

## APPENDIX C: CODED REFLECTIONS BY THEME

**Key:** The alphanumeric code used in these thematic tables is comprised of anonymised university descriptors and student respondent identifying numbers. For example, a response coded B.4. would indicate respondent number 4 from University B.

### Theme 1. Higher education experience and learning

Codes Activities	Sub-themes for Activities	Codes Engagement in activities	Codes Benefits	Sub-themes for Benefits
Presentations  Mentoring  Admissions talks.  Course talks  Talks and workshops.  University fair talks  Access to University B talk  Assembly announcements	<b>Inspirational talks</b>	<ul style="list-style-type: none"> <li>Delivered presentations to local schools and was outreach mentor – A.1.</li> <li>Observed talks – A.3.</li> <li>Gave talks in Life sciences – A.5.</li> <li>Gave talks and lectures on the course; Helped prospective students with admissions cycle requirements, entrance exam help, UCAS support - B.2.</li> <li>Listened to talks and participated in workshop delivered by royal college of surgeons to year 12s – B.4.</li> <li>Delivered presentations about studying psychology at university and had</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence in public speaking; developed social awareness of other people's problems; helped in developing own problem-solving skills – A.1.</li> <li>Learnt about different types of help for students – A.3.</li> <li>Allowed to see own potential within department; Developed motivation for assisting the university through sharing views and experiences of being at university and the course chosen to study – A.5.</li> <li>Gained communication skills; increased confidence with speaking to students of all ages, and to becoming mentoring Rep aiming to tackle the same things did with admissions talks – UCAT, UCAS, BMAT, personal statement and interview prep – B.2.</li> <li>Developed suturing skills needed for own course; learned about surgery; had questions answered about specialising in surgery;</li> </ul>	Confidence  Social skills  Awareness (of people's problems, facilities)  Problem-solving skills  Types of support  Motivation  Communication skills  Academic skills  Decision-making skills

		<p>conversations about the types of support – B.6.</p> <ul style="list-style-type: none"> <li>Delivered presentations on learning languages and career opportunities – B.7.</li> <li>Listened to access talk delivered by experts – B.9.</li> <li>Gave talks on course-specific open days – B.11.</li> <li>Delivered presentations on university experience – D.1.</li> <li>Went to schools to talk about upcoming events (national Saturday club) – D.1.</li> </ul>	<p>helped in deciding on career (that it wasn't for me) – B.4.</p> <ul style="list-style-type: none"> <li>Deepened understanding of the psychology content and pedagogy by having to explain some of the theories in terms that people could understand; become aware of opportunities and support –B.6.</li> <li>Helped to improve reflection and communication skills; astonished to see how learning languages can help in pursuing any career – B.7.</li> <li>Learnt about all the support students can get at university – B.9.</li> <li>Learned how the course is structured for each year group and how these changes based on feedback; Become more appreciative of the work that goes on behind closed doors to organise our studies – B.11.</li> <li>Helped with public speaking and confidence for doing presentations; Allowed to step out of the comfort zone; Improved public speaking – D.1.</li> </ul>	<p>Public speaking skills</p> <p>Understandings (content and pedagogy)</p> <p>Reflection skills</p> <p>Knowledge of content</p> <p>Career opportunities</p> <p>Public speaking skills</p> <p>Meta awareness</p>
<p>Campus tours</p> <p>Campus visits</p> <p>Healthcare Visit</p> <p>Accommodation tours</p>	<p><b>Campus tours and visits</b></p>	<ul style="list-style-type: none"> <li>Design campus tours for underrepresented groups – A.1.</li> <li>Answering questions and guide students to student centre – A.3.</li> <li>Gave tours in the department, and of the campus to families – A.4.</li> </ul>	<ul style="list-style-type: none"> <li>Learn facts about the university to be shared with the potential students; become aware of services such as academic skills sessions which increased own maths skills – A.1.</li> <li>Learned about university funds and teams and their work – A.2.</li> <li>Learnt about different types of help that this university provides to the students career</li> </ul>	<p>Awareness (of services, fears, worries)</p> <p>Academic skills (maths)</p> <p>Research skills</p>

Into university graduation		<p>Assistance with the tour of the facilities and answering any questions – A.5.</p> <ul style="list-style-type: none"> <li>• Showing to potential students their own rooms to get them a sense of what university life is like – A.5.</li> <li>• Tours around campus for prospective students – A.2. B.5.</li> <li>• Guiding a tour and answering questions about life at university – B.3.</li> <li>• Offering information about healthcare degrees offered at the University B – B. 3.</li> <li>• Training to deliver campus tours and delivering – B.4.</li> <li>• Leading a campus tour – B.8.</li> <li>• Did campus tours – B.10.</li> </ul>	<p>enquiry, student finance problems, reporting someone, help on campus) - A.3.</p> <ul style="list-style-type: none"> <li>• Learnt about the research in the department outside own field and how equipment like EEGs work; learnt more about changes happened to the course for first years; about the campus and some fun facts when did shadow of other ambassadors; about the rich history of the university – 4E.</li> <li>• Learnt about the fear of living away from home for many aspirational students as well as their worry about the cost of living on campus; Developed skills of reassuring students and parents by speaking about personal experiences – A.5.</li> <li>• Allowed to explore the university and learn more about the different buildings and their history, culture – B.2.</li> <li>• Learned to work with Sixth Formers, and how to organize large groups of students as the tour took place around campus; Learned about the initiatives being taken to encourage students to progress to university; Learn about children's background, as well as sharing with them the details of how life at uni is like - B.3.</li> <li>• Improved knowledge of the campus and the facilities on offer for students – B.4.</li> <li>• Exposed to a branch school of the university that was unaware of - B.5.</li> </ul>	<p>Knowledge of university history and culture, structure, facilities and schemes.</p> <p>Organisation skills</p> <p>Knowledge about widening participation strategies.</p> <p>Knowledge about children's' background</p> <p>Communication skills</p>
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<p>Extra-curricular activity</p> <p>University B access students</p> <p>Football tournaments</p> <p>Support Assistant for an app</p>	<p><b>Open days and Events</b></p>	<ul style="list-style-type: none"> <li>• Preparing, setting up different stations - A.2.</li> <li>• Worked around the department – A.3.</li> <li>• Took part in activities – A.4. Showing to potential students what university life is like – A.5.</li> <li>• Participated in extracurricular opportunities, financial support – B.1.</li> <li>• Leading Freshers in Football tournaments between each other to help them socialise and make more friends - B.8.</li> <li>• Answering questions and queries regarding courses and beginning university life at University B - B.8.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed awareness of some of the services/opportunities that the university offered such as placement schemes; Got inspired to be involved by the incredible work of the volunteering on campus – A.2.</li> <li>• Gained interpersonal skills, communication skills, and social and cultural awareness; developed a lot of skills by having to work with many different people and doing many different jobs; improved CV; Learnt a lot about the careers options and all the combinations of courses I could do – A.3.</li> <li>• Developed communication skills and knowledge on what the university has to offer and how it caters for all needs, wants and preferences; Developed teamwork skills and social and cultural awareness – B.1.</li> <li>• Developed leadership skills when teaching pupils about academic sources - B.8.</li> </ul>	<p>Awareness (of services, culture, social)</p> <p>Inspiration</p> <p>Interpersonal skills</p> <p>Communication skills</p> <p>Improved CV</p> <p>Knowledge (offer, needs, course structure)</p> <p>Career insights</p> <p>Teamwork skills</p> <p>Leadership skills</p>
<p>Taster days</p> <p>Stem-tacular</p> <p>Medical Mavericks Session</p>	<p><b>Taster sessions</b></p>	<ul style="list-style-type: none"> <li>• Assisted in a lab session in Life Science department - A.5. Audiology taster days – B.1.</li> <li>• Delivered practical sessions in dentistry - B.4.</li> <li>• Leading Year 9 pupils in an academic research task – giving them a taster for university assignments - B.8.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed leadership skills, time management and communication skills, assisting on a practical and supporting students using equipment they had never seen or heard of before – A.5.</li> <li>• Gained more information on how to get into my course in a variety of ways; Developed communication skills in presenting in front of people; Grew confidence – B.1.</li> </ul>	<p>Leadership skills</p> <p>Time management</p> <p>Knowledge</p> <p>Communication skills</p> <p>Confidence</p>

		<ul style="list-style-type: none"> <li>• Medical students came to deliver a session about the alternatives to medicine -B.9.</li> <li>• Helped at an EPQ and university taster day; gave help and advice to the students; answered questions - B.10.</li> <li>• Engaged with various academics who have ran subject taster session for the young people - D.2.</li> </ul>	<ul style="list-style-type: none"> <li>• Learned more about the loans; Strengthened teaching skills by teaching students about practical parts of my course; Rewarding; Doing invaluable practical - B.4.</li> <li>• Learnt how to effectively engage year 9 pupils in tasks answering their questions simply but effectively - B.8.</li> <li>• Got insight into careers/courses that were like mine, and it taught me a lot about the other healthcare courses that are out there – B.9.</li> <li>• As a first in-person ambassador event post covid, it helped me gain confidence working with the students face to face – B.10.</li> <li>• Learned new information; Strengthened my arguments within my own discipline; Allowed me to network with a range of engaged academics; Helped me become known to them and offered a gateway into continued communication and support from them – D.2.</li> </ul>	<p>Teaching skills</p> <p>Engagement strategies</p> <p>Career insights</p> <p>Critical thinking</p> <p>Networking</p>
<p>Mock MMI Interviews</p> <p>Linguastars - weekly sessions</p>	<b>Online events</b>	<ul style="list-style-type: none"> <li>• Assisted in interviewing students planning to do MMI interviews for dentistry – B. 3.</li> <li>• Helping to manage the online sessions on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Learned how to hold online interview events, as well as understanding from an interviewer's perspective what students should be saying and emphasizing in their interviews – B.3.</li> </ul>	<p>Online Interview skills</p> <p>Reflection skills</p> <p>Communication skills</p> <p>Career insights</p> <p>Public speaking skills</p>

Online presentation for year 12		<ul style="list-style-type: none"> <li>Languages and the career opportunities by answering any participant queries and contributing to the discussions - B. 7.</li> <li>Supported the online Linguastars events –designed to give sixth formers information about university and language taster sessions; Created and gave a presentation and q&amp;a online to year 12 students about studying languages at university - B.10.</li> </ul>	<ul style="list-style-type: none"> <li>Improved my reflection and communication skills; Helped learn more about how learning languages allows you to pursue careers in very diverse fields and how you make the most of those transferable skills after university – B.7.</li> <li>Helped my public speaking and confidence; Developed skills in giving presentations particularly online and dealing with technology issues – B.10.</li> </ul>	<p>Online presentation skills</p> <p>Technology use</p>
<p>Student finance stand ambassador</p> <p>Budgeting classes</p> <p>Q&amp;A Drop-in Support Assistant</p>	<b>Finance support</b>	<ul style="list-style-type: none"> <li>Explained Student finance and answered any queries to students and parents - B.2.</li> <li>Answering questions about Access to University B scheme - B. 3.</li> <li>Participated in and listened to classes on student loans and budgeting aimed at year 12s and 13s delivered by experts - B.4.</li> <li>Assisting with the running of a Q&amp;A session answering perspective pupils' questions regarding university life,</li> </ul>	<ul style="list-style-type: none"> <li>Insight into the student finance aspect of being a student: Learnt about loans, bursaries and scholarships – B.2.</li> <li>Learned about the Access to University B scheme, in-depth. This helped to increase my knowledge about how disadvantaged households could still send children to progress to university – B.3.</li> <li>Implemented techniques given in these classes in my own budgeting at university; Learnt budgeting techniques from other student ambassadors; Learned more about the loans - B.8.</li> </ul>	<p>Finance Knowledge (of Loans, Bursaries and scholarships, Access scheme)</p> <p>Knowledge about disadvantaged students</p> <p>Budgeting skills</p>

		finance, courses, and University B - B.8.		
Societies Careers fair Creative writing Subtitling Working within other faculty buildings	<b>Other activities</b>	<ul style="list-style-type: none"> <li>Went to career fair - D.1.</li> <li>Engaged with various session, with a range of people – D.2.</li> <li>Hearing about other ambassadors experiences with societies – C.2.</li> <li>Worked within other faculty buildings and other subject areas - B.1 I</li> </ul>	<ul style="list-style-type: none"> <li>Learnt a lot and enjoyed hearing about other ambassador's experiences with societies; learnt about different societies – D.1.</li> <li>Learnt more about my university and what it has to offer; The opportunities and activities in my university are evolving and changing every year so this enables me to stay up to date with my university – D.1.</li> <li>Picked up on different opportunities and experiences, such as creative writing – D.2.</li> <li>The exposure to the rest of the university allows working in new areas and not feel restricted in where I can go to study – B.1 I.</li> </ul>	Creative writing skills Knowledge about societies Diverse work environment

## Theme 2. Interacting and engaging with other people

Codes People engaged with	Sub-themes People	Codes Details of interaction	Codes Benefits	Sub-themes Benefits
Fellow student ambassadors Other student ambassadors Student ambassador co-worker Other ambassadors University Students – different from my discipline Mature students Other university students from same subject University students from other subjects Fellow Ambassadors from other subject areas Students on my course that are more senior to me. University students from other disciplines University students from own discipline	<b>Fellow student ambassadors</b>	<ul style="list-style-type: none"> <li>• Working together- A.1</li> <li>• Brainstorming ideas - A.2</li> <li>• Working with a student ambassador on an event - A.3</li> <li>• Working with some for entire day shifts - A.4</li> <li>• On student ambassador shifts - B.1.</li> <li>• Group Discussions with potential students; Campus tours with students from other subjects - B.2.</li> <li>• Working and collaborating as part of an event - B.3.</li> <li>• Worked with them on a variety of different events - B.4.</li> <li>• Working with them to assist programmes, help with Q&amp;As and Running sessions on university life - B.5.</li> <li>• Delivered “University B Loves Languages” presentations alongside other ambassadors - B.7.</li> <li>• Other ambassadors working the shifts from the school of Geography - B.8.</li> <li>• Working together on various sessions: summer schools, taster</li> </ul>	<ul style="list-style-type: none"> <li>• Gained insight into courses which gave me more information - A.1.</li> <li>• I feel confident and thoroughly enjoy interacting with other student ambassadors; Made me better at understanding other experiences - A.2.</li> <li>• Learnt to be aware of what we say and do regardless of how innocent the intention - A.3.</li> <li>• Felt more comfortable and confident in my role knowing my co-workers and it makes the job so much more fun when you have friendly faces around - A.4.</li> <li>• Developed high teamwork skills and learnt from each other own experiences - B.1.</li> <li>• Hearing other dental students has given me greater insight into what other people in my course feel and how they interpret the same things as I do but differently - B.2.</li> <li>• Hearing and speaking to other students gives you the chance to hear how other students perceive student life; learnt to appreciate that every</li> </ul>	Insight into different courses and experiences  Knowledge  Confidence  Enjoyment  Understandings others’ experiences  Awareness (culture, feelings)  Teamwork skills  Communication skills  Career pathways  Interpersonal skills  Networking



<p>University students from other discipline</p> <p>University students from my discipline</p> <p>University students from other subject areas and year groups</p> <p>University students from different subjects and backgrounds and year groups.</p> <p>University students from other subject areas, year groups and nationalities</p> <p>University students from different nationalities</p> <p>University students from different subject areas</p> <p>University students from a diverse range of backgrounds and disciplines</p>		<p>days, open days, campus tours - B.9</p> <ul style="list-style-type: none"> <li>• Worked together as fellow ambassadors - B.10.</li> <li>• Working alongside them as student ambassadors, as there is always a mix of year groups and nationalities - B.11.</li> <li>• Met various uni students from many different nationalities and faiths - B.12.</li> <li>• Discussing the ways in which courses are all different at university - C.2.</li> <li>• Interacted closely within a professional setting with a wide-ranged ambassador cohort both within my discipline and year, and those outside of it - D.2</li> </ul>	<p>student has valuable insight into university based on their experiences - B.2.</p> <ul style="list-style-type: none"> <li>• Since we are all helping, it is very easy to communicate with each other. We mostly share the same challenges - B.3.</li> <li>• Learnt about the stages of my course that are to come and received advice; Learnt about the different specialisation opportunities and pathways after my course - B.4.</li> <li>• Improved my confidence with speaking to people in general - B.5.</li> <li>• Helped me improve my communication and interpersonal skills; Gave the opportunity to find out more about their experiences - B.7.</li> <li>• Learnt about their dissertation topics, module choices and was also given a good resource associated with my dissertation proposal - B.8.</li> <li>• Helped me develop my confidence; my way of introducing myself has improved - B.9.</li> <li>• I felt very confident communicating with my fellow ambassadors; It was also really rewarding - B.10.</li> <li>• Helped boost my confidence in talking to people. Made the work a</li> </ul>	<p>Leadership skills</p> <p>Building relationships</p> <p>Information on career progression</p> <p>Public speaking skills</p> <p>Information on course progression</p> <p>Meta awareness</p> <p>Social skills</p> <p>Knowledge of learners</p>
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			<p>lot easier; I was boosting my social skills - B.11.</p> <ul style="list-style-type: none"> <li>• I learnt I enjoy meeting people from different backgrounds to me and learning about themselves and their cultures. I found myself improving my cultural awareness thanks to this - B.12</li> <li>• Learnt about different courses and how different university students learn; Helped me to think about how every student has different experiences - C.2.</li> <li>• Useful way to network and build up friendships, a sense of community, and confidence within my interpersonal skills; Made me well versed in communicating and teamwork; allowed me to explore leadership, idea-sharing and delegacy amongst my peers with a clear confidence; learned that everyone has a range of different comfortabilities, sensibilities, skills and working methods - D.2</li> </ul>	
<p>School and colleges students Yr10's/Yr11's Prospective students (18+) Year 11 students</p>	<p><b>School students</b></p>	<ul style="list-style-type: none"> <li>• Interacting with students; Explaining entry requirements and what careers courses can lead to – A,1.</li> </ul>	<ul style="list-style-type: none"> <li>• Spoke to them about their interests- A,1.</li> <li>• Made me more aware of the experience of 18/19year olds, how overwhelming choices about university can be; Developed more</li> </ul>	<p>Awareness (others' experiences, culture)</p> <p>Compassion</p>

<p>Prospective students School Students – Year 12 Year 6 children Year 9 &amp; 10s Potential applicants Sixth Form Students Year 6 / Primary Students Students of all ages Students Primary school students High school students College/A level students Year 9 pupils School and college students: year 11 - year 13, year 9 School and college students and their teachers School students Year 6 students School and college students e.g., year 6 children, year 12 students, adult learners Adult learners</p>	<ul style="list-style-type: none"> <li>• Answered questions during the leading of a campus tour and during open days - A.2.</li> <li>• Student panel - A.3</li> <li>• During tours to prospective students - A.4</li> <li>• I presented an activity during their lunch break which allowed them to engage with one another and be interactive with staff and students - A.5.</li> <li>• Into university Graduation Days; Taster Days from high school; For Access to HE days – mature students - B.1</li> <li>• During talks and tours, both online and on-campus; Graduation tours and on person campus events - B.3</li> <li>• A wide variety of events, some of which I delivered and some I just watched - B.4.</li> <li>• Answering questions, supporting throughout sessions - B.5</li> <li>• Assisted with a university experience day for them and lead a tour; Given multiple presentations - B.6.</li> <li>• Leading small group activity regarding academic referencing Delivering Q&amp;A session - B.8</li> </ul>	<p>compassion towards their situation - A.2.</p> <ul style="list-style-type: none"> <li>• Made me feel special that I am part of something like that - A.3.</li> <li>• Felt confident talking about the university - A.4.</li> <li>• Allowed me to increase my level of confidence in presenting in front of a group of people - A.5.</li> <li>• Learned how to talk with less advanced vocabulary and to explain what I say, how to engage students in activities; how to approach students - B.1.</li> <li>• Learned to be empathetic and tried to offer advice; My confidence improved massively - B.1.</li> <li>• Learnt that sixth formers are usually quite reserved in questions, as they maybe don't have the confidence to ask - B.3.</li> <li>• I love talking to kids from primary, it makes it very easy as an ambassador to engage with them due to their high energy - B.3.</li> <li>• Gained confidence in my communication skills, leadership skills and insight into different cultures - B.4.</li> <li>• Learnt to adapt to my target audience making them more fun with like a</li> </ul>	<p>Civic feeling</p> <p>Confidence</p> <p>Pedagogy skills</p> <p>Communication skills</p> <p>Leadership skills</p> <p>Presentation skills</p> <p>Knowledge of content</p> <p>Public speaking skills</p> <p>Responsibility</p> <p>Interpersonal skills</p> <p>Building relationships</p>
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<p>School and college students Students from the workplace school School and College students</p>		<ul style="list-style-type: none"> <li>• Taking them on campus tours, answering their questions, helping them during taster sessions, looking after them during summer schools, mock interviews - B.9</li> <li>• Working at university taster days - B.10</li> <li>• Leading groups in discussions, taking them on campus tours - B.11.</li> <li>• Worked with year 6 students during their graduation ceremonies held at the uni; Helped support a Nursing taster day for mature learners - B.12.</li> <li>• Talking about my experience being a secondary, sixth form and university student; Trying to figure out how to work Lego robots with the students - C.1.</li> <li>• Leading discussions, explaining my experience of university - C.2</li> <li>• Interacted with a range of students diverse in background, age and identity - D.2.</li> </ul>	<p>quiz for the younger years and more informative for older year groups - B.5.</p> <ul style="list-style-type: none"> <li>• Improved confidence in interacting with a wide variety of ages and maturities in a way I had not had to opportunity to do before; Improved by presentation skills and confidence in myself when giving a talk; Helped with my knowledge of my subject - B.6.</li> <li>• Improved my ability to communicate more simply more complex ideas; Developed confidence with speaking to different age groups; Improved my public speaking skills - B.8.</li> <li>• Being able to see ambassadors who were in a similar position but have still made it to university gives them the reassurance and encouragement they need -B.9.</li> <li>• Gained more and more confidence; eye-opening and interesting to speak to students from all over the country and from many diverse background - B.10.</li> <li>• Helped me learn how to work with older children; Boosted my confidence and gave me leadership skills and forced me to take the responsibility of having to make sure</li> </ul>	
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			<p>no pupil got lost from the group - B.11.</p> <ul style="list-style-type: none"> <li>• Learnt I love to work with kids in primary schools and that this could be a career path, as I feel the happiest working with them compared to with other groups - B.12.</li> <li>• Learned some of the struggles adult learners have faced in their lives that impacted their ability to go to university at a younger age; Helped me be more compassionate and considerate of them and increased my gratitude for being able to attend university the “traditional” way; it challenged my communication skills; helped expand the depth of my communication skills - B.12.</li> <li>• High levels of confidence in communication with them; Learnt from these interactions how to talk and ways to talk to the different year groups -C.1.</li> <li>• Learnt how to change the way I approach or explain something depending on how the student is reacting to me - C.2</li> <li>• Helped me improve my patience and allowed me to use my initiative on ways to engage the students - D.1.</li> </ul>	
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			<ul style="list-style-type: none"> <li>Allowed me to navigate building rapport and supporting a wide range of students, and to understand how to support different situations and circumstances, as well as sensitivity and discretions in interactions; allowed me to greatly develop my interpersonal skills, as well as my safeguarding initiative - D.2.</li> </ul>	
<p>School teachers</p> <p>School teachers</p> <p>School teachers</p> <p>School teachers</p> <p>School teachers, head of years and supporting school staff.</p> <p>School teachers</p>	<b>School staff</b>	<ul style="list-style-type: none"> <li>Asking teachers for feedback on presentations - A.1.</li> <li>Assisting them throughout their time at the university, supporting with students and answering queries - B.5.</li> <li>Taking them on campus tours, answering their questions - B.9.</li> <li>School visit days, having a member of school staff accompanying your group - B.11.</li> <li>Talking to them about their experience of university and what the students will be doing in different activities - C.2.</li> </ul>	<ul style="list-style-type: none"> <li>Improved presentations and tailored according to teachers feedback - A.1.</li> <li>Gained confidence in speaking to professionals and working with them to understand what can be done so that the students can gain the best of their day at university - B.5.</li> <li>Developed more confidence when it comes to talking to external members of staff and sharing my experiences of university with them - B.9.</li> <li>Learning to share responsibility and respect their position as the student's main guardian on these days out - B.11.</li> <li>Helped to improve my confidence in talking to different people - C.2.</li> </ul>	<p>Presentation skills</p> <p>Confidence</p> <p>Public speaking skills</p>
<p>Parents</p> <p>Parents of prospective students</p>	<b>Parents</b>	<ul style="list-style-type: none"> <li>During open days and tours - A.1.</li> <li>During open days at drink stations. Giving directions/campus and accommodation tours -A.2.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about potential questions that can be incorporated into the talk - A.1.</li> </ul>	<p>Anticipation skills</p> <p>Confidence</p>

Parents of potential applicants Parents and potential applicants Parents of potential applicants		<ul style="list-style-type: none"> <li>Helped parents of prospective students - A.5.</li> <li>Student finance stand - B.2.</li> <li>Languages Drop in during the Open Days and spoke to some potential applicants and their parents - B.7.</li> <li>My experience with the university and directions around the campus - C.1.</li> </ul>	<ul style="list-style-type: none"> <li>I feel confident in engaging with the parents. I've learnt that when it comes to answering questions from parents that my language and tone needs to be adapted accordingly - A.2.</li> <li>I used communication skills to parents providing answers to their child's questions about accommodation and his degree - A.5.</li> <li>Motivated me to help parents and demystify HE - B.2.</li> <li>Enhanced my confidence in engaging with the potential applicants and making sure that they left the Open day with a good opinion of studying languages as well as helping them with any questions that they had about the course - B.7.</li> <li>Initially, I was not too confident with communicating with them - C.1.</li> </ul>	Communication skills  Motivation
Fellow outreach mentors Members of outreach staff and team Outreach Education staff Outreach and WP staff Outreach staff.	<b>Outreach team</b>	<ul style="list-style-type: none"> <li>Handing over information about mentees when covering sessions for each other via email – A.1.</li> <li>Information on how to execute events before, during and after - B.3.</li> <li>Worked with them on many events and to improve future events - B.4.</li> </ul>	<ul style="list-style-type: none"> <li>Learned about potential questions that can be incorporated into the talk; Increased confidence in communication; learned from fellow mentors - A.1.</li> <li>Gained confidence; Learned organisational skills and about how to organise successful events - B.4.</li> <li>Become aware of working with outreach staff and learning about the</li> </ul>	Anticipation skills (Potential questions)  Confidence Learning from models  Organisational skills

Student Ambassador Staff Members Outreach and participation staff Outreach staff & Widening Participation staff. Outreach staff PhD student who is an Education Outreach Fellow Politics PhD student who is an Education Outreach Fellow Outreach & Widening Participation staff. Outreach and Widening Participation staff. Outreach and Widening Participation Staff		<ul style="list-style-type: none"> <li>• Liaising with Outreach staff shifts objectives for the day and safety - B.5.</li> <li>• Working alongside them leading sporting activities - B.8.</li> <li>• Emails, ambassador briefings/debriefings - B.9.</li> <li>• Working for the staff and discussing ambassador related things with them - B.10.</li> <li>• Attended briefings at the start and end of the workday usually - B.11.</li> <li>• Met through a taster day, through a reach for excellence day - B.12.</li> <li>• Briefing and reflection about the event/session. Support on sessions they set up - C.1.</li> <li>• Emails, discussing what was happening that day, office work - C.2.</li> <li>• Through all the shifts, interacted with a variety of different WP staff, both one-on-one and within a group - D.2.</li> </ul>	<ul style="list-style-type: none"> <li>• role in working with schools and students to build a relationship- B.5.</li> <li>• Developed confidence in speaking to different age groups; Learnt about various other working and extracurricular activities - B.8.</li> <li>• Gained more confidence in sending emails and raising any concerns about students - B.9.</li> <li>• Found that the relationships between the outreach staff and ambassadors have been really rewarding; Felt like my confidence has grown so much and that the outreach staff truly value our input and treat us as equals- B.10.</li> <li>• Benefited by useful advice and knowledge- B.11.</li> <li>• Gained a contact to reach out to when learning about whether a PhD is the next step; Felt confident communicating - B.12.</li> <li>• Learned that the OWP staff have different angles on situations, and approach them differently. I feel very confident in communicating with them - C.1.</li> <li>• Helped with my interactions with different people and allowed me to see into what working in the office is like - C.2.</li> </ul>	<p>Awareness</p> <p>Relationships</p> <p>Knowledge</p> <p>Understandings</p>
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**Commented [GU1]:** This can be changed to the each HEI's relevant department name



			<ul style="list-style-type: none"> <li>Allowed me to work towards establishing and building professional relationships with managers and staff and has helped me understanding the expectations of workplace interactions - D.2.</li> </ul>	
University lecturers University lecturers University lecturers University lecturers University faculty	<b>University lecturers</b>	<ul style="list-style-type: none"> <li>Within the department I met lecturers when they talked about their subject area - A.4.</li> <li>I supported them on tours of the life science facilities; assisted them in answering questions about student life and my personal experiences; helped the lecturers to divide the groups and provide the guests with lunch and drinks - A.5.</li> <li>As a Reverse Mentoring Mentor, I get the opportunity to talk to a specific university lecturer every other week - B.2.</li> <li>The general running the day - C.1.</li> <li>Various shifts have allowed me to work alongside, and support, schoolteachers and university academics- D.2.</li> </ul>	<ul style="list-style-type: none"> <li>Gave connections to lecturers; made me more involved in what the department is doing; Felt confident talking to the lecturers and like to talk to the students face to face - A.4.</li> <li>Learnt about the roles of the lecturers on applicant days and how their interaction with the guest can determine the outcome of the prospective students decision to attend the university; I had a good level of confidence due to one lecturer - A.5.</li> <li>Built my confidence talking to staff/lecturers and now I feel more comfortable being able to talk to people of different backgrounds different to mine - B.2.</li> <li>Learnt a lot about potentially getting into teaching, with the advice given by many teachers which I have met; I feel confident enough to communicate to them depending on the role I am in - C.1.</li> </ul>	Relationships  Confidence  Awareness (roles, interactions)  Public speaking skills  Career prospects  Networking

			<ul style="list-style-type: none"> <li>The interactions have allowed me to hone my ability to work within a professional environment with academic; expanded my network within the university; made me more comfortable in connecting with different staff members and more confident in initiating communication with them - D.2</li> </ul>	
<p>Third party companies</p> <p>Business leaders from NEXUS</p> <p>Members of the public</p> <p>Members of the public</p>	<b>Others</b>	<ul style="list-style-type: none"> <li>Working with 'Make Happen' to provide talks to schools - A.1.</li> <li>Took year twelves to an event put on by NEXUS (a business hub), I sat in on the workshops delivered - B.4.</li> <li>A school visit where we took them to our City Museum - B.11.</li> <li>Helping them around campus on an open day - C.2.</li> </ul>	<ul style="list-style-type: none"> <li>Getting a more well-rounded view of higher education - A.1.</li> <li>Learned about the skills needed to thrive in business; Learned about what businesses and thought about how I could demonstrate these attributes - B.4.</li> <li>It was fun to work elsewhere and alongside new people again - B.11.</li> <li>Made me realise that not everyone can easily understand what you say and can have trouble with directions.</li> </ul>	<p>Expanding views</p> <p>Business skills</p> <p>Enjoyment</p> <p>Awareness of others</p> <p>Knowledge</p>

Senior candidates of senior recruitment Visitors		<ul style="list-style-type: none"> <li>I was able to meet and interactive with people who were successful in their field - D.I.</li> </ul>	<ul style="list-style-type: none"> <li>This has allowed me to improve my knowledge of how to talk to different people - C.2.</li> <li>Got valuable advice and information on how to progress in my career; helped me to network with specialists - D.I.</li> </ul>	<p>Communication skills</p> <p>Career prospects</p> <p>Networking</p>
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### Theme 3. Digital knowledge and skills

Codes IT used	Codes IT use	Codes Benefits	Sub-themes Benefits
PowerPoint PowerPoint PowerPoint PowerPoint PowerPoint PowerPoint PowerPoint PowerPoint PowerPoint PowerPoint 12	<ul style="list-style-type: none"> <li>• Creating a student life presentation to deliver information to schools, using the presentation as a visual cue - A.1.</li> <li>• I created a student life presentation, to be used when I lead an event/activity for student – A.5.</li> <li>• To show students information on the topic discussed - B.1.</li> <li>• I have used PP in several sessions, especially for my committee meetings and presentations for Open Wide - B.2.</li> <li>• Making multiple presentations regarding Food Science, and STEM at University B – B.3</li> <li>• Contributing to shared PowerPoints – B.4.</li> <li>• Aid with presentations and talks I have given online and in person - B.6.</li> <li>• I used PowerPoint for the University B Loves Languages presentations both in person at secondary schools and online - B.7.</li> <li>• I made a PowerPoint presentation for a talk which I gave - B.10.</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt more about the notes feature of PowerPoint. I am very confident delivering a presentation using PowerPoint - A.1.</li> <li>• Learnt how to change the layouts of the PowerPoints to the same ones that the university used, this is because it appears more professional and well thought out when the layout is the same - A.5.</li> <li>• Learnt how to make new templates and make the PowerPoint seamless and flow better - B.1.</li> <li>• Using PP more recently has made me more confident using the software not only for extracurricular committee meetings but also academic presentations we must undertake – B.2.</li> <li>• Learnt a bit about graphic design, how to structure talks, what makes for an appealing and engaging presentation - B.3.</li> <li>• Adding to other people's work in a collaborative way to help them make good points – B.4.</li> <li>• Learned how to use different features on PowerPoint – B.6</li> <li>• Learnt how to tailor slides to students' interests and how to make them more viewer friendly - B.7.</li> </ul>	Digital knowledge and skills  Confidence in using PP.  Improved presentations

	<ul style="list-style-type: none"> <li>• To create presentations for Open Day talks and Offer Holder Day talks – B.12.</li> <li>• We created student life talks or academic presentations - D.1.</li> <li>• For some shifts I have had to, both collaboratively and independently, develop the content, and materialise the content into a PowerPoint - D.2</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt about making presentations easy to understand and effective; learned about the importance of referencing photos and content used in presentations - B.10.</li> <li>• Used to deliver mock interviews for applicants in dentistry - B.12.</li> <li>• Did presentations for my degree, so this mirrors what I do in my academic life - D.1.</li> <li>• Allowed me to work on my content creation, PowerPoint creation, and PowerPoint presentation skills, ensuring they are interactive, informative, relevant, engaging, and appropriate for the audience age - D.2.</li> </ul>	
Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom Zoom	<ul style="list-style-type: none"> <li>• Being part of a student panel for schools as part of their career day - A.1</li> <li>• During clearing week, we held a student panel via zoom – A.2.</li> <li>• Used for online sessions or webinars – B.1.</li> <li>• During Covid Lockdown, I would give talks and have mentoring sessions with students online - B.2.</li> <li>• Used it for an online Mock MMI Interview - B.3.</li> <li>• Participating in online talks and delivering online interviews – B.4.</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt about the use of virtual backgrounds when doing zoom presentations; I am very confident in using Zoom – A.1.</li> <li>• Learnt how to navigate if IT problems occur, how to deliver the sessions in the best way via zoom, using cameras – B.1.</li> <li>• Using Teams and Zoom more during the pandemic has made me more proficient with these apps and thus I have been more confident to start my own meetings - B.2.</li> <li>• Learnt how to use breakout rooms to split up and “carousel” students around for different questions - B.3.</li> <li>• Learnt how to manage/run sessions so I have been able to run sessions for my own projects at uni more easily – B.4.</li> </ul>	Digital knowledge and skills  IT Confidence

	<ul style="list-style-type: none"> <li>• Zoom was used for mock MMI interviews as part of a WVP programme with a local college - B.5.</li> <li>• Presenting online talks- B.6</li> <li>• During the COVID-19 pandemic, I used Zoom for doing online talks with secondary schools, event briefings and online events such as Linguastars - B.7.</li> <li>• Interviewing as part as mock MMIs- B.9.</li> <li>• We used to zoom to run 5 outreach events - B.10.</li> <li>• I have used Zoom and Microsoft Teams a lot for ambassador work, especially in the covid lockdowns. I did different events; one being supporting an assembly at a school virtually and attending meetings - C.2.</li> <li>• Some events are online so therefore we must use zoom - D.1.</li> <li>• I have engaged with Zoom many times to communicate with other student ambassadors, WVP practitioners and staff, and the young people we work with to carry out different sessions, such as training, networking, meetings, learning, and more. These have been</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt more about sharing my screen, using my iPad as a second screen which allowed me to view my feedback notes but also share the questions to the participants – B.5.</li> <li>• Gave me experience of using zoom to present and the features it has available- B.6.</li> <li>• Found this platform very useful for making sessions very interactive, such as using breakout rooms to encourage group work among the participants - B.7.</li> <li>• Gained confidence in using zoom and doing things such as sharing my screen and presenting - B.9.</li> <li>• Learnt how to present on zoom and use the chat functions to help students - B.10.</li> <li>• Learnt how to use both and in briefs at the start, I could ask questions about the software and learnt the different features like share our screen - C.2.</li> <li>• Learnt how to communicate with an audience online and how to keep them engaged - D.1.</li> <li>• Learnt how to utilise Zoom and Teams within a professional setting, and how to shift from the role of a participant within those meetings into one of a technical practitioner; learnt to work with different software; learned the various benefits and functions within both Zoom and Teams; become very accustomed to the professional etiquette of online meetings; very comfortable with using, presenting, and engaging with both Zoom and Teams - D.2</li> </ul>	
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	a range of one-to-one to a high number of participants; completed sessions on Zoom where I engage within a technical and admin support role therefore having to admit people into the session, ensure the right people have their microphones / cameras on or off, create the breakout rooms, and keep track of the attendants and time-schedule for the meeting - D.2.		
WhatsApp I	<ul style="list-style-type: none"> <li>Accommodation tours: used WhatsApp group chat when delivering accommodation tours to stay in contact with one another - A.2</li> </ul>	<ul style="list-style-type: none"> <li>Learned to multitask by quickly communicating with other student ambassadors via WhatsApp whilst not creating engagement barriers with the guests in front of me - A.2</li> </ul>	Multitasking skills
Panopto I	<ul style="list-style-type: none"> <li>I use Panopto for subtitling - A.4.</li> </ul>	<ul style="list-style-type: none"> <li>Learned how to create automatic subtitles and turn these subtitles into TXT files to be applied to the videos officially later; Discovered how to most efficiently edit the subtitles and make them accurate; I feel more confident in using the software now that I've subtitled quite a few videos – A.4.</li> </ul>	Subtitling skills  Confidence
Teams Teams Microsoft Teams Teams Teams Microsoft Teams	<ul style="list-style-type: none"> <li>Used it for online sessions or webinars - B.1.</li> <li>During Covid Lockdown, I would give talks and have mentoring sessions with students online - B.2.</li> <li>Presenting an online talk about Food Science - B.3</li> </ul>	<ul style="list-style-type: none"> <li>Learnt how to share screens and used whiteboards to explain things better - B.1.</li> <li>Using Teams and Zoom made me more proficient with these apps and thus I have been more confident to start my own meetings for uni group sessions or even for my FYP project – B.2.</li> </ul>	Digital knowledge and skills  Confidence

Teams TEAMS Teams 9	<ul style="list-style-type: none"> <li>• Responding to work opportunities being posted - B.4.</li> <li>• During the COVID-19 pandemic, I used Microsoft Teams for online talks with secondary school - B.7.</li> <li>• Signing up for ambassador shifts, contacting/messaging staff members during events, attending online briefing sessions B.9.</li> <li>• We use teams to allocate ambassador jobs and to communicate with fellow ambassadors and outreach staff - B.10.</li> <li>• To deliver an employability session for first year LUBS students - B.12</li> <li>• I have also utilised Teams to stay connected with other Peer Mentor Ambassadors, as well as the WP Staff, and use Teams both for meetings, and written communication via chat too - D.2.</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt how to control gestures, receive feedback and questions from participants – B.3.</li> <li>• Learnt how to keep up to date on forums like Teams and seen how it can be used effectively - B.4.</li> <li>• Learnt about the functions of Teams, such as sharing my screen and so helped me develop my confidence with using new platforms and problem-solving skills. – B.7.</li> <li>• Learnt how to use it properly and I feel a lot more confident when I use it - B.9.</li> <li>• Learned how to use teams during lockdown but through my ambassador role I had to learn how to present on teams and screenshare - B.10.</li> <li>• Further practise using TEAMS - B.12</li> <li>• Gained confidence in using, presenting, and engaging with both Zoom and Teams - D.2</li> </ul>	
SPSS I	<ul style="list-style-type: none"> <li>• Statistics Software which I have used for Research Projects in University - B.2</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt SPSS has given me a new skill set in the field of statistics which has benefitted me regarding finding prospective jobs – B.2</li> </ul>	Statistic software skills
Kahoot I	<ul style="list-style-type: none"> <li>• Used as part of an Into University to question students about definitions of key words often they may not be aware of - B.5</li> </ul>	<ul style="list-style-type: none"> <li>• Created a Kahoot quiz which previously I had never done but I have participated in them - B.5</li> </ul>	Digital knowledge and skills
Using Differ App	<ul style="list-style-type: none"> <li>• Worked as a support assistant during the summer on an app called</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt how to set up a suitable profile; Learnt how to attach links and documents in response</li> </ul>	Digital knowledge and skills



I	Differ which aimed at integrating new accepted students into university life at University B – pupils had all been a part of the Access to University Scheme – B.8	to students queries as well as in chat rooms- B.8	
Software for online open days. I	<ul style="list-style-type: none"> <li>This was used to facilitate the virtual open days, allowing for staff and ambassadors to run the open day and for applicants to watch and ask questions - B.11.</li> </ul>	<ul style="list-style-type: none"> <li>Learned how to fulfil my ambassador role during the student Q&amp;A's – B.11.</li> </ul>	Digital knowledge and skills
ON24 Platform I	<ul style="list-style-type: none"> <li>Platform was used to deliver Offer Holder Day talks virtually – B.12.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt how to use a new software and developed confidence using it – didn't even know ON24 existed - B.12.</li> </ul>	Digital knowledge and skills Confidence
HEAT, Microsoft Excel, Send Steps  I	<ul style="list-style-type: none"> <li>Used several different software for a range of tasks, such as Excel for data input, handling several hundred data entry subjects within a form; HEAT through editing and tweaking the presented information of the software via code; as well as engaging the services of personally sought-out software for presentation creations, allowing me to make presentations engaging and interactive via technological connection with up to 80 school student participants - D.2.</li> </ul>	<ul style="list-style-type: none"> <li>Allowed me to hone data control, input and entry using Excel; allowed me to familiarise myself with Excel shortcuts and functions; incentivised me to complete several Excel training activities on LinkedIn of my own volition; it is a skill that has remained transferable and helpful; The use of software in the form of, for example, HEAT and Send Steps, allowed me to learn how to be adaptable when it comes to engaging with new software, and has ensured that I quickly learn how to utilise and function with new programmes, which has proved a viable skill as it allows me to quickly be able to independently work through the software - D.2</li> </ul>	Digital knowledge and skills Motivation Transferable skills Adaptability Learning autonomy

#### Theme 4. Taking charge of your learning

Codes Activity	Sub-themes for Activities	Codes Details of activity	Codes as statements Benefits	Sub-themes for Benefits
Supporting open days (tours)	<b>Outreach activities</b> (open days, tours, taster days, summer schools)	<ul style="list-style-type: none"> <li>Working with fellow student ambassadors to provide tours to potential students - A.1.</li> <li>Worked collectively as a group of 4/5 to design campus tours – A.2.</li> <li>Managing them in a small team, such as campus tours and ensuring everyone has taken the same number of tours and managing large groups of people – A.4.</li> <li>Doing campus tours both independently and working in a pair; allowing guests to see each aspect of the campus and uni life including accommodation, library and the student centre – A.5.</li> <li>During accommodation and campus tours, it's important to have a high standard of campus tour – A.2.</li> <li>Organising the routes for campus tours and planning the activities for the day – B.1.</li> <li>Organising campus tours – B.2.</li> <li>Leading 50 Sixth Form students around campus - B.3.</li> </ul>	<ul style="list-style-type: none"> <li>Helped improve my teamwork as together we was planning who was doing what tour and planning routes so not everyone was in one place at one time; we could compare what questions we was being asked to make our tours more well-rounded - A.1.</li> <li>Learned how to be an active listener and be considerate of others' ideas/opinions; learned how to present ideas concisely; Learned how to work effectively in team; taught me to be confident and less shy when first meeting and working together – A.2.</li> <li>Learnt how to manage a large group of visitors and ensuring they don't get lost in the process of the tour; helped each other such as letting new ambassadors shadow a few tours to get a feel for how to run a successful tour; This can help me in other areas of my life if I need to deal with lots of people and work in rotation with other co-workers – A.4.</li> </ul>	Teamwork skills  Listening skills  Confidence in public speaking  Managing large groups  Communication skills  Transferable skills  Organisation skills  Time management skills  Critical thinking skills  Negotiating skills
Supporting the open day event				
Planning campus tours				
Campus Tours				
Supporting an event (tour)				
Leading campus tours				
Large group tours				
Delivering campus tours				
Leading a campus tour				

with a school group		<ul style="list-style-type: none"> <li>• Giving campus tours that take a specified amount of time – B.4.</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt to develop more organisation skills as well as confidence; Organisation skills are present when planning out a route; I developed more confidence in answering questions – A.5.</li> </ul>	Knowledge about university
Working in a team		<ul style="list-style-type: none"> <li>• Working with another ambassador to work out the best route for the tour taking and making sure they are engaged – B.5.</li> </ul>		Reflection skills
Year 12 taster day		<ul style="list-style-type: none"> <li>• Working with 3 other ambassadors and an outreach staff member- B.10.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning teamwork and to get help from the other student ambassadors if I wasn't sure what was best – B.1.</li> </ul>	Interpersonal skills
Leading a campus tour		<ul style="list-style-type: none"> <li>• Organising campus tours and finishing back in the right location at the right time. It helps to have a pre-planned route so that you aren't wasting time or getting lost - B.11.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving myself tours and talks etc at tight timings during my busy schedule has taught me to become more attentive to time management and has taught me to appreciate time and use it more wisely – B.2.</li> </ul>	Academic knowledge
Information about university life		<ul style="list-style-type: none"> <li>• Having questions asked by prospective students, either on school visits or on open days – B.11.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to deal with directing large crowds, keeping calm in busy situations – B.3.</li> </ul>	Adaptability skills
Open days		<ul style="list-style-type: none"> <li>• Planning and delivering in person the student talk on studying Economics based on my experience to prospective students - B.12.</li> </ul>	<ul style="list-style-type: none"> <li>• Tailor tours to individual events based on the students present and the time constraints taught me time management - B.4.</li> </ul>	Leadership skills
Leading a day		<ul style="list-style-type: none"> <li>• Working independent in preparation for the visit day; acting as a team with the staff members and other ambassadors; Working around the timetable to be organised and time efficient throughout the day - C.1.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning from other staff members experiences and building from your own is key to having a successful outcome; Negotiate is key especially when working in a team and having common learning objectives that we both aim to meet; learnt from my peer and built on their approach to adapt my own – B.5.</li> </ul>	Learning from others
Leading a campus tour				Presentation skills
Doing a campus tour				
Campus Tour				
Photography for Uni website /Open day/ Student Panel				

Awards event		what I would say as I took the students round - C.2.	• Team working and communication - B.10.	
Supporting an event		• Showing a group of students around the campus whilst also given information and facts about the university - D.1.	• Learned time management as it forces you to maximise your time efficiently and make sure you get to the accommodation at the correct time during your slot; it has shown me so much more of the university campus than I'd have seen otherwise - B.11.	
Going to an outreach event		• Planning and communicating with working ambassadors, staff and the attending students; planning and meeting of deadlines; engaging in content creation which needs to be sent out to the relevant receiver by a specific date; planning within events there are specifically scheduled to run – D.2.	• Made me reflect often on my life as a student here in University B, what I think the university offers, what I have learned personally and academically and what advice I think might be helpful to those applying or thinking about university – B.11.	
Lunchtime activity		• Managing my time greatly and finish all the jobs I was assigned to in that day; Manage my time of giving tours so I would have been on time for the student panel which was in between and find time to do a photography modelling session – A.3.	• Juggling competing deadlines, condensing information, improved presentational skills and confidence, working in a team – B.12.	
Helping at a summer school		• Managing and organising an awards event for students from abroad who achieved good grades - A.4.	• Having to juggle between studying and planning and executing lead events; working as a team; I learnt that leading a small and large event takes a lot of effort and planning to make the day a success – C.1.	
		• Working independently within groups of students; getting them to engage with the activities; helping to make sure your work is supporting whatever it is needs doing – B.11.	• Learnt to adapt; I would plan my route in advance; I would have to be aware of the other groups and take mine a different way at time so that I didn't end up in the same place as the others	

		<ul style="list-style-type: none"> <li>• Travelling to schools to give presentations or to provide information - D.1.</li> <li>• Presenting an activity during lunch break which allowed them to engage with one another and be interactive with staff and students; this allowed them to be creative and think ahead to cooking for themselves when attending university - A.5.</li> <li>• Planning icebreaker sessions and preparing some games they could play; working with the ambassadors on nights and talking to them if we had any concerns about students; working with other ambassadors to support sessions and working with ambassadors when problems arose – B.9.</li> </ul>	<p>as this can make it crowded in certain areas – C.2.</p> <ul style="list-style-type: none"> <li>• Show a group of students around the campus whilst also given information and facts about the university - D.1.</li> <li>• Allowed to be more able to work towards a more structured timetable allowing me to meet deadlines and has allowed me to work on communication within a professional and educational setting, as well as time management - D.2.</li> <li>• Helped me learn how to manage my time more efficiently which can help me in the future when I have multiple tasks to do and not a long time – A.3.</li> <li>• Shown me how to support and lead in group activities, and how to work best in a team towards the goal of the activity; This has helped when completing group tasks in my studies – B.11.</li> <li>• Allowed me to work on my time keeping skills because I must ensure that I am punctual to all events; I must give space for unexpected interruptions such as my bus being late, so this has improved my organisation skills – D.1.</li> <li>• Helped me with my leadership and teamwork skills- B.9.</li> </ul>	

Leading presentations at local schools	<b>Delivering presentations/activities</b>	<ul style="list-style-type: none"> <li>Independently, created a presentation to support my session; organising myself to ensure I had the presentation on a backup USB and had everything I needed for my sessions; I had to make sure I was talking at the right speed to ensure I didn't over run as I had another session after – A.1.</li> <li>Working with other student ambassadors to give tours to school groups - A.3.</li> <li>Organising and setting up the stall; communicating with students; speaking to everyone; packing up and taking equipment back – B.1.</li> <li>Leading an online STEM talk about Food Science; doing some research on current trends in the Food Science market – B.3.</li> <li>Helped Year 6 kids organise a play for their final performance before graduation – B.3.</li> <li>Delivered sessions on the practical aspects of my course – B.4.</li> <li>Having to balance university with being a student ambassador for example having placement but also running an MMI session – B.5.</li> <li>Planned and delivered a presentation with an older student – B.6.</li> </ul>	<ul style="list-style-type: none"> <li>Working independently whilst working on my organisational skills and time management - A.1.</li> <li>Learnt how efficiently I can work with a peer who I barely know to deliver the job I was assigned to; This helped me to greatly advanced my team-work abilities – A.3.</li> <li>How it could be improved next time and how they could get subject specific info instantly at the desk – B.1.</li> <li>Learnt how to organise my time effectively, and how to make content engaging and exciting for listeners on an online talk which is typically quite challenging – B.3.</li> <li>Learnt how to stay patient with others, leadership and how to direct a group to complete a task - B.3.</li> <li>Clear communication so the task would be understood; Time management so the session wouldn't over run; Observation so I could tell when individuals were struggling and give them further guidance – B.4.</li> <li>Taught me how to manage my time and making the most so that the job does not negatively impact my studies; Learnt what experiences can</li> </ul>	<p>Autonomy skills</p> <p>Team working skills.</p> <p>Time management skills</p> <p>Organisation skills</p> <p>Developing engaging strategies</p> <p>Leadership skills</p> <p>Communication skills</p> <p>Pedagogy skills</p> <p>Knowledge about course progression</p> <p>Presentation skills</p> <p>Questioning skills</p> <p>Confidence</p> <p>Tutoring skills</p>
Leading a session with school groups				
Leading a session at my previous college				
Leading an online event (talk)				
Supporting student-led events				
Leading subject sessions				
Managing roles				
Giving collaborative presentations				
Giving presentations				

<p>about psychology</p> <p>Leading session with another ambassador</p> <p>Working in a team to deliver a Q&amp;A session.</p> <p>Offer Holder Days</p> <p>Employability session</p> <p>Tutoring a session</p> <p>Leading an activity with school groups</p> <p>Confidence Workshop</p>		<ul style="list-style-type: none"> <li>• Meeting up (in person/online) to peers to discuss travel and who does which slides; independently editing own personalised slides and write down some notes on things to mention during the presentations - B.7.</li> <li>• To year 9 students about university life and University B - B.8.</li> <li>• Helped plan and deliver online and in person a talk to offer holder students on how to start their own journey in employability at university – B.12.</li> <li>• Planned and delivered an online session for first year business school students on what opportunities they can get involved with to boost their employability - B.12.</li> <li>• Reading the materials and make sense of it; Whilst working as a team with support from ambassadors, bouncing off one another to get the presentation's point across – C.1.</li> <li>• Taking my group to a specific site on campus so that they could plan their own accommodation; Making sure that they understood the task and get them back to the building at a certain time for their next activity – C.2.</li> <li>• Researching for, create, and present a confidence workshop to a group of around 80 school students; and this</li> </ul>	<p>benefit or would best suit my timetable – B.5.</p> <ul style="list-style-type: none"> <li>• Useful advice about progressing with the course and year in industries – B.6.</li> <li>• Gave presentations about the psychology content using examples from the work I have been doing at the time - B.6.</li> <li>• Helped me improve my team-working and communication skills as well as my ability to meet deadlines and manage my time effectively – B.7.</li> <li>• Learnt how to divide questions effectively – into subcategories; This ensured as many questions were answered in the short time frame with the best possible knowledge – this meant factoring in questions targeted at areas outside our disciplines – B.8.</li> <li>• Improved presentational skills and confidence, working in a team – B.12.</li> <li>• Learnt that tutoring small and large sessions takes a lot of effort and planning to make the session a success – C.1.</li> <li>• Learnt how to manage my time and made sure that my group left the site with enough time to walk back to the correct building so that the next</li> </ul>	<p>Planning skills</p>
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		involved independent work, finding out information from different sources, meeting deadlines – D.2.	activity could start without any delays from us being late; learnt how to work independently - C.2. <ul style="list-style-type: none"> <li>Allowed me to feel a lot more confident in delivering presentations during my academic studies; allowed me to be more rehearsed in the research, creation and delivery of presentations – D.2.</li> </ul>	
Working at University fairs  Had a stall at a career fair.	<b>Fairs</b>	<ul style="list-style-type: none"> <li>I had to research available support- B.6.</li> <li>Attended a careers fair at a high school alone where I had to represent the University; working independently making sure I was answering students' questions correctly - B.9.</li> </ul>	<ul style="list-style-type: none"> <li>Became aware of support available to me that I had not known about – B.6.</li> <li>Helped with my problem-solving skills and finding information from different sources - B.9.</li> </ul>	Increased awareness  Problem solving skills
Interviewing candidates  Giving mock interviews  Online Mock interviews	<b>Interviews</b>	<ul style="list-style-type: none"> <li>Holding Mock MMI Interviews with students solo, where students rotate to me to be asked different questions and receive feedback - B.3.</li> <li>Gave interviews; Gave feedback on the students answers - B.4.</li> <li>Helped conduct mock interview for offer holder dentistry students and utilised my interview skills to provide mentorship to these students - B.12.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt how to critically analyse what people say, understanding what makes for an appealing applicant; Helpful for future interviews where the same skills can be applied - B.3.</li> <li>Putting people at ease as many of the students were very stressed; Time management as there was a tight schedule and had to cover all aspects of a station so the students got the most from the session - B.4.</li> <li>Improved presentational skills and confidence, working in a team, improved mentoring skills – B.12.</li> </ul>	Critical analysis skills  Time management skills  Presentation skills  Confidence  Team working skills  Mentoring skills



Looking after a flat on a residential	<b>Social care</b>	<ul style="list-style-type: none"> <li>Getting to know different children and their needs; Getting the flat to places on time; Waking the flat up and ensuring they slept and ate enough- B.4.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt about how to take more responsibility for kids and form more trusting relationships so they could come to me with problems they might be having; time management skills and communication skills so the flat knew where we needed to at what time and what my expectations of them were - B.4.</li> </ul>	Responsibility  Developing trusting relationships  Management skills  Communication skills
Subject Talks PP templates  Creating new KS3 and KS4/KS5 presentation templates  Working in a partnership on the Differ App  Primary school graduation games	<b>Designing resources</b>	<ul style="list-style-type: none"> <li>Many talks require working as a team to produce a single PP which we can all use – B.2.</li> <li>Editing a prior talk's presentation and designing some new templates for the KS3 and KS4/5 presentations; made new templates alongside another ambassador – B.7.</li> <li>Working alongside your partner in your specialised chat room (discipline divided) – B.8.</li> <li>Creating interactive activities to keep the children engaged - D.1.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt how to organise my time and effectively schedule meetings in a professional manor with peers via Teams or Zoom or even in person to make a finish a job; implemented organisational skills into my studying when trying to organise study sessions with peers; enhanced my IT skills, as my colleague and I met over Teams to discuss the presentations and how to take on feedback from the team to improve the slides – B.7.</li> <li>Divided tasks up equally and strategically so that all were completed within the time frame but also answers weren't repeated; Split the pupils within the forum in half and individually messaged all to ensure everyone was messaged and able to ask questions should they want to – B.8.</li> </ul>	Organisational skills  Management skills IT skills  Flexibility skills  Adaptability skills  Creativity skills  Developing engaging strategies

			<ul style="list-style-type: none"> <li>• Enabled me to be flexible because I had to adapt to my audience and create games that would keep them engaged – D.I.</li> </ul>	
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## Theme 5. Initiative and leadership skills

<b>Codes Activities</b>	<b>Sub-themes for Activities</b>	<b>Codes Details of activities</b>	<b>Codes Benefits</b>	<b>Sub-themes for Benefits</b>
<p>Giving presentations to schools independently</p> <p>Lunchtime activity</p> <p>Took the lead on an online talk when supervisor had to leave due to other commitments.</p> <p>Teaching children new skills</p> <p>Target age of a session changed dramatically from 11 y/o's to 4 y/o's.</p> <p>Led an activity.</p> <p>Offer Holder Days</p> <p>Open Days</p> <p>Managed a tutor session with clear objectives</p>	<p><b>Leading on activities</b> (presentations, talks)</p>	<ul style="list-style-type: none"> <li>• Led presentations to students at various schools – A.1.</li> <li>• Presented an activity during lunch break on meals they could make out of the ingredients listed; led the session alone – A.5.</li> <li>• Helped Year 6 students to plan and execute a performance for their graduation ceremony – B.3.</li> <li>• Led the activity scheduled-this has been activities outside around campus or sit-down tasks in separate groups - B.11.</li> <li>• Helped plan and deliver online and in person a talk to offer holder students on how to start their own journey in employability at university; Helped plan and deliver in person the student talk on studying Economics based on my experience to prospective students - B.12.</li> <li>• Followed set objectives for the sessions a tutor - C.1.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to lead a presentation and keep the attention of 90 students; Being prepared to deal with disruptions and questions, if not knowing the answer, finding out the answer during the break and making sure all information given is accurate - A.1.</li> <li>• Allowed me to increase my level of confidence in presenting in front of a group of people; I progressed with my organisation and preparation skills – A.5.</li> <li>• Learnt how to take charge and step up in the absence of guidance; Learnt how to think on my feet; Improved my communication skills when speaking to an online audience – B.3.</li> <li>• Learnt how to deal with a wide range of people with different ideas and opinions; Learnt how to make decisions for everyone, after hearing them out - B.3.</li> <li>• Learned how to take charge of an experience, especially among secondary school children - B.11.</li> <li>• Allowed me to gain experience completing independent work with little guidance and expectations in an</li> </ul>	<p>Presentation skills</p> <p>Anticipation skills</p> <p>Confidence</p> <p>Organisation and preparation skills</p> <p>Initiative</p> <p>Independent thinking</p> <p>Communication skills</p> <p>Decision making skills.</p> <p>Initiative</p> <p>Independent learning</p> <p>Metacognitive skills</p> <p>Public speaking skills</p>

and outcomes for the students.			<p>unfamiliar environment which helped to expand my skills set and “comfort zone”- B.12.</p> <ul style="list-style-type: none"> <li>• Learned to talk about myself and my experiences; as a tutor, learned how to effectively use public speaking as an advantage to get my point across- C.1.</li> </ul>	
<p>Open day tour to students and parents who required more assistance.</p> <p>Accommodation tours</p> <p>Giving tours</p> <p>Campus tours</p> <p>Campus tours.</p> <p>Managed campus tours</p> <p>Leading campus tours</p> <p>Leading campus tours</p> <p>Leading a campus tour on my own.</p>	<b>Leading Tours</b>	<ul style="list-style-type: none"> <li>• I gave an open day tour to a family whose dad was wheelchair bound and daughter had learning difficulties - A.1.</li> <li>• I had to quickly change rolls to deliver tours of my room- A.2.</li> <li>• One time I offered my help during a tour when the guide was struggling. That boosted his confidence, and he started being more active which helped the tour flow well – A.3.</li> <li>• Took the lead of 10+ people during the campus tour – A.4.</li> <li>• Having a group to take around campus – B.1.</li> <li>• During a presentation on dentistry, I met reception aged children so had to adapt our presentation and the language that we used- B.4.</li> <li>• Providing experience days for prospective students – B.6.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to think quickly to adapt the tour so it suited them; Doing a different sequence and ensuring we went in a way which was accessible for them; highlighting the extra services available which could have been of benefit to them – A.1.</li> <li>• Learned how to remain calm in unexpected events; Learned how to remain positive in situations that don't always work out how we want them too – A.2.</li> <li>• Learnt how to do tours; learnt that if I can do something to help a co-worker when they are having a rough time – A.3.</li> <li>• Learnt how to take the initiative and talk when people don't ask questions and how to answer questions appropriately – A.4.</li> <li>• Learnt to cater it around them and ask them if there was anything specific,</li> </ul>	<p>Initiative and adaptability</p> <p>Patience</p> <p>Positive thinking</p> <p>Supportiveness</p> <p>Problem-solving skills</p> <p>Communication skills</p> <p>Team working skills.</p> <p>Leadership skills</p> <p>Communication skills</p>

		<ul style="list-style-type: none"> <li>• Had to take groups of 5/6 students around the university for a tour – C.2.</li> <li>• Had to lead campus tours whereby I am showing visitors around the university - D.1.</li> </ul>	<p>they would like to see or if not then show them the main points- B.1.</p> <ul style="list-style-type: none"> <li>• Problem solving; Communication skills; Team working; Adaptability – B.4.</li> <li>• Learnt to deal with students being distracted by various things on a busy campus and making sure they stick to the schedule - B.6.</li> <li>• Learnt that you never know where the students are going to go, so I would change up my already planned route to make sure that we could go to the law building; learnt that instead of campus tours just being me talking, I should ask the students if they have any interests and then work that themselves allowed for a calmer environment - C.2.</li> <li>• Allowed me to improve on my leadership skills and ensure that the tour is interactive as well as organised - D.1.</li> </ul>	
<p>Ticket assistant at Graduation</p> <p>Assisting with graduation in the robing department</p>	<b>Support and Assistance</b>	<ul style="list-style-type: none"> <li>• While I was working at the graduation there a parent being late started raising his voice at me. I kept calm and I explained to them that these are the rules which are placed for certain reasons and if we were to make an exception for one, we must make an exception for everyone – A.3.</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt to keep my calm and reason with a person in critical situations – A.3.</li> <li>• Learnt confidence, particularly when it came to asking other ambassadors to do a job; learnt to quickly pick up a skill on the computer which took away some of the stress from members of staff who were trying to do multiple jobs - A.5.</li> </ul>	<p>Keeping calm</p> <p>Reasoning skills</p> <p>Confidence</p> <p>Quick learning</p> <p>Spontaneity</p>

<p>Supervisor for Student Finance Stand</p> <p>Dealing with sudden room reshufflings</p> <p>LUU Job fair</p>		<ul style="list-style-type: none"> <li>I took on the role of quickly learning the computer software that the company who was running the gowning section of graduation used. As well as asking fellow student ambassadors to ensure that their station was restocked and ready to go when the next wave of graduates came in to be gownned – A.5.</li> <li>Having a group to take around campus – B.2.</li> <li>Event room got reshuffled at the last minute, forcing us to re-navigate to a different part of the campus - B.3.</li> <li>Led the education outreach stall as the only student alongside members of staff to promote the student ambassador job opening – B.12.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt to cater around – B.2.</li> <li>Learnt how to stay calm and not panic when something goes wrong; Learnt how to communicate effectively and calmly to other people – B.3.</li> <li>Allowed me to develop my management skills – B.12.</li> </ul>	<p>Supportiveness</p> <p>communication skills</p> <p>Management skills</p>
<p>When an unexpected fire alarm occurred</p> <p>On a residential, we had a child who was too anxious to leave her flat</p> <p>Linguastars- helping participants who</p>	<p><b>Emergency situations</b></p>	<ul style="list-style-type: none"> <li>Going to a building to set up for the kids graduation but fire alarm was on in that building – B.1.</li> <li>Oversaw organising lunch breaks and allocating tasks- B.2.</li> <li>Had to juggle the rule of the ratio of adults to children, ensuring the other students got where they needed to be on time and make sure that the individual student could recover and make the most of her experience – B.4.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt to not panic and to contact the event lead - B.1.</li> <li>Learnt and was able to empathise with supervisors; dealt with complaints and was able to get a team of people to work as a unite – B.2.</li> <li>Empathy, Problem solving, Communication skills, Team working – B.4.</li> <li>Helped me improve my leadership and risk-taking skills as well as how to liaise with individuals when unexpected</li> </ul>	<p>Communication skills</p> <p>Empathy</p> <p>Problem solving skills.</p> <p>Team working skills.</p> <p>Leadership skills.</p>

<p>had any queries or accessibility requirements.</p> <p>A student fainted during an activity.</p> <p>A coach driver couldn't drop us off at the correct location due to roadworks</p> <p>Dealing with unexpected technical issues.</p> <p>Dealt with a missing child.</p> <p>Dealing with unexpected questions</p> <p>Dealt with emergency</p>	<ul style="list-style-type: none"> <li>During one of the sessions, one of the participants messaged me on Zoom as she had a hearing impairment and was struggling to hear the presentation. The other issue was I couldn't get the subtitles up as we were in a breakout room. I messaged the safeguarding officer in the session and ask them to come into the breakout room and discuss with the participant - B.7.</li> <li>Whilst supporting an activity, a student in my group became unwell and fainted. I immediately informed the member of staff running the session and quickly phoned the event lead who was also the first aider – B.9.</li> <li>During a summer school we went off campus with a group of students without members of staff. The coach driver arrived at the back end of the location and couldn't go any further due to roadworks. We rang the event lead and managed to find another route using google map – B.9.</li> <li>In some online sessions we had unexpected connection issues and had to be always ready with backup activities - B.10.</li> </ul>	<p>events happen in an online setting – B.7.</p> <ul style="list-style-type: none"> <li>Learnt that in critical situations I need to keep calm; learnt how to calm others down after a stressful situation has occurred - B.9.</li> <li>Helped me develop my problem solving and teamwork skills – B.9.</li> <li>These experiences taught me that you always need a plan b and the importance of being organised; Learned that even when things don't go to plan it is important to always keep a calm persona and not to panic – B.10.</li> <li>Taught me how to ensure the critical nature of headcounts when leading a group of children around; learnt to always keep check - B.11.</li> <li>Allowed me to use my initiative and coming up with good answers on the spot - D.1.</li> <li>Had to take the lead and ensure that it was communicated to other members of the team that there was an emergency that needed adapting to; learnt to delegate tasks to be carried out to react to the situation; dealt with the situation in a sensitive and discreet manner, ensuring all other students were okay - D.2.</li> </ul>	<p>Risk-taking skills</p> <p>Critical thinking</p> <p>Organisation skills</p> <p>Attention to detail skills.</p> <p>Initiative</p> <p>Adaptability and flexibility</p> <p>Safeguarding skills</p>
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		<ul style="list-style-type: none"> <li>• Had different head counts for the groups we were supervising. This initially caused an obvious panic. We recounted the students and then contacted the school staff to double-check. It turns out we had been told the wrong number initially and so there were no errors - B.11.</li> <li>• Answering unexpected questions from primary and secondary student - D.1.</li> <li>• Had to deal with unexpected emergencies such when a student is ill: had to take the initiative in organising the other students to be safely escorted away while the unwell student received the attention they needed - D.2.</li> </ul>		
<p>Many day events where there isn't a natural leader.</p> <p>Supporting experience days for students</p> <p>Being a lead during an event</p> <p>Replanning an event in</p>	<b>Diverse events</b>	<ul style="list-style-type: none"> <li>• Took charge of teams of other ambassadors who are less confident in busy situations; this has involved putting others in groups, making plans and advising others – B.4.</li> <li>• Doing a Q&amp;A for prospective students- B.5.</li> <li>• With communication with the Outreach staff member, took the initiative to replan the visit day in reaction to the late arrival - C.1.</li> <li>• I led the site visit with a group of 15 students. I had to explain to them</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership, Problem solving, taking initiative; improved my confidence- B.4.</li> <li>• Took the lead with answering questions and providing examples – B.5.</li> <li>• Learned that during an event, taking on leadership roles takes a lot of personable skills; having to communicate with different areas of work; learned that during an event takes initiative to solve a problem – C.1.</li> </ul>	<p>Leadership</p> <p>Problem solving</p> <p>Initiative</p> <p>Confidence</p> <p>Interpersonal skills</p> <p>Questioning skills</p> <p>Organisation skills.</p>



reaction to the school being late Year 8 housing challenge event		what they were doing and check on each group making sure they understood, asking about their ideas and helping them expand on what they were doing - C.2.	<ul style="list-style-type: none"> <li>Learnt that asking leading questions helps to turn them back onto the activity and objectives; helped students to divide the roles amongst - C.2</li> </ul>	
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## Theme 6. Your career plans

Codes Activities	Sub-themes for Activities	Context	Codes Benefits	Sub-themes for Benefits
Working in Schools Working with students Working in/with schools Teaching students about Food Science Working with youth Giving presentations to a level student Working in schools Working with young people Presentation in schools Working with schools Working in schools Architecture session National Saturday club	<b>Working with school students</b>	<ul style="list-style-type: none"> <li>Working in schools, providing presentations, and working with students to choose a university course – A.1.</li> <li>Supporting events with students from year 9 through to year 13 - A.5.</li> <li>Giving talks in schools or even giving tours to prospective students- B.2.</li> <li>Lecturing on different discoveries in Food Science in recent years, as well as how they apply to UK consumers- B.3.</li> <li>Work with a wide range of age groups from 10-18y/o - B.5.</li> <li>Giving in person or online talks to a level student about a variety of topics – B.6.</li> <li>Giving presentations in schools to talk about my degree specialism – B.7.</li> <li>Planning and giving presentation to an</li> </ul>	<ul style="list-style-type: none"> <li>Found a love for public speaking and sharing my experiences of university and life before university; Made me consider lecturing – A.1.</li> <li>Learnt that I have a passion for helping others in their journey through life; Gave me an insight into the career path of becoming a teacher - A.5.</li> <li>I wish to run programmes to help students from underrepresented backgrounds get into HE; Being able to work with students in university has given me the confidence - B.2.</li> <li>Learnt that I'm not cut out for teaching, I prefer pitching and designing a product over teaching about new concepts to a large group – B.3.</li> <li>It has grown my interest in paediatric medicine; I would like to make positive change to youths and provide them with a voice - B.5.</li> <li>Made me consider being an A level teacher; Made me more aware of how to get into my desired career and other careers in similar fields that are available that I had not previously known about- B.6.</li> <li>Helped me gain confidence as I was able to successfully speak in front of a large</li> </ul>	Passion (on public speaking, helping others)  Career decision making (lecturing, teaching, VVP officer, paediatric medicine, architecture, projects). Confidence Developing interest and awareness  Developing skills in working with children

		<p>audience of students – B.10.</p> <ul style="list-style-type: none"> <li>• Doing work with school children; – B.11.</li> <li>• Working within my previous school, and other new schools for tutoring – C.1.</li> <li>• Going to a school to help with an architecture session where the students did multiple activities – C.2.</li> <li>• Working with secondary school students on a particular project every Saturday – D.1.</li> </ul>	<p>group of students; helped me to consider teaching as a potential future career– B.10.</p> <ul style="list-style-type: none"> <li>• Learned how to work with children, how to lead them successfully and how to make sure they're enjoying the tasks; it has shown me that I wish to work in a different environment as my career - B.11.</li> <li>• Gave me an insight into the prospect of teaching within a secondary school setting - C.1.</li> <li>• Learnt about architecture and realised that this is something that I could possibly look at - C.2.</li> <li>• Made me realise that I like working on projects and working together to solve a common goal – D.1.</li> </ul>	
<p>Planning campus tours</p> <p>Campus tours</p> <p>Open day accommodation/campus tours</p> <p>Open day</p> <p>Learning about related fields in Food Science</p> <p>Open day</p>	<p><b>University open days and tours</b></p>	<ul style="list-style-type: none"> <li>• Working collectively to design campus tours for underrepresented groups, showing prospective students, friends and family around the campus including different accommodations – A.2.</li> <li>• During open days which I usually give tours, I have made them – A.3.</li> <li>• During Open Days - B.3.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoyed working with younger groups of people; Confidence to guide, give advice and be compassionate has really developed because of this; changed my mind set about teaching/mentoring; has given me the confidence to apply for a mentoring role in my own department- A.2.</li> <li>• Improved persuasive skills - A.3.</li> <li>• It was very eye-opening to learn that so many other fields would utilise food science in creative ways; Although this is still not what I would like to do in the</li> </ul>	<p>Confidence</p> <p>Persuasive skills</p> <p>Expanding career opportunities</p> <p>Career decision making (mentoring, teaching, educational, education outreach, psychology)</p>

<p>Education Outreach</p> <p>Working on campus</p> <p>Open days</p>		<ul style="list-style-type: none"> <li>• Helping at open days and with my university's Access Programme - B.8</li> <li>• Listening to one of my lecturers speak to prospective students - B.9.</li> <li>• Helping support events under the branch of education outreach- B.12.</li> <li>• During school campus visits, and open days - C.1.</li> <li>• During students 'visits to the university – D.1.</li> </ul>	<p>future, it has given me some food for thought; Learnt about other sectors that may require food science e.g., Medical and dietary needs for patients without the ability to chew – B.3.</p> <ul style="list-style-type: none"> <li>• Showed me how much I enjoy working and helping young people as well as how much I enjoy presenting to a young audience; This inspired me to consider going into education, whether it be teaching or educational psychology, - B.7.</li> <li>• Encouraged me to consider a career that involves working with young people and teaching of some sort - B.8.</li> <li>• Opened my eyes to other routes; It allowed me to find out about other career opportunities that I did not know about - B.9.</li> <li>• Rewarding and allowed me to realise how my skills and knowledge could be used to create change through education outreach; Encouraged me to seek grad jobs in this field; allowed me to develop my communication skills - B.12.</li> <li>• Learned a lot in projection and organisation whilst working on campus - C.1.</li> <li>• Made me realise that I like working with people – D.1.</li> </ul>	<p>Knowledge and skills</p>
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<p>Coaching peers</p> <p>Supporting individuals</p> <p>Talking to people</p> <p>Teaching Reach for Excellence programme with a social sciences lesson taster.</p> <p>Taster days for schools with students studying EPQ at A-level – led by a PhD student.</p> <p>Engaging in activities I was previously unaware of</p>	<p><b>Learning from own and others' teaching</b></p>	<ul style="list-style-type: none"> <li>• Several times while giving tours I was also required to show to some of my newest co-workers how to properly give a tour – A.3.</li> <li>• Working with individuals in my flat over a residential – B.4.</li> <li>• Overall, as a student ambassador I talk to loads of people who have questions and want to learn more- A.4.</li> <li>• Delivering practical sessions – B.4.</li> <li>• The taster session was based on politics focusing on the types of politics (Japan, UK and US) and it was delivered by a PhD student in politics- B.12.</li> <li>• In these events, students were delivered a session on how to effectively write an EPQ from the research process, to identifying a suitable question to academic writing tips- B.12.</li> </ul>	<ul style="list-style-type: none"> <li>• Learned how to build strong relationships, Empathy; Learned how to ask the right questions to support students - B.4.</li> <li>• Made me realise I do enjoy jobs where I interact with the public and especially within educational settings; I might further go on to work within a university to promote the university and talk to students - A.4.</li> <li>• Enjoyed the sessions and was able to develop my teaching skills; I was able to develop the practical skills that I need for my degree - B.4.</li> <li>• Helped ignite my passion for politics; gave me the opportunity to network with the PhD student delivering the session and later set up a meeting to gain more insight into studying politics - B.12.</li> <li>• Found the information presented useful for my own degree and I enjoyed the presentation; Had me reflecting on how I could implement those techniques in my own presentations. I also got to network with the PhD lead which allowed me to gain insights on the PhD research experience (a career path I'm considering) - B.12.</li> </ul>	<p>Relationships building</p> <p>Questioning skills</p> <p>Career making decisions.</p> <p>Teaching skills</p> <p>Practical skills</p> <p>Motivation</p> <p>Networking</p> <p>Reflection</p> <p>Deepened field understandings</p>
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		<ul style="list-style-type: none"> <li>One of the activities, for example, was a workshop regarding the theory of change, pertaining to research regarding the outcomes of activities. I completed this alongside a group of peers and staff, under the direction of a professional – D.2</li> </ul>	<ul style="list-style-type: none"> <li>Allowed me to gather a lot of understanding regarding the field of educational evaluation – D.2</li> </ul>	
<p>Careers event</p> <p>Finding out about career opportunities I did not know about</p> <p>Discovering new career opportunities</p> <p>Finding out about clinical research that occurs at the university.</p> <p>Finding out about career opportunities I did not know about</p> <p>Finding out about career opportunities Into University Graduation Events</p>	<b>Career opportunities</b>	<ul style="list-style-type: none"> <li>Supporting the university by running a stall at a local careers night - A.5.</li> <li>Talking to other student ambassadors about their interests - B.1.</li> <li>Becoming a part of LDAS– B.2.</li> <li>Witnessing PhD students running sessions for programmes like the brilliant club - B.5.</li> <li>Talking with university staff about potential career opportunities – B.8.</li> <li>Chatting with the ambassador teams I often see posts about graduate schemes in education outreach – B.10.</li> </ul>	<ul style="list-style-type: none"> <li>Learnt about different roles and placement opportunities within biomedical science as well as how an accredited degree is much more beneficial than one which isn't accredited – A.5.</li> <li>Learnt to research around my career and there is no set way, I could choose to do something that only links very loosely - B.1.</li> <li>Opened my world to cosmetic Dentistry something I would never have pursued unless stepping outside my comfort zone - B.2.</li> <li>Widen my careers prospective as it showed me the aspect of medicine that is more research based rather than the obvious clinical side – B.5.</li> <li>Learnt more in-depth information surrounding the university careers</li> </ul>	<p>Awareness of roles and placement opportunities</p> <p>Career making decisions.</p> <p>Widened career prospective.</p> <p>Knowledge on university careers</p>

Office workplaces Marketing Office work		<ul style="list-style-type: none"> <li>• Year 6 students visits to university to have a graduation ceremony for completing a programme with Into University - B.12.</li> <li>• Working within the Outreach office, and the UKAT office - C.1.</li> <li>• Help with making phone calls and prepping for upcoming events - C.2.</li> </ul>	<p>service alongside potential internship opportunities- B.8.</p> <ul style="list-style-type: none"> <li>• Helped me realise my passion and desire to help young people, particularly from low-income backgrounds succeed and get into university; Widened my horizons and helped me decide on potential career ideas – B.10.</li> <li>• Helped me learn about a potential career path I may have not considered before. I have gone on to research in my own time Into University and the prospects of joining them at grad level- B.12.</li> <li>• Allowed me to experience being within an office workplace; Gave me a good insight into the industry of marketing, and the sort of details you need to include - C.1.</li> <li>• Learnt about office work; showed me all the hard work that goes into planning and organising events. This has influenced my career plans - C.2.</li> </ul>	
Taking on a leadership role Student Ambassador Roles as a UKAT intern	<b>Other roles</b>	<ul style="list-style-type: none"> <li>• Leading a fellow team of Ambassadors during a campus tour, directing which routes they should take as to not class- B.3.</li> <li>• The role of student ambassador has enabled to network with various</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt that I love to lead large groups and be in charge; I would like to pursue a leadership role either as a manager or an entrepreneur – B.3.</li> <li>• The role of student ambassador has enabled me to work on my communication skills alongside my networking skills – D.1.</li> </ul>	<p>Career making decisions (leaders)</p> <p>Communication skills</p> <p>Networking</p> <p>Expanding</p>

		people from different industries – D.I. • Ahad additional UKAT intern role – C.I.	• Allowed me to experience what marketing would look like through making promotional material, and the use of language on material online and in-person - C.I.	knowledge and skills
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## Theme 7. Contribution to your university



<b>Codes Activities</b>	<b>Sub-themes for Activities</b>	<b>Codes Context and experiences</b>	<b>Codes Benefits to University</b>	<b>Sub-themes for Benefits to University</b>
Open days Working with under 18's/tours Campus tours Working with schools Open days Open days Advertising Open days Working for open days and taster days Open Day Worker Into University Graduation Worked at open days. Worked at welcome week. Working during open days and welcome weeks. Open days Worker for open day	<b>Open days/Tours</b>	<ul style="list-style-type: none"> <li>Talking to students about the struggles and perks of being a student - A.1.</li> <li>Delivering campus tours; Working with children developed confidence to guide, give advice and be compassionate – A.2.</li> <li>Interacting with children by leading them on tours and answering the questions on a student panel - A.3.</li> <li>Working on open days to promote the university and support the event – A.4.</li> <li>My profile for UniBuddy is advertised to encourage prospective students to learn more about the university – A.4.</li> <li>Supporting my department and accommodation zones at open days; Talking about personal experiences about university life and the transition from A-levels to university; Encouraging prospective students to do a degree they are going to enjoy – A.5.</li> </ul>	<ul style="list-style-type: none"> <li>Students will have concerns and questions that they might be too shy to ask; Being a student and talking to them as a student means we can really be on the same wavelength and be authentic. This makes our tours more personable - A.1.</li> <li>This job has given me the confidence to apply for a mentoring role in my own department – A.2.</li> <li>Wanting to become a teacher, the exposure to the younger generation it's an essential experience – A.3.</li> <li>Helping students understand university and feel more confident coming to our university, promoting the good parts of the university and campus – A.4.</li> <li>Encouraged students to get in contact with me through UniBuddy and ask questions about what it is like to study here and what scholarships and help is put in place for students – A.4.</li> <li>Encouraged students to look into university even though many were looking at apprenticeships and jobs; Ensure students and parents that university is a great experience – A.5.</li> </ul>	<p>Similarity with school students</p> <p>Answering questions from about university</p> <p>Supporting university students' academic outcomes</p> <p>Promoting university</p> <p>Increasing confidence and motivation for enrolling at university</p> <p>Advice and guidance.</p> <p>Increasing motivation for enrolling at university</p> <p>Promoting the university</p> <p>Making students aware of opportunities and options</p> <p>Promoting courses</p> <p>Promoting the city</p>

Presenting at open day events Open days Year 12 taster days Promoting the university Open Days Workers for welcome week and open days Open days Working the open days Welcome Week and Open Days		<ul style="list-style-type: none"> <li>• Helping to promote my course and the university in general- B.1.</li> <li>• Working on the student finance stands; Having a better understanding of how finance works at university has taught me personally how to budget and how I can help others with their financial situations – B.2.</li> <li>• Helping children from disadvantaged neighbourhoods experience what life is like at university for a day - B.3.</li> <li>• Working at three open days; Giving tours; Talking about my experience getting into dental school and why I chose my university – B.4.</li> <li>• Assisting prospective students – B.5.</li> <li>• Working at the Languages Drop in during the Open Days and talking to some potential applicants and their parents about language degrees that the university offers and Year Abroad options- B.7.</li> <li>• Helping in an open day for students; Providing answers in Q&amp;A sessions targeted to prospective students - B.8.</li> </ul>	<ul style="list-style-type: none"> <li>• This helped my university by more students wanting to research about the uni on the website and after hearing good student reviews they see it as a strong contender – B.1.</li> <li>• Provided prospective students and parents with the information they need to make their own decisions – B.2.</li> <li>• Helped in promoting the university, and motivating children to achieve well in their academic life to encourage progression onto higher education – B.3.</li> <li>• Gave prospective students a different perspective of university; Working regularly I was recognised by students as a friendly face; Giving advice on how clinics and labs run so – B.4.</li> <li>• Helping show around prospective students and parents the benefits of our university – B.5.</li> <li>• Helped the university promote the study of languages and to give the visitors a good feel of the inclusive environment - B.7.</li> <li>• Helping to promote university life; Encouraged potential perspective students to consider higher education by explaining the benefits and opportunities it provides. Provided perspective students with first hand answers on questions academics and staff may not</li> </ul>	Advertising the offer of the University  Sharing university experiences with prospective students
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		<ul style="list-style-type: none"> <li>• Speaking to students and answering their questions - B.9.</li> <li>• Working on open days, school visits, outreach days, promoting the university and show it off in a positive aspect – B.11.</li> <li>• Helping plan and deliver in person the student talk on studying Economics based on my experience to prospective students – B.12.</li> <li>• Working on the welcome week, making students aware of the student ambassador scheme; Working on open days, assisting potential students; talking about my experience as a student and pointing the way around campus - C.1.</li> <li>• Helping at an open day with directions and any questions that they had about university - C.2.</li> <li>• Showcase the university and interacting with prospective students – D.1.</li> <li>• Participating in Open Days and Welcome Weeks, for prospective and newly enrolled students; Communicate different information regarding the university, it's facilities, the form</li> </ul>	<p>know how to answer; Helped to promote the course of study, university, and my university – B.8.</p> <ul style="list-style-type: none"> <li>• Promoting the university and our courses to try and get students to apply and attend our university – B.9.</li> <li>• Helped my university and the city; As ambassadors, prospective students spend the most time with you when visiting; we could help dictate whether they apply to my university or not – B.11.</li> <li>• Helped giving engaging presentations which impacted student experiences with university – B.12.</li> <li>• Helped the university by talking about my experiences with University C, hearing about a current student's experience would increase the university's reputation – C.1.</li> <li>• Helped prospective students by giving them the opportunity to ask us questions; giving them more of an insight to university life if they can ask students who attend the university - C.2.</li> <li>• Helped with my ability to mentor and coach the younger students because I can provide information and guidance to them - D.1.</li> <li>• Helped the university by ensuring the external students who engage with</li> </ul>	
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		of study about a range of different opportunities available to them within university - D.2.	different opportunities presented by the university are met with ideally presented university students, overall improving their experiences of engagement with the university - D.2.	
Presentations in schools Talks on Food Science at the University B Participating in excellence which is a WP scheme with our university. A workshop about a university system Outreach events – particularly about studying languages. Offer Holder Days Online Mock Interviews Education Outreach Delivery activities put on	<b>Delivering sessions</b>	<ul style="list-style-type: none"> <li>• Giving presentations to sixth form and young students about Food Science at my university, and how the course looks like - B.3.</li> <li>• Representing the university through these sessions and answering questions from prospective students who also come from a WP background - B.5.</li> <li>• Taking part in a workshop about a system the university uses to track student engagement – B.6.</li> <li>• Helping at events designed to inspire young people to study languages at university, giving a presentation about my experiences of studying languages – B.10.</li> <li>• Planning and delivering online and in person a talk to offer holder students on how to start their own journey in employability at university - B.12.</li> </ul>	<ul style="list-style-type: none"> <li>• Helped in promoting interest in a niche degree that few other universities offer to students, as well as in spreading awareness of food science in the modern world – B.3.</li> <li>• Helped in making university more accessible for prospective students; By answering perspective students' questions on topics of finance, health and courses I have given my experience on how my university helps students from WP backgrounds - B.5.</li> <li>• Helped in making suggestions for improving students' learning experiences at university – B.6.</li> <li>• Helped my university by being able to provide prospective students with information about studying languages and share my own positive experiences of studying at my university - B.10.</li> <li>• Helped present to applicants which impacts their experience with University B – B.12.</li> <li>• Helped the university expand its education outreach and the quality of it too; This in turn will manifest into more</li> </ul>	<p>Promoting university in schools</p> <p>Develop relationships between university and the schools.</p> <p>Facilitating access</p> <p>Increasing the quality of learning experiences at university.</p> <p>Sharing experiences</p> <p>Motivating students to apply at university.</p> <p>Promoting courses</p> <p>Expanding education outreach</p> <p>Increasing the quality of the events</p> <p>Representing the university</p>

by the university. Giving student life talks		<ul style="list-style-type: none"> <li>• Helping conduct mock interview for offer holder dentistry students and utilised my interview skills to provide mentorship to these students – B.12.</li> <li>• Helping students visiting experience to have a massive impact in engagement and thus likelihood of the students to attend university - B.12.</li> <li>• Had a tutor role as part of the scheme; Delivered sessions on finance; Representing the university, whilst also promoting the university with their financial benefits for partnership students - C.1.</li> <li>• Giving a PowerPoint presentation on my university experience - D.1.</li> </ul>	<p>students being interested in university; my behaviour and effort affects the university, as I am a representative - B.12.</p> <ul style="list-style-type: none"> <li>• Making students aware of the university; Delivering these sessions opens doors for potential students to look at universities, whilst making them aware of the benefits of going to University C, especially the financial element - C.1</li> <li>• Helped my university because it enabled me to share my experiences and reasons as to why I chose University D and the opportunities and activities available to all students - D.1.</li> </ul>	<p>Increasing students awareness about university.</p> <p>Promoting the offer at university</p> <p>Making students aware of opportunities available</p>
Careers opportunities Worked at a UCAS fare. Careers fairs at high schools	<b>Career fairs</b>	<ul style="list-style-type: none"> <li>• I have learned about a lot of master opportunities that are available to me for the future - A.3.</li> <li>• I appeared on social media for the university; Provided student perspective on uni life/my city/the application process to a quite niche course (dentistry) and so</li> </ul>	<ul style="list-style-type: none"> <li>• Provided me more options for my future academic years – A.3.</li> <li>• Attracted people to come to the stand for the uni; encouraged people to come and visit; provided students with helpful information which makes my uni and city stand out – B.4.</li> <li>• We can tell students about what the university has to offer and encourage them to come have a look on open days.</li> </ul>	<p>Promotion and retention in HE</p> <p>Promoting the university</p> <p>Advertising courses at university.</p> <p>Increasing students' motivation and interest to enrol in HE.</p>

		<p>could answer quite specific questions for students – B.4.</p> <ul style="list-style-type: none"> <li>• Answering student questions, promoting the university and encouraging people to attend open days- B.9.</li> </ul>	<p>We can also respond to their queries and build connections with the schools that we go to - B.9.</p>	<p>Promoting the city</p> <p>Providing students with relevant information about university.</p>	
<p>Summer sleepover/taster sessions</p> <p>Taster days</p> <p>Year 12 taster days</p>	<p><b>Taster sessions</b></p>	<ul style="list-style-type: none"> <li>• Supported the outreach team with a summer sleepover for year 9 &amp; 10 students; Overseeing the mealtimes for a student who had a severe nut allergy as well as encouraged the students to participate in the taster sessions – A.5.</li> <li>• Students get to experience subject specific sessions at the university, and they get to ask ambassadors questions regarding their experiences – B.9.</li> <li>• I gave campus tours and Q&amp;A sessions to year 12 students thinking about coming to my university - B.10.</li> </ul>	<ul style="list-style-type: none"> <li>• Students thought about careers they may want to do and whether university was the right choice for them; This was beneficial for the university as their school was quite local and for them to experience uni life at one of their closest universities – A.5.</li> <li>• Encouraged the students to fill out at the end of the sessions; helped members of staff plan and improve future sessions that are held by the university; Encourage students to apply to University B after seeing what it has to offer and after hearing positive experiences of our time at university - B.9.</li> <li>• Planned tours to show the best parts of my university to attract potential students - B.10.</li> </ul>	<p>Promoting university</p> <p>Increasing access in HE</p> <p>Improving learning experiences</p> <p>Increasing students' interest in applying to university.</p>	
<p>Evaluation after events</p> <p>New course development</p> <p>Feedback on the delivery of</p>	<p><b>Reflection and Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Asking for feedback from students and teachers after presentations – A.1.</li> <li>• Giving feedback on changes to my course for incoming first years – A.4.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapting any presentations or information to suit them, making the time we have with the schools more effective as we are giving them the information they want; strengthens the relationship between the university and</li> </ul>	<p>Improving and making the events more attractive.</p> <p>Increasing the quality of university experiences for students</p>	

<p>certain events I have been involved in supporting evaluation of activities</p> <p>Evaluation of activities</p> <p>Part of a focus group for an event</p>		<ul style="list-style-type: none"> <li>• Reflecting on how the event went, what went well and how we think parts could be improved; This consisted of evaluating taster sessions, time scales of different sessions and the use of surveys – A.5.</li> <li>• After an event, we had to feedback on the event and state what went well and what could have been improved – B.1.</li> <li>• Gave honest feedback when asked about how a session was received or how a day/event ran – B.4.</li> <li>• Working within the office, to transport registers, both papered and online, onto a database. – C.1.</li> <li>• After every event that I have done for Outreach, they ask the ambassadors for feedback on the day - C.2.</li> </ul>	<p>the schools as the students and teachers will know me more – A.1.</p> <ul style="list-style-type: none"> <li>• The course ended up being changed and combining more modules, so it is not as intensive and eases more into learning the content - A.4.</li> <li>• Supporting the university by making changes to improve future events and ensure the events run smoothly without any problems or delays. This also keeps the students engaged and interactive throughout the day – A.5.</li> <li>• It has allowed them to further improve the events and summer schools, to make them run even more smoothly or get the students even more involved – or less tired - B.1.</li> <li>• Allows future events to run better for students as I often give their perspective where event leads don't see it, therefore more students will come and then apply to the uni - B.4.</li> <li>• This activity contributed to the university by increasing the amount of student data the university can use for future student, Supporting the university in tracking the progress of students and supporting the scholarship program's aims - C.1.</li> <li>• By talking to the visiting students, we see what they enjoy and what they struggle</li> </ul>	<p>Increasing the quality of teaching and learning in HE</p> <p>Increasing students' motivation and engagement</p> <p>Widening participation in HE</p> <p>Increasing access to HE</p> <p>Improving the scholarship programmes</p> <p>Increasing the offer diversification</p>
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			with, which allows us to give good feedback - C.2.	
Coaching peers Reverse Mentoring Peer-to-peer training on campus tours Online assistant for Differ App Recruiting new cohort of ambassadors Student Call Centre Presenting my course at conferences Working in other departments and the student's union	<b>Other experiences</b>	<ul style="list-style-type: none"> <li>Supervising and doing training for newer ambassadors enabling me to make a direct impact on an aspect of all University B students lives contributing to positive change for the future – B.2.</li> <li>Helping newly accepted students with their integration into university life and the city – B.8.</li> <li>Encouraged my flatmates for the role of student ambassador and they both got the job – D.1.</li> <li>Being involved with reaching out to prospective students and offering support through answering several different queries regarding the university, university in general, the application process to university, support with any admin, student life, subject support, school and exam support - D.2.</li> <li>Attending conferences or talks of my course in schools has exposed and opened my course to a wider range of people which I believe will increase traction to the university in the future – B.2.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching new ambassadors has given me teaching and interpersonal skills which I implement when talking to my own patients on clinics as part of my course – B.2.</li> <li>Having discussions with staff and lecturers has improved my confidence to university staff; As a result, I am less reluctant to seek out help and I feel more confident being more open with my feelings and issues that I may have during my university life – B.2.</li> <li>Provided students with a safe space to ask and receive answers to questions and worries they may have before coming to university; Informed students of the wide variety of events available to them as well as where they can access resources – B.8.</li> <li>Helped my university with having more enthusiastic and amazing ambassadors - D.1.</li> <li>Allowed prospective students consider the university as their ultimate choice; led many students feel more prepared and incentivised to accept the university as their first choice; allowed them to view the university as a warm and compassionate institution that actively</li> </ul>	<p>Improving the work of student ambassadors</p> <p>Developing positive relationships among student ambassadors</p> <p>Developing positive relationships between student ambassadors and university staff</p> <p>Providing advice and guidance to students</p> <p>Providing students with relevant information about university</p> <p>Increasing the motivation for student ambassadors</p> <p>Promoting university</p> <p>Encouraging students to apply at university.</p> <p>Increasing aspirations for HE</p>



		<ul style="list-style-type: none"> <li>• Leading other ambassadors around campus, teaching them on what to say and how to plan a route throughout the university – B.3.</li> <li>• Working in other departments such as the University's IT support, Job link and the university's Co-op – B.11.</li> </ul>	<ul style="list-style-type: none"> <li>reaches out to prospective students to offer support - D.2.</li> <li>• Giving talks and attending conferences has ultimately increased my confidence to attend talks; helped my university society organise our first talk reviving the society – B.2.</li> <li>• Useful for training other ambassadors to give effective tours which can show off the campus and thus increase interest in visitors who come to explore the university - B.3.</li> <li>• Helped the city as they all provide a service for the customers/students/staff of the university; through my positive working attitude, I have promoted the values and morals that the city wishes to present itself with - B.11.</li> </ul>	<p>Promoting courses at conferences</p> <p>Increasing the quality of events</p> <p>Promoting university values</p>
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