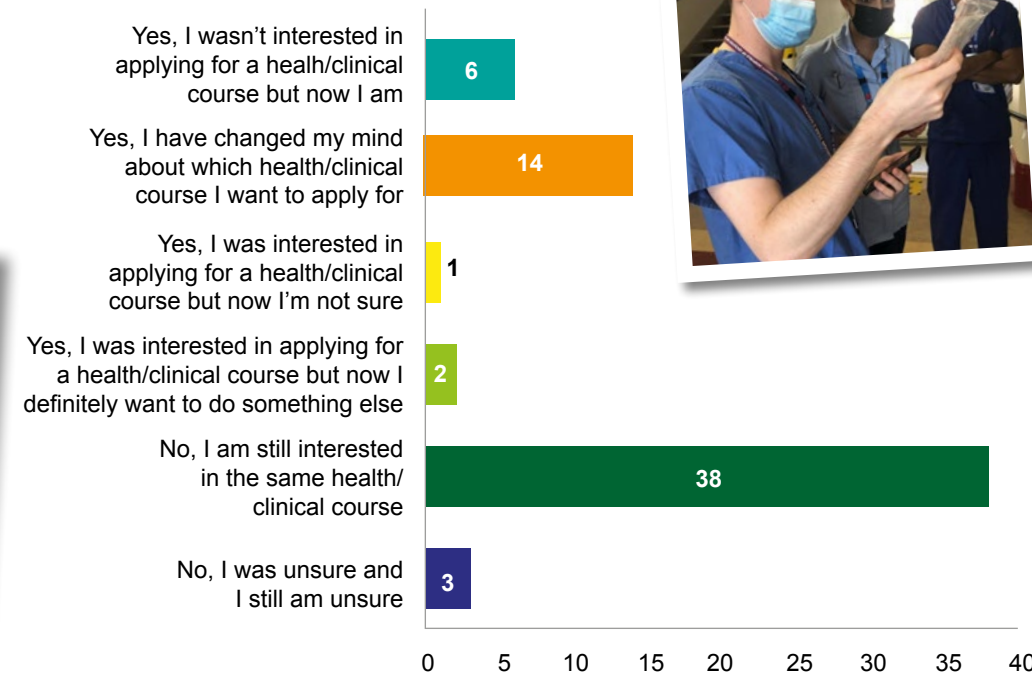
“Using real to life emergency simulations, filmed by medical professionals and discussion groups, the event sought to provide insights into the skills and qualities that students applying for medicine and allied health courses would need to demonstrate in their applications, recognising that many students had missed out on opportunities to undertake work experience.



“



Evaluation of the second event introduced a comprehensive set of questions about changes in students' intentions to enter higher education:



How JEM helped students to make informed choices.





# ?PATHWAYS

[pathwaystohe.ac.uk](http://pathwaystohe.ac.uk)  
[reach@le.ac.uk](mailto:reach@le.ac.uk)

