

Something Inside so strong 2015-16

Department Widening Access and Student Opportunity Project (DWASOP)

Final report – July 2018

Prepared for the Department of Theatre and Performance (TAP) and Student, Recruitment and Widening Participation Team

By Halimun Choudhury (Impact and Evaluation Officer)



Introduction

2015-16 was the first year departments at Goldsmiths, University of London were issued Widening access and Student Opportunity funds worth £5,000 per project.

Each project had a set of aims and objectives with a particular focus on one or more of the following:

- Outreach
- Retention
- > Student success

The department of Theatre and Performance received £5,000 to deliver a project on widening access.

The project entitled, "Something Inside so strong" was managed by Daniel Braverman (Lecturer in Theatre and Performance).

Areas of **Outreach** and **Retention** were covered in the project, delivered through a series of c8 musical theatre workshops based on the songs of Labi Siffre.



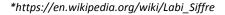
Context:

Labi Siffri is a British singer, songwriter, musician and poet. Mr Siffri released six albums between 1970 and 1975 and then four between 1988 and 1998. Some of the singles include, "It must be love", "Crying, Laughing, Loving, Lying", "Watch me" and many more.

The workshops explored the themes of Labi Siffre's songs, which included:

- ✓ Self-reliance.
- ✓ Challenging prejudice.
- ✓ LGBT relationships.
- ✓ Family and activisms.







Background

- Less than a quarter of Department of Theatre and Performance students are from Black, Asian Minority Ethnic (BAME) background, however in 2015-16 the department recruited slightly more than a quarter (27.1%) BAME students onto their undergraduate courses.
- Below is the headcount of students in the Department of Theatre and Performance from 2013-2018:

	_				All students in	% of all students in session that are BAME
Session	1	2	3			
2013-14	30	11	8	49	231	21.20%
2014-15	21	22	6	49	238	20.60%
2015-16	17	19	19	55	203	27.10%
2016-17	23	11	18	52	228	22.80%
2017-18	25	16	12	53	232	22.80%

^{*} Headcount taken from HESA statutory data, standard registration

Black or Black British (Caribbean), Black or Black British (African), Other Black background, Asian or Asian British- Indian, Asian or Asian British (Pakistani), Asian or Asian British- Bangladeshi, Chinese, Other Asian background, Mixed- White and Black Caribbean, Mixed- White and Black African, Mixed- White and Asian, Other mixed background, Arab and other ethnic background



^{** 2017-18} Headcount taken from an enrolment snapshot from the Goldsmiths' SRS system, only live students on undergraduate courses included

^{***}BAME includes:

<u>Rationale</u>

 Less than a quarter of the student population in the Department of Theatre and Performance undergraduate courses are BAME.

 As a result BAME, disabled students and Alumni volunteers have been recruited to deliver Outreach workshops to prospective students from local schools and colleges.



Aims & Objectives

The project aimed to:

- Recruit students onto two new courses: 1/ Musical Theatre and Community, 2/ Applied Performance.
- Engage with current Goldsmiths' Undergraduate students studying in the Department of Theatre and Performance to reduce the risk of drop outs.
- Identify training and support for non traditional students in the department.

The Objectives were to:

- Develop and strengthen links with local schools and colleges.
- Raise awareness of Higher Education, Goldsmiths and TAP courses.
- Recruit for TAP Summer school programmes.
- Raise awareness and recruit for departmental outreach sessions.
- Build and strengthen relationship with current students in the department through the delivery of workshops

Evaluation Objectives & Methodology

The main aim of the evaluation was to find out if the workshops:

- Had a positive impact on the students
- If it was useful, fun and engaging
- If students will consider studying at Goldsmiths
- If students will consider studying Drama, Theatre and Performance related degrees at Higher Education
- Encouraged students to do well in education
- Boosted their self- confidence
- Increase understanding of University / Higher education in general

An Outreach survey was developed by the Market Intelligence Team in corporation with the Recruitment and Outreach Team.

A printed copy of the evaluation was distributed at the end of every session for all attendees to complete.

A total of 41 responses were collected from all the workshops. 2 questionnaire surveys were completed:

- Outreach evaluation form (28 responses)
- TAP Taster evaluation form (13 responses)



Executive Summary

96% felt the workshops boosted their confidence.

85% increased their understanding about university.

Almost all participants found the sessions useful.

62% of participants are **more likely** to apply to do Theatre and Performance related subjects at **degree level**.

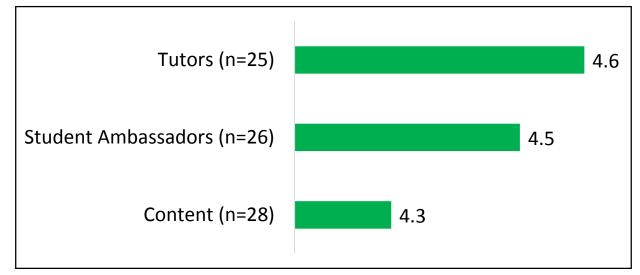
All participants would recommend the Outreach sessions.



Key findings

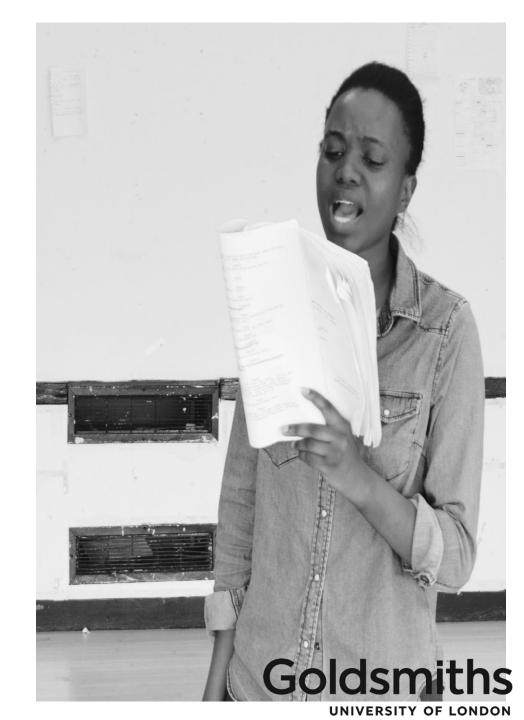
All the attendees found the workshops very useful. The average score for the sessions were $\underline{\textbf{4.5}}$ (on a scale of 1-5, where 1- not very useful and 5 – very useful).

Participants were asked to rate the <u>Tutors</u>, <u>Student Ambassadors</u> and the <u>Content</u> on a scale of 1-5, where 1 = poor and 5 = excellent. The Tutors were rated very highly, with an average score of <u>4.6</u>, Student Ambassadors were rated <u>4.5</u>.



On a scale of 1-5 (1- poor and 5- excellent), how would you rate the following aspects of the day?

* Outreach evaluation form data



Impact part i

Participants have learned a wide range from the workshops, some felt it was fun even though they didn't know anyone. Others felt they gained a deeper understanding of the subject, some learned a new genre of dance, which was fun, inspiring and interesting. The sessions allowed the opportunity for participants to explore and learn more about themselves.

"Benefits of going to university - meeting people creative sides of making theatre"--- Going to university "That I probably would be more suited for drama school. That I'd rather do musical theatre than just theatre/acting"--- Clarification on course

"Even though I didn't know anyone, I can still have fun with everyone in the room" ---- Fun

"I learnt a different genre of dance, which I found very interesting and inspirational as I love learning and exploring all different types of dance" ---

New genre of dance

"That I potentially could be anything that I want to if I put my mind to it and don't forget the people you meet" – Can do attitude

What did you learn today?

*Base: 5

**Outreach evaluation form data

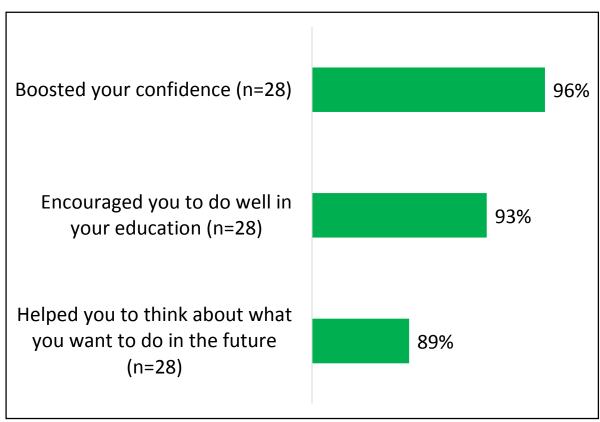
***Please note: All quotations are verbatim



Impact part ii

The workshops helped to boost confidence for almost all participants (96%).





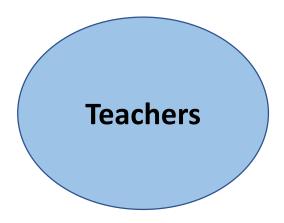
Has today....

 $*Outreach\ evaluation\ form\ data$



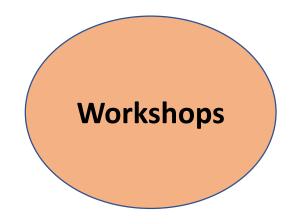
Which aspect(s) of the taster course were you most impressed with?

The participants were impressed with many aspects of the taster sessions. The teachers provided some valuable advise. The workshops were creative, interactive, fun and engaging.



"How well the members of staff got us all to gel even though we didn't know each other. How our opinions were valued. How we were allowed to explore freely"

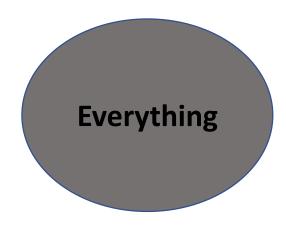
"The advice given has been soo valuable, and I have enjoyed learning from Danny Viv and Dena"



"The creative dance and the singing. The way it came from nothing to something really powerful was so useful and amazing thing to witness"

"I liked the atmosphere created as well as the activities in which we workshoped"

"Very interactive, Good ice breaking methods, Encouraging"



"All of it! It's been very interesting, fun and everyone has been hugely welcoming. Thank you"

"Lots of different aspects of theatre explored"

"Everything. I mainly enjoyed the singing but I loved the whole day"

UNIVERSITY OF LONDON



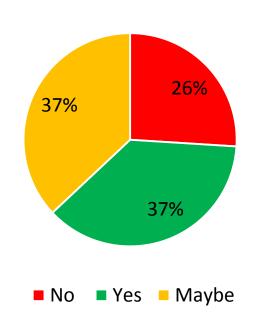
** Base: 13

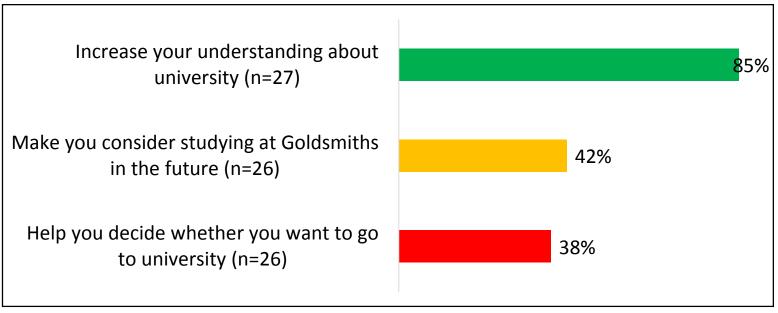
*** Please note: All quotations are verbatim

Recruitment part i

Around 37% of participants were planning to go to university before the workshop, even though 1 in 4 participants were not.

The workshops helped to increase the understanding of university. Almost a half of participants felt it made them consider studying at Goldsmiths in the future. Around 38% felt the workshops did not help to decide whether they want to go to university.





Did today...

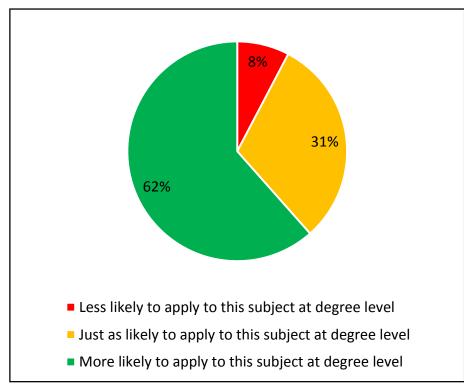


^{*}Outreach evaluation form data

Recruitment part ii



62% of participants are **more likely** to apply to do Theatre and Performance related subjects at **degree level**.



Now that you have been on this taster course are you....

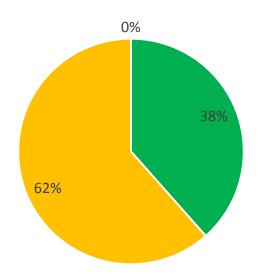


^{*} Base: 13

^{**} TAP Taster evaluation form data

Recruitment part iii

38% of participants are **more likely** to apply to do Theatre and Performance related subjects at **Goldsmiths University.**



- Less likely to apply to this subject at this university
- More likely to apply to this subject at this University
- Just as likely to apply to this subject at this university

"Did not really see enough of the uni/ students to know any more. I found that I was more likely to study drama in academic setting"- Subject level

"It was confirmed that this is what I want to do" — Subject level

"Because it looks like fun and teachers are very nice" – Goldsmiths

"Gave an overall clearer view of the University. Interesting to see the political approach of the university" - Goldsmiths

"I like the atmosphere here and the course seems very varied" – Goldsmiths / Subject level

"It gave me a good taste of what it would be like"- Goldsmiths

/ Subject level

Please give reasons:

- * Base: 9
- ** TAP Taster evaluation form
- *** Please note: All quotations are verbatim

Now that you have been on this taster course are you....

* Base: 13

** TAP Taster evaluation form



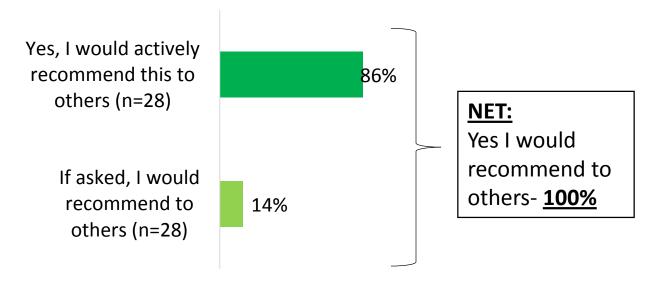
<u>Summary</u>

- The sessions were useful, the Teachers, Student Ambassadors and the Overall content were excellent and participants rated it highly on a scale of 1-5 (1- poor and 5- excellent).
- The workshops were useful and served various purposes, participants explored different genres of dance, "I learnt a different genre of dance, which I found very interesting and inspirational", others felt the sessions were useful and gave them the opportunity to learn more about themselves, "I potentially could be anything that I want to if I put my mind to it". The sessions provided participants with a deeper understanding of the subject area in general, "I'd rather do musical theatre than just theatre/acting". The sessions were fun, engaging and inspiring, "I can still have fun with everyone in the room", "I found very interesting and inspirational as I love learning and exploring all different types of dance".
- Attending the workshops boosted self- confidence for almost all (96%), encouraged a majority to do well in their education (93%).
- 37% of participants planned to go to university before attending the sessions, another 37% were unsure. However 85% felt the workshops increased their understanding of University.



Recommendations

All the students who took part in the workshops would recommend the Outreach sessions



Would you recommend today's activity to anyone else?

Based on the data collected from all the questionnaires, the Market Intelligence Team would suggest the following recommendations:

The Outreach sessions:

- Include more singing
- More practical sessions
- More group warm up activities
- Increase the length of time spent on activities

For Recruitment:

- More information about Higher Education
- More about Goldsmiths University
- More information to take home about Higher Education / Goldsmiths/ Subject, e.g. Prospectus,
- Student Ambassadors to provide participants with an insight into University life



^{*}Base: 28

^{**} Outreach evaluation form data



By Halimun Choudhury Impact and Evaluation Officer

Market Intelligence (Student Engagement)
Goldsmiths, University of London
New Cross

London SE14 6NW

