

# Heidi Yeandle South West Wales Reaching Wider Partnership



## Pre Sept 2019

- Team members would book in own leaders (about a week notice)
- Sometimes Events Assistant would ask for availability, but each team member would select own leaders
- No overall rota for student leader work

## September 2019 Onwards

- I return to work, take on role of Student Leader Recruitment

# Recruitment

- 100 active SLs; 200 on database
- Over 1400 paid hours of SL work this academic year so far...
- Apply
- Attend recruitment centre (presentation and group activities with 1 member of RW team and 1 experienced SL)
- Complete HR check
- Sent monthly rota and allocated work (10<sup>th</sup> month)



# Mandatory Training Programme

- Specific to individual events
  - > ie ACE Day training before working on an ACE Day;  
STAR Day training before working on a STAR Day
- Includes child protection and some behaviour management tips
- Until this academic year, this was the only training our SLs were offered



# NERUPI Framework

- Depends on the event

- ACE Day – Year 9 Introduction to HE

Training includes how to deliver and engage with activities in line with “Knowledge of HE”:

Reflect on post-16 options and benefits of HE

Understand how HE relates to future career opportunities



# NERUPI Framework

- STAR DAY – Year 10 Revision Day  
(Study Tips to Achieve Results)

Training includes how to deliver activities in line with **“Skills Development”**:

Develop revision techniques and skills

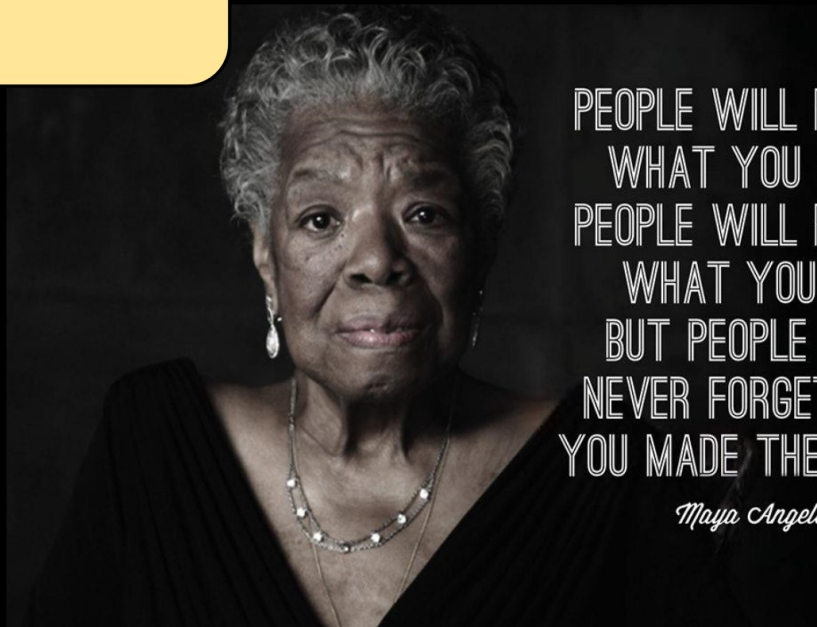




# Habitus

Experience a positive  
introduction to HE

Establish a positive  
association with HE  
(specifically Swansea  
University)



PEOPLE WILL FORGET  
WHAT YOU SAID.  
PEOPLE WILL FORGET  
WHAT YOU DID.  
BUT PEOPLE WILL  
NEVER FORGET HOW  
YOU MADE THEM FEEL.

*Maya Angelou*



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# Additional Training (“Sense of Belonging”)

County Lines

Tour Delivery

Therapeutic Play

Autism  
Awareness

Safeguarding

Mental Health  
First Aid

Employability  
– CV booster

Behind the  
Scenes

Gender  
Awareness

Working with  
Disengaged Boys

Self care / Stress  
Management

Dyslexia  
Support

Working with Looked  
After Children





# Sense of Belonging

“develop ...confidence  
and resilience to  
negotiate the  
challenge of university  
life”

**Therapeutic Play**

**Mental Health  
First Aid**

**Gender  
Awareness**

**Autism  
Awareness**

**Working with  
Disengaged Boys**

**Dyslexia  
Support**

**Working with Looked  
After Children**

# Sense of Belonging

## Autism Awareness

- Allow extra processing time
- Give one instruction/piece of information at a time
- Keep speech calm, clear and only use necessary words
- Keep gestures to a minimum
- Avoid metaphors, idioms and implied speech and sarcasm
- Use the person's name at the start of a sentence
- Use written instructions whenever possible
- Don't assume that lack of eye contact = lack of interest!
- The person may struggle with tone of voice (yours and their own)
- Be aware of personal space, they may not want you too close

## Working with Disengaged Boys

- Mixed groups of boys and girls where possible
- Linking societies/courses to hobbies and interests (eg cars to Engineering; sports to sports societies)
- Praise and positive reinforcement
- Using their names in a positive context
- Focus on enjoying the day regardless of HE aspirations; about giving the pupils the opportunity to make an informed choice about HE
- Use movement – ie longer tour
- Break down barriers regarding Student Finance
- Make activities directly applicable to real life
- Gamification – reward based system; make things into competitions and challenges if this suits your group
- Using technology / apps to your advantage

# Planned Future Training

- The South West Wales Reaching Wider “patch”
- Behaviour Management
- PGCE application
- Experienced Student Leader “Top Tips”
- Working with EAL students



# Outstanding Student Leader

## REACHING WIDER OUTSTANDING STUDENT LEADER

You all do such a wonderful job and we want to acknowledge Student Leaders who have particularly stood out, whether you've worked with a particularly difficult group, gone above and beyond with your role, or coped well with a challenging situation. Outstanding Student Leaders will receive a £5 Campus Catering voucher as a small token of our appreciation.

January 2020

- Boys Mentoring Programme
- Girls Confidence Building
- Geography Taster Session
- After School Clubs - Care Experienced Young People
- After School Events - Young Carers
- 1 x Junior ACE Day
- 1 x Primary Debating Day

Ashleigh is one of our more experienced leaders, and is always a reliable leader on any event she works on. This month she worked on a Debating Day and went above and beyond the Student Leader role by organising the start of the day, and adapted to changes made on the day with enthusiasm and positivity. She also asked perceptive questions at the Behind the Scenes training session, showing a keen interest in her role and her impact on pupil evaluations.

Ashleigh  
Lowes

Roisin  
O'Connell

Roisin worked on her first event earlier this month, which was the Young Carers After School Club. Although she is very new to the role, she took to it like a duck to water. Roisin immediately made her group feel comfortable and was enthusiastic and engaging. She was confident and was a great help to the team by showing initiative when it came to setting up the event.

Harry is a relatively new member of the Reaching Wider team, and is currently part of an After School Club for Care Experienced Young People. He has been nominated by the Reaching Wider team and a fellow Student Leader for his contribution to these sessions - he is a valuable part of the team, who demonstrates kindness and enthusiasm to staff and pupils, and engages in all activities.

Harry  
Bolland



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# HEAR Award

**Bronze award:** To achieve the bronze award all criteria must be met. To achieve some of the criteria marked with \* it must be evidenced in the reflective journal.

- ☐ Complete Reaching Wider student leader training.
- ☐ Work on a minimum of two events as a student leader within a single academic year.
- ☐ Develop awareness of the wide range of courses, general issues on student life and internal developments outside your subject area.
- ☐ Facilitate small group activities eg. practical activities with a group of younger students on a visit to the university.
- ☐ Follow instructions of the ACE day/event leader.
- ☐ Stay on time and task throughout the event.
- ☐ Through discussion, motivate and raise the aspirations of students participating in the activities to encourage them to consider Further/Higher Education as an option for the future.
- ☐ Supply suitable information and answer questions relating to life as a student.\*
- ☐ Be aware of the barriers that some pupils face which may prevent them from accessing higher education.
- ☐ Act as a positive role model for Higher Education.\*
- ☐ Complete a reflective piece on the skills gained from Reaching Wider work (300-350 words)

**Silver award:** To achieve the silver award 10 of the criteria must be met and evidenced by the reflective journal \*

- ☐ Complete Reaching Wider event training.
- ☐ Work on a minimum of five events as a student leader within a single academic year.
- ☐ Work on a study skills, Motiv8 or primary school event as a student leader within a single academic year.
- ☐ Provide encouragement and positively acknowledge new achievements of students you work with.
- ☐ Share own experiences of studying with a group of younger students on a visit to the university.
- ☐ Advise others on ways to develop their revision/subject skills and knowledge.\*
- ☐ Facilitate learning and supervise students in a subject specific workshop.
- ☐ Actively engage students participating in the activities using various techniques.\*
- ☐ Recognise the needs, concerns and difficulties experienced by young people from a range of backgrounds and work with these to ensure best outcomes on events.\*
- ☐ Show initiative when things don't go to plan.\*
- ☐ Be patient, positive and adopt a flexible approach, with the ability to remain calm in challenging situations eg a less engaged group.\*
- ☐ Build positive working relationships with pupils attending the events.\*
- ☐ Visit schools, colleges and other venues on behalf of Reaching Wider and in doing so actively participate and assist in the delivery of activities and presentations.
- ☐ To give short presentations to large groups of pupils.
- ☐ Complete a reflective piece on the skills gained from Reaching Wider work (400-450 words)

**Gold award:** To achieve the gold award 8 of the criteria must be met and evidenced by the reflective journal \*

- ☐ Complete Reaching Wider child protection training.
- ☐ Provide a mentoring support role for students.
- ☐ Problem-solving.\*
- ☐ Reporting issues.\*
- ☐ Providing feedback on work conducted to the Reaching Wider core team at daily and weekly meetings.
- ☐ Supporting the Course Tutors and members of the Reaching Wider team.
- ☐ Devising, delivering and supporting evening activities.
- ☐ Be present in a residential capacity.
- ☐ Supporting the students with their completion of coursework during study time.\*
- ☐ Responsibility of Health and Safety of others.
- ☐ Supporting Pastoral care/development.\*
- ☐ Goal setting for young people.\*
- ☐ Using initiative.\*
- ☐ Show evidence of being inclusive and breaking down barriers.\*
- ☐ Complete a Reflective piece on the skills gained from Reaching Wider work (500-600 words).



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# Going forward / ongoing challenges

- Reflective Practice (1:1 appointments)
- Male SLs
- Updating the HEAR Award
- Reaching Wider Student Leader Representative
- Evaluation of training programme





Any questions?