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**Introduction**

This manual has been developed as a toolkit to help with the recruitment and retention of suitably qualified applicants to Nursing. It shows activities developed and undertaken in Tayside and Fife under the Inspiring Future Nurses (IFN) project, aimed at encouraging more high calibre nursing candidates to the profession. The plan is that successful activities in other Nursing Schools can be added so that the manual becomes the main source of information about recruitment activities in Scotland.

The Inspiring Future Nurses (IFN) project aims to encourage more high calibre nursing candidates to come forward from Tayside and Fife schools. In this project, the School of Nursing & Midwifery at the University of Dundee has built on the expertise and methodology created by the Working in Health Access Network (WHAN) which was hosted by the University from 2006 until 2010. The School has now joined with Access & Participation staff to offer a very simple school-centred approach to increase awareness of and interest in nursing as a career.

This manual documents the achievements of IFN since its inception in 2010. We have also included our methodology and which aspects have been successful or unsuccessful. Included are details of all activities including event descriptors and forms used such as the event evaluation form (Appendices 4 and 5) and a checklist for event planning (Appendix 15) so that those wishing to replicate practice can do so. The challenges of working with schools are discussed and coping strategies offered which have been found to be of help.

**Overview**

A programme of activities was designed to be delivered within schools as well as in practice settings in Tayside and Fife. These activities include not only the IFN activities but also projects such as ‘Map for Life’ and ‘The Doctor and Nurse as Teacher’. Nursing students were recruited to act as role models to help deliver the activities.

Senior management within schools were contacted to discuss the proposed programme and subsequently invited to participate. The aim was to work with eight schools; however, nine eventually became involved in the programme. Pupils were invited to complete a form to register their interest. Guidance teachers were asked to supply a supportive reference for these pupils. Those supported by a reference (provided on a bespoke guidance staff form) were registered on the student record system (SITS) at University of Dundee enabling future tracking and contact.

A bank of nursing students was recruited to facilitate the programme. The project was presented to the Student Nurse Forums in both Tayside and Fife, advertised on *Hermes* (the University’s weekly email digest of information) and through My Dundee, the web-based student portal. There is now a bank of 95 volunteers. Nursing students are fantastic ambassadors for the University of Dundee and are a tremendous recruitment resource.

Activities fall into three categories;

1. workshops delivered in school;
2. events delivered centrally at university or healthcare settings;
3. other interventions delivered via social technology, e.g. web chats.

**Creating a Joined Up Rolling Programme**

The programme of activities is designed to be progressive, in that a pupil who joins the IFN group whilst in S3 will have the opportunity to attend various activities at school and events held centrally over several years. However, pupils approaching the school-leaving threshold are also catered for and can opt to attend individual events rather than participate in the whole programme.
As pupils progress through school, events become more focused. Thus the programme begins with introductions to nursing, and then activities follow illustrating the various nursing disciplines including time spent on campus with student nurses. The following is a list of the types of activities which we developed.

### School Workshops
- What Does a Nurse Do?
- Nursing – Is It for You?
- Drop-in sessions
- Working in Health workshops
- Health Professionals Roadshow

### Central Events
- Explore Nursing
- Discovering Nursing and Health Careers
- Day in the life of a Nursing Student

### Others
- Continuing Professional Development
- Child Nursing Web Chat

### Challenges
Whilst Curriculum for Excellence encourages schools to work in partnership with external agencies, the practicalities of introducing a new project to a school can be fraught with difficulty. Many schools suffer from ‘initiative overload’ and are reluctant to engage with projects which may be of short duration. For example, while this project had the support of all four Local Education Authorities (LEAs) within the local catchment area, two of the schools initially invited to participate failed to respond. Once LEA permission had been granted, we contacted the head teacher of each selected school and they were advised that the project had the full support of their LEA – a key lever in initiating change.

Some schools are easier to engage with than others. Typical contacts are guidance staff, with an extensive caseload, plus a subject teaching remit. It is essential to build a relationship with these school contacts, as they are the gatekeepers of the pupil audience. It takes time, energy and skill to build these relationships, as there is a fine line between persistence and being a nuisance. Financial constraints had an increasing impact as staffing was reduced or redeployed. This impacted on IFN in the following ways:

- schools agreeing to attend a centrally held event dropping out at the last minute;
- guidance staff having less time to promote school workshops to pupils;
- staff being unavailable to bring pupils to centrally held events;
- events for guidance and Skills Development Scotland staff being postponed or cancelled.

Inclement weather had a huge impact on the 2010/2011 school year and many local schools were closed for between one and two weeks due to snow. Schools trying to make up for lost time were even less inclined to allow pupils to attend workshops either in or out of school. The impact carried on right through to the summer.

### Coping Strategies
Although funding for IFN was worked out on the basis of working with eight schools (despite currently working with nine) we found it beneficial to open the project up to a wider audience. We continue to work closely with these nine schools but have opened some of our centrally held events to all Tayside pupils to increase their viability where demand has been slow. In addition we cooperate with other
access & participation projects promoting nursing at every opportunity. We also accept invitations from schools outwith the IFN project and deliver IFN workshops tailored to fit into their careers programme. When schools are less keen to interact with us we use alternative methods of engagement. For example, health promotion teams/school nurses deliver drop in sessions via their own programme of events. This technique has helped us gain access to three schools and has given us something to build on.

**Analysis: What Has Worked Well?**
The activities regularly receive favourable feedback from school staff, for example:

"a big thank you and well done to yourself and to the nurses who came along today to talk to the young pupils. I have since spoken to a few of these kids and they agree that it was interesting, informative and indeed ‘inspiring’."  DC, Guidance Teacher

Inviting nursing students to help deliver the events and workshops works exceptionally well. The students act as role models, they are enthusiastic and pupils find their input interesting and enjoyable. At a recent event 99% of pupils indicated they found meeting current students interesting. Typically pupils enjoy hearing why students chose nursing and they enjoy finding out about student life and stories from placements. It is also a positive experience for nursing students who can often be initially nervous about working in a classroom environment. School workshops are well received and therefore the student’s confidence increases and many of the volunteers continue to offer their help throughout their course of study.

When IFN began, training sessions were set up for the nursing student volunteers; however, these were poorly attended. In practice it has been more successful to brief the nursing students who have volunteered for each specific event. This is done by a mix of detailed email communication and also comprehensive briefing often on the journey to the school.

Introducing IFN has raised expectations in schools. Pupils and staff expect a comprehensive programme of events that roll within and through school years and there is a need to continually develop the menu of activities. Recently two of IFN schools have asked for activities for S2 and for S4. Effective working relationships with School of Nursing & Midwifery staff are essential for a project like this to succeed. This requires partnership working with the School of Nursing & Midwifery to ensure that the events are appropriate and reflect current practice. For example, the format of admissions interviews has changed recently and this has been reflected in the programme. There is a need to ensure that the knowledge of those delivering the programme is current and accurate.

Pupils were asked to complete an application form supported by a nomination form provided by guidance staff at school. This proved to be cumbersome and now only the pupils’ form is used which is then countersigned by guidance staff (shown in Appendix 13).

Social networking was considered as a means of fostering a group spirit but we decided not to use this as issues about privacy, security and moderation have arisen. These are reflected in the guidance from the Nursing and Midwifery Council and the School of Nursing & Midwifery on the use of social networking sites. Twitter is used in a limited way to promote events.

The following pages provide information about each of the activities.
School Workshops

What Does A Nurse Do?

Summary

Pupils work in groups to interview nursing students to discover what a nurse does, what attributes makes a good nurse and the skills required. They then present their findings to the rest of the class. Sessions are designed to deliver Curriculum of Excellence outcomes. Interested pupils are then invited to complete application form to join the Inspiring Future Nurses Group and also invited to attend an event held centrally in a healthcare setting.

Lesson Plan

Introduction – Role of Nursing and Inspiring Nurses Project: 5 minutes

Task – teacher to allocate pupils into 3/4 groups and each assigned a nursing student to interview. Pupils will be given five minutes to come up with questions and then 10 minutes to interview the student. Groups need to assign a scribe and a presenter and will be given flip chart paper to record their findings. The presenter will be provided with a nursing student’s uniform to wear whilst presenting. This is shown in the photograph on this page.

- Group 1: What does a nurse do? – discover what work/tasks are done on placement.
- Group 2: What skills does a nurse use? – skills needed in the workplace
- Group 3: What makes a good nurse? – a nurse’s perspective
- Group 4: What makes a good nurse? – a patient’s perspective

Group presentations time allocation: 15 minutes.

Presenter led discussion – summing up and next steps: 5 minutes

Finale: each nursing student will summarise why they chose nursing and if it is meeting their expectations. They will be asked to recount a couple of stories illustrating some of the following: the funniest thing, the worst thing, most moving experience, an example of how they really made a difference, most challenging experience i.e. something that has had a real impact on them.

How has this workshop been evaluated?

This workshop was delivered in six schools. Feedback on evaluation forms was positive. Curriculum for Excellence outcomes are shown in Appendix 6.
Nursing – is it for you?

Summary

This workshop follows on from the ‘Explore Nursing’ central event session which is held in a healthcare setting. After a brief recap of the previous session, pupils are given an introduction to the nursing programmes at University of Dundee, entrance qualifications and the application process. They are then divided into groups with one nursing student per group. Each student informs them about the programme that he/she is taking and pupils rotate around each group. Ideally the students should be undertaking different fields of nursing. Following this, the class is brought together for a group discussion about the skills, aptitudes and experiences which can help them decide if nursing is for them.

Lesson Plan

Pupils are given worksheet in Appendix 7 to complete throughout lesson

- Introduction – recap of Explore Nursing day
- University of Dundee nursing programmes
- Entrance qualifications
- Other criteria
- Application process (10 minutes)

First Task

Each nursing student leads a group informing them about his/her programme, talking about placements, theoretical work, how university is different from school, why they chose nursing and how they knew nursing was for them.

Second Task

Class discussion about skills, aptitudes and any student experiences to help them decide if nursing is for them. Work experience and volunteering opportunities discussed.

How has this workshop been received?

This workshop was delivered in seven schools and was well received. In several schools we found a growing momentum of interest in nursing.
What should a nurse do?

Summary

This workshop is designed for pupils in S4 who have taken part in our S3 workshops and who are becoming seriously interested in a career in Nursing. Our plan is to become more focussed on nursing topics, when speaking to more senior pupils and so in this workshop we are moving away from mostly hands-on activities to a mixture of these activities and some discussions on topics of interest in nursing. We are trying to give pupils a more balanced view of studying nursing, i.e. a mixture of practical and academic work. We need at least two senior nursing students, from differing branches, given that the pupils are divided into smaller groups.

Lesson Plan

Introduction – recap of previous activities (in S3): 5 minutes

Pupils are divided into groups of less than 10 and are given two scenarios to discuss for 10 minutes each.

Scenario 1  A terminally ill patient decides to stop receiving treatment for religious reasons. What should the nurse do? Who is involved in the discussion, e.g. family, doctors, ministers of religion, family GP etc. Discuss rights of patients, family concerns, society rules and obligations.

Scenario 2  A patient has received bad news about a serious complaint and wishes that his family is not informed. What should the nurse do? Discuss rights of patients, issues of confidentiality, etc.

Nursing students contribute to each group discussion, from their own experience in placements and academic work.

Group discussions – the whole group is brought together to discuss the issues raised: 5 minutes

If time allows, some hands-on activities can be undertaken in small groups, e.g. taking blood pressure and respiratory rate and marking these up on charts. Pupils will gain an insight into the techniques used and the students will explain why these activities are undertaken and the importance of recording the results: 10 minutes

Conclusion – aim was to involve pupils in more ‘academic' work, i.e. discussions of issues related to nursing. Discuss with the pupils what they have learned.

How has this workshop been received?

This workshop has been well received. The pupils being in S4 are more interested and focussed on nursing activities and they have welcomed the introduction of more ‘theoretical' work instead of purely hands-on activities.
Drop-In Sessions

Summary

Schools often invite projects aimed at improving the health and wellbeing of their pupils to drop in, over lunchtimes. This can be a very useful way in which to gain access to a school.

Lesson Plan

Take some basic clinical skills equipment and two or more nursing students to engage with pupils on an informal basis. This type of session works best when there is a centrally held event planned. It is then possible to talk about this with interested pupils and leave with a list of those pupils interested in attending the event.

How Have Drop in Sessions Been Received?

This strategy has been used successfully in three schools. Informal drop in sessions over lunchtime were suggested. Access into one school was gained via the health promotion team/school nurse.
Working in Health Workshops

Summary

Sometimes schools prefer to offer their pupils a more general careers workshop. The ‘Working in Health’ workshop for S3 pupils fits into one school period. This is simple to organise and offers a starting point for young pupils to begin thinking about their future career.

Lesson Plan

Introduction – ask the youngest nursing student their age and point out that he/she only ‘x’ years older than the pupils. The aim is to encourage the pupils to think about their future. Explain that they will participate in the following 3 x 15 minute stations.

- **Nursing** – a nursing student presents on why he/she chose nursing as career. They discuss useful skills for a health professional and a few basic examples of clinical skills such as pulse taking/temperature etc.
- **Patient Journey** – the pupils are given a scenario about how they discover an elderly person who has had a fall and asked to come up with a list of health professionals involved in the patient’s recovery.
- **Student Experience** – the nursing students discuss issues such as university life, social life, living away from home or not, money, studying, differences between school and university.

Conclusion – Invite pupils to a centrally held event in order to explore their career interests further.

How has this workshop been evaluated?

This simple workshop is always well received by pupils. It has been delivered five times in the current year. More than 90% of pupils found the activity interesting and 98% found it useful to meet the current students. Twenty-one percent of all pupils who said that they had not considered a future career with the health service said that after the workshop they would now be interested in a career in the health service.
Health Professional Roadshow

Summary

It is increasingly difficult to populate central careers events and one way to circumvent this is to deliver a roadshow offering a variety of career specialisms to senior pupils without them having to travel away from school. This is delivered by asking AHP students currently on placement in the Tayside area to join our nursing students in delivering sessions to promote their future careers. It gives the students valuable experience and it is beneficial for the pupils to meet with students who are just a few years older than themselves. In order to make this viable, visits to four schools over two days are organised spending two hours at each school.

Lesson Plan

Introduction – keep very brief to maximise engagement.

Have between 3 - 5 stations and rotate pupils in small groups around stations allowing them to spend approximately 15 minutes at each station. Try to arrange for a large space so that workshops can be accommodated in one area. Ask presenters to cover the following; introduce their specialism, discuss their course and their placements, the application procedure i.e. grades/work experience needed and their career prospects. Encourage presenters to bring in props so that pupils have the opportunity for hands on activities. Please see Appendix 8 for programme delivered in March 2011.

How Have the Roadshows Been Received?

Roadshows have been delivered in the past two years. The first time this was offered it was a huge success with four schools participating. This year only three schools accepted the offer. Feedback from pupils and teachers has been consistently very positive. One teacher (AM) commented,

‘I think this has been one of the most successful careers events that we have had. The bell for home time has rung and the pupils are still here listening to the students!’

This is a time consuming event to organise; however, schools appreciated the visit and the fact that senior pupils could benefit without losing too much study time just prior to national exams. Given that much of modern healthcare requires interdisciplinary working it was useful for students to meet with peers from other areas of specialism and all participants enjoyed the experience.
Central Events

Explore Nursing

Summary
The objective of this event was to provide pupils from schools participating in the Inspiring Future Nurses initiative with the opportunity to gain an insight into nursing by participating in hands-on workshops. Many of the pupils attending had already taken part in an awareness-raising activity at their school, delivered with the assistance of nursing students. This event provides them with the opportunity to come to a hospital environment to explore nursing in more depth and discover if it could be a future career for them.

Programme
Pupils were divided into groups numbering between five to ten individuals and each group was assigned a nursing student as group leader. They were then escorted around the following five workshops:

- Preventing infection - it's more than washing your hands
- How big is my baby? Skills a midwife needs
- Mental health - keeping it and improving it
- What do nurses do every day? Some skills you will learn
- Help! It's an emergency! What do I do now?

Although IFN encourages young people to consider nursing as their future career, many pupils gravitate towards midwifery without a clear understanding of the role of a midwife. Therefore we felt it was appropriate to include a midwifery workshop in an attempt to rectify this.

After the group sessions the pupils were brought together for a final session titled 'Your Future as a Nurse' delivered by staff from the School of Nursing & Midwifery and from the University of Dundee Careers Service. This included the wide range of work/careers/locations for which a nursing degree can be used as a starting point.

Schools were allocated a morning or an afternoon session with all schools being present for the careers presentation which was in the middle of the day. The five workshops were then repeated for the afternoon visitors.

How was this event evaluated?
In total we had 88 pupils attend from seven Tayside schools. Fifty-three percent of pupils completing the feedback questionnaire said that they would like to be a nurse or midwife with a further 44% saying that they would consider these careers. It was very pleasing that 100% of respondents said that the activities were interesting. When asked about specific workshops, all were rated to be interesting by at least 91% of respondents which suggests that the content and delivery of the workshops was appropriate.
Discover Nursing & Health Careers

Summary

The objective of this event was to provide pupils who were unable to attend the original Explore Nursing event to gain an insight into nursing and health careers through hands-on workshops. Schools participating in another Access & Participation project were also invited to send pupils. This event was scheduled in May while the SQA exams were being held and therefore only S3 pupils could attend. Many of the pupils attending had already taken part in an awareness-raising activity at their school delivered with the assistance of nursing students. This event provided the pupils with the opportunity to come to a hospital environment to explore health careers in more depth and discover whether it could be a future career for them.

Programme

Pupils were allocated into three groups and following an introduction were escorted around three activity areas. They spent 45 minutes in each area visiting the following hands on workshops:

- Adult Nursing
- Mental Health Nursing
- Midwifery
- Child Nursing
- Medical Student Activities
- Medical Physics
- Occupational Therapy

How was Discover Nursing & Health Careers Evaluated?

Six schools were invited to send up to 15 pupils each. This event takes considerable time to set up. Feedback from teachers and pupils was extremely positive and undoubtedly the pupils gained a great deal from the experience.
A Day in the Life of a Nursing Student

Summary

The objective of this event was to offer senior pupils the opportunity to attend university for a day and gain an insight into life as a nursing student.

Programme

Pupils were grouped into seven per group and allocated to a nursing student who took the role of group leader. There were eight groups in total. They attended a short lecture on hygiene and infection control, followed by a tutorial led by their group leader. Each group was set a different task and groups then reported back to all participants. Pupils were provided with lunch in the company of first year nursing students. Following this, pupils attended clinical skills workshops before hearing about careers in nursing and the application process and bursaries. Please see Appendix 9 for further details about the programme.

How Was A Day in Life Of A Nursing Evaluated?

This event was promoted through the University of Dundee website as an open day. This meant that we had several attendees from outwith our local area, including two from England. In total 56 pupils attended from 14 schools. The event was well received with 91% of pupils stating that it was useful to meet current nursing students.

It gives pupils a realistic insight into life as a nursing student and as such is an important part of the overall programme, which must be both attractive but also insightful. Too many potential students progress through to the point of interview for a nursing degree only to be unable to describe what nursing involves, what skills are required and why they are best suited. Clinical workshops were the pupils’ favourite part of the day but clinical skills are only part of the nursing curriculum and it is important for prospective nursing students to understand that theory accounts for a substantial proportion of all nursing programmes.
Other events

Continuing Professional Development

Summary

IFN staff have been invited by Dundee City Council to inform their guidance staff along with Skills Development Scotland staff about nursing programmes and career opportunities. A programme was prepared (see below) to inform staff about new developments within nurse education and the application process as well as to provide a comprehensive insight into the range of career options open to nursing graduates. Presentations are designed to dispel some of the myths surrounding nursing and studying nursing at university.

Programme

- Introduction
- Nurse education and the new curriculum 15 mins
- Admissions and application process/interviews 15 mins
- Student nurse - dispelling myths 10 mins
- Careers and where a degree in nursing can lead you 15 mins
- Inspiring Future Nurses - work in schools 10 mins
Child Nursing Webchat

Summary

A significant proportion of the pupils are interested in child nursing which has a limited number of places available.

It is not always possible to have a child nursing student attend every school event. Therefore we decided to invite two child nursing students to take part in a web chat scheduled during lunchtime when both student and pupil could be ‘present’ without the need for travel.

This web chat was promoted to all IFN schools and pupils wishing to attend logged on via computers in their school library.

How Was the Child Nursing Webchat Evaluated?

Only two pupils logged on but the information they received from the two nursing students was excellent. The pupils were very appreciative and the students also enjoyed the experience. The webchat was simple to set up and it will be replicated.
Building a Volunteer Bank of Nursing Students

The activities that have been developed in the IFN project rely heavily on students as a recruitment resource. It is clear that school pupils enjoy meeting people just a few years older than themselves, who have left school and have moved on to university.

IFN staff spoke to Student Nurse Forums in both Fife and Tayside to explain the project and ask for volunteers. The project was also advertised in the University of Dundee’s weekly email digest of information and through the web-based student portal. There is now a bank of 95 volunteers.

The nursing students are fantastic ambassadors for the University of Dundee and are a tremendous recruitment resource. In line with current practice at University, the volunteers are paid an hourly rate of £6. The School of Nursing & Midwifery is informed about the students who have volunteered.

Please see Appendices 10 and 11 for student volunteer application form and information on the skills nurses develop through volunteering.
Appendix 1 - Central Event Step By Step Guide

Explore Nursing

Planning
1. Come up with an idea, outline aims and objectives, target audience
2. Draw up a draft programme with timings
3. Suitable date for attendees, think school and student calendar.
4. Book venue
5. Contact presenters and book them
6. Decide on number of helpers required and recruit them
7. Decide how to advertise and promote event to schools and pupils

Pre-event organisation
1. Invite schools to participate giving as much notice as possible. Follow up with phone calls. Use as many media as possible - University website, Twitter, Facebook (University), local radio etc.
2. Prepare risk assessment and forward to schools
3. Draw up detailed plan with timings - see Appendix 14
4. Send joining instructions to schools - see Appendix 2
5. Send disability/any issues form to school – see Appendix 3
6. Contact presenters to check if any equipment is required and arrange
7. Compose file with presenters’, helpers’ and organisers’ contact details including mobile phone numbers
8. Ensure all IT issues dealt with and booked
9. Arrange catering

Organisation - Just Prior to Event
1. Ensure all schools have provided pupil names, disability information etc
2. Allocate pupils to groups and prepare group/name badges
3. Allocate tasks to helpers and ensure that they will attend
4. Ensure all equipment is booked
5. Send details to University Press Office
6. Finalise arrangements with venue ensuring that seating, display boards etc are organised
7. Prepare signage
8. Prepare evaluation forms for pupils and teachers
9. Prepare any handouts
10. Provide presenters, helpers and schools with mobile number for contact on the day

Organisation – One hour to go
1. Brief helpers and final allocation of tasks – walk through event, explaining responsibilities, discuss timings and tactics for recovery if timings slip, point out fire escapes etc
2. Give group leaders a list of pupils within their group
3. Put up signage
4. Inform staff at main reception about event
5. Set up workshop areas with divider boards and chairs
6. Install Flickr photos in lecture theatre for entertainment of pupils arriving early
7. Greet presenters and show to their workshop area
8. Set up event registration point
9. Set up refreshment stand
10. Ensure that helpers are in position to receive pupils at bus drop off area

Delivery
1. Register pupils as they arrive, distribute badges, offer refreshments and then usher into lecture theatre
2. Deliver introduction to event including housekeeping rules
3. Introduce group leaders and send pupils to first workshop in groups
4. Update attendee list and reconcile group leader lists
5. If pupils are attending event unaccompanied by teachers, report any who fail to arrive by phone to school asap
6. Check timings and re-adjust
7. Ensure that group leaders give presenters 5 minute warning before end of each workshop
8. Walk around event and address any problems
9. As the end of the event approaches hand out teacher evaluation forms
10. Group leaders escort pupils back to lecture theatre
11. Hand out evaluation forms, pencils and handouts
12. Deliver concluding remarks, collect completed evaluations, and dismiss pupils in schools
13. Thank workshop presenters and helpers
14. Tidy up, remove signage

**Post Event**
1. Write to all presenters, and helpers to thank them
2. Write and thank schools for attending
3. Follow up on any incident and ensure correct paperwork completed
4. Analyse evaluation forms and write report
Appendix 2 - Sample of Advice to Schools

Joining Instructions - Explore Nursing, 14 December 2010

We look forward to seeing your pupils and members of your staff at the above event. In order to ensure your staff representatives are fully informed we have listed below the main structure and timing of the programme.

1. Buses should drop off pupils at the main service bus bay which is found by initially following directions for A&E/Maggies Centre, then the bus only lane and finally turning right into service bus drop off area.

Alternatively, school mini buses can drop off pupils at the drop off area which is accessed from Ninewells Drive. Please note that this area has a height restriction of 8ft 6inches.

We will have staff and student helpers waiting at the bus bay and the drop off zone and they will escort your pupils to the registration desk for the day. Therefore if your staff member is driving the mini buses they will be able to drop off pupils and then park the minibus (we suggest car park 9). A map of the hospital campus is provided for your driver.

2. Pupils will be escorted to the Medical School. A member of University staff or a student helper will be responsible for guiding each school to the appointed registration area and will issue each pupil with a name badge and group allocation.

3. Pupils will be given a 10 minute introduction to the morning’s event starting at 9.50am in Lecture Theatre 3.

Pupils will be escorted around the following five workshops, each lasting 25 minutes:

- Preventing infection - it's more than washing your hands
- How big is my baby? Skills a midwife needs
- Mental health - keeping it and improving it
- What do nurses do every day? Some skills you will learn
- Help! It's an emergency! What do I do now?

5. Once pupils have visited all workshops they will return to Lecture Theatre 3 for a couple of short presentations which will conclude at 12.40pm. Pupils will be asked to complete a short questionnaire which will be used to evaluate the success of the event.

6. Pupils will then be escorted back to the service bus bay for collection at 12.45pm. Please ask your driver to adhere strictly to the time schedules.

Please forward a list of pupils attending as soon as possible. We also require the names of pupils who have a health condition. As this is a large scale event, the University press office, NHS Tayside press officer and/or local press may be in attendance. If you have any objection to photographs being taken of your staff or pupils please inform us prior to the event.

Thank you for accepting our invitation to this event and we look forward to seeing you or your staff representatives and pupils. If you require further information please get in touch.

Gordon Black/Fiona Dear
Tel: 01382 386647 Email: ifn@dundee.ac.uk
Appendix 3 - Disabilities/Issues to Be Aware Of Proforma

<table>
<thead>
<tr>
<th>Any Disabilities</th>
<th>Any allergies</th>
<th>Any other disability issues</th>
<th>Diet Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4 - Explore Nursing Pupil Evaluation

We need to know what you think of the events and activities we ran for you today to help us work out if we’re putting on the best events we can. Please help by answering the questions below.

<table>
<thead>
<tr>
<th>Your School</th>
<th>Today’s date</th>
<th>Your Year</th>
</tr>
</thead>
</table>

Working in Health
How many people do you know personally who work in the health service? ........................................
In particular, how many nurses and midwives do you know personally? ........................................
After today, do you think you would like to be a nurse or a midwife?

Yes: ………..  No: ………..  Maybe: ………..

If you stated ‘Yes’ what would help you realise your ambition?

Have you discussed working in health / becoming a nurse or midwife with these people? (Enter Y for yes or N for no)

a) Parents………… b) Other family………… c) Friends…………
d) Teachers......... e) Careers advisers......... f) Others – who? ………..

Today’s event and activities
How interesting were today’s activities?

Not at all □  Not very □  OK □  Quite interesting □  Very interesting □

Which workshop did you like best? ……………………………………….

Why? …………………………………………………………………………………

How useful was it to meet current nursing students?

Not at all □  Not very □  OK □  Quite interesting □  Very interesting □

In particular, how interesting were these activities?

<table>
<thead>
<tr>
<th>Preventing infection – it’s more than washing your hands</th>
<th>Very</th>
<th>Fairly</th>
<th>Not Very</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>How big is my baby? Skills a midwife needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health – keeping it and improving it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do nurses do every day? Some skills you will learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help! It’s an emergency! What do I do now?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your future as a nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was there anything we didn’t cover which you would like to have had included? …………………

What future activities would be useful to you? …………………………………………………

Any other comments? …………………………………………………………………………………

THANK YOU!
Appendix 5 - Explore Nursing Teacher Evaluation

We hope that you and your pupils enjoyed the visit to Ninewells Hospital and Medical School. We would be grateful if you would complete this feedback form. It will help us plan for the future.

Name..........................................................................................................................
School ..........................................................................................................................

How useful was it for your pupils to meet … (please tick)

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Fairly</th>
<th>Not very</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health care professionals?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was the timing/organisation of this event suitable for your school?

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

Would other events be more suitable in content and timing?

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

In particular, how interesting were these activities?

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Fairly</th>
<th>Not very</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventing infection – it’s more than washing your hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How big is my baby? Skills a midwife needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health – keeping it and improving it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do nurses do every day? Some skills you will learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help! It’s an emergency! What do I do now?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your future as a nurse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was there anything we didn’t cover which you would like to have had included?

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

Other comments, suggestions, advice, ideas for events, would be gratefully received:

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

We will offer a follow-up session in school for your pupils the aim of which will be to help them plan how they can find out if nursing is for them. We hope to make these visits January – March. Please suggest approximate dates which would be suitable for your school.

THANK YOU
Appendix 6 - Curriculum for Excellence Outcomes for Introduction to Nursing Workshop

Outcomes and Experiences
Pupils meet current nursing students to find answers to key questions through the following tasks:

- What is done on placements
- Skills needed in the work place (skills for work)
- Perceptions of what makes a good nurse

Main Task
Provide an overview of what nursing is about.

Main Learning Process
Each group of pupils carries out specific tasks in which they will learn about physical aspects of caring for patients, employability and soft skills, and which factors contribute to high quality nursing.

Sub Tasks
- Interviewing
- Discussion
- Presenting:
  - identify questions to help interview student nurses
  - present their findings in a simple presentation for the rest of the class
  - identify through presenter-led discussion the possible next steps to find out more about nursing

Success Criteria
- Pupils demonstrate listening, talking and writing skills
- Pupils demonstrate initiative and team work skills
- Pupils successfully produce and present their findings
- Pupils can evaluate a potential career option
Appendix 7 - Nursing – Is It For Me? Worksheet

I am interested in these nursing programmes:

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

The current academic entrance requirements are:

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

(Note: different universities have different entrance requirements. Entrance requirements may change so always check websites for up to date information)

Skills and aptitudes which are useful in nursing are:

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

Experiences which can help me decide if I would enjoy nursing are:

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

My next steps are:

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

Any questions? Need help? Contact Fiona Dear/Gordon Black

Email: ifn@dundee.ac.uk
Telephone: 01382 386647
Appendix 8 - Careers in Health Roadshow Programme 30 & 31 March 2011

Objective
To engage with senior pupils who wish to explore careers in health.

Plan
Introduction
Pupils will rotate around the presentations
Completion of evaluation forms

Wednesday, 30th March
Blairgowrie High School          tbc
St John’s RC Academy           13.45

- Radiography
- Pharmacy
- Paramedics
- Mental health nursing
- Dietetics

Thursday, 31st March
Perth Academy                   10.30 – 12.00
Community School of Auchterarder 13.30 – 14.40

- Mental health nursing
- Radiography
- Paramedics
- Pharmacy
- Dietetics
Appendix 9 - Inspiring Future Nurses: a Day in the Life of a Nursing Student Programme

Dundee University
21st June 2011 10.00-15.00

10.00 –10.05 Introduction

10.10 –10.40 Lecture – Emma Burnett, School of Nursing and Midwifery

10.45 –11.15 Group work/tutorial, following on from the lecture, led by current students in nursing

11.20 –11.50 Feedback session

11.50 –11.55 Walk through campus to Dundee University Students Association (DUSA)

12.00 –12.30 Lunch in DUSA (Carnegie Suite)

12.40 – 13.40 ‘Hands on Nursing’ & ‘Student Life’, with current students

13.45 – 4.00 Careers in nursing

14.00 – 4.30 The application process / bursaries –Tony Barr, School of Nursing and Midwifery

14.30 –14.40 Evaluation and Close

If you would like to attend please register online at www.dundee.ac.uk/undergraduate/visits/inspiring_future_nurses.htm

Or contact Fiona Dear or Gordon Black on 01382 386647 or email ifn@dundee.ac.uk

www.dundee.ac.uk/admissions/participation/ifn
Appendix 10 - Volunteer Application Form

INSPIRING FUTURE NURSES
Volunteer Application Form

Please use BLOCK CAPITALS throughout

Personal Details

Surname: .............................................................................................................
Forename(s): ..................................................................................................... Title: ............

Home Address:                                               Term/Correspondence Address (if different):
Postcode:  Telephone No:  E-mail Address:

Male □ Female □ Nationality: .................................................................

Current Study

Which qualification are you currently studying for? (State name of qualification and course title)
Degree: ............................................................................................................. Course: .................................................................
Your present year of study: .................................................................
Matriculation number: ........................................................................

Name of your secondary school: .................................................................

Availability

When are you likely to be available?

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When are you definitely unavailable?

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your Path to Further or Higher Education

Prior to your current course did you? ...

Take a gap year: ........................................................................................................

Study another undergraduate course: .................................................................

Attend college: ........................................................................................................

Gain work experience: ...........................................................................................

Volunteer: ................................................................................................................

Come straight from school: ..................................................................................

Do something else: ...................................................................................................

Comments

Please return this application form for the attention of Fiona Dear/Gordon Black to:

2 Airlie Place, University of Dundee, DD1 4HN Tel: (01382) 386647
E-mail: IFN@dundee.ac.uk
Appendix 11 - Inspiring Future Nurses: Skills Developed Through Volunteering

Inspiring Future Nurses is a project coordinated by Access & Participation, University of Dundee. The aim of the project is to provide an insight into nursing with targeted schools from low progression to higher education and/or low progression to the School of Nursing & Midwifery at the University of Dundee. The plan is to offer bespoke interventions delivered with the assistance of student nurses and practitioners in schools and in medical settings to which school pupils would be invited.

Role of Student Nurse Volunteers

- To act as mentor and role model to pupils
- To talk about their experiences on placement and at university
- To demonstrate use of the medical equipment which nurses use
- To give insight into application procedure
- To convey enthusiasm for nursing as a course choice and as a career

Training

All volunteers will attend a training session which will cover the following:

- Project objectives
- Content and lesson plan for sessions
- Working with young people – what to expect from them, responsibilities of a role model, ‘dos and don’ts’
- Messages to give out

Skills developed through volunteering

- Self confidence
- Communication skills
- Listening
- Working with young people
- Working with groups – including all participants
- Talking – using appropriate language
- Building a working relationship quickly
- Teaching skills
- Lesson planning – how much to include in a session
- How to check information has been received
- Managing time
- Team working
- Working with team of volunteers
- Working as a professional and with other professionals i.e. teachers
- Knowing your limits – when to say no, how to acknowledge lack of knowledge
Appendix 12 - Case Study of an Event in Action: A Day in the Life of a Nursing Student

We had 56 pupils attend from 14 schools. We were already expecting 65, plus we had a phone call from Harris Academy on the morning of the event stating that 5 of their pupils would attend. Therefore, of the 70 pupils expected, 80% actually turned up which was an excellent result given horrendous weather.

IFN Schools represented were:
- Waid Academy
- Auchmuty High school
- St John's Dundee
- St Paul's Dundee
- Perth High School
- Carnoustie High school
- Harris Academy

Non IFN Schools represented:
- Kelso High School
- King Edwards VI School, Morpeth
- Monifieth High School
- Arbroath High School
- Woodmill High, Dunfermline
- Blairgowrie High School
- Community School of Auchterarder

All pupils attended unaccompanied, except for one school which sent two teachers. All pupils behaved impeccably. An incident form was completed for one pupil who became unwell during the event.

Feedback from the day was very positive. I would recommend the day is repeated with a few adjustments. A snapshot of feedback is included below.

In particular, how interesting were these activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very</th>
<th>Fairly</th>
<th>Not Very</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infection lecture</td>
<td>14</td>
<td>31</td>
<td>31</td>
<td>69%</td>
</tr>
<tr>
<td>Group work following on from lecture</td>
<td>16</td>
<td>36</td>
<td>23</td>
<td>51%</td>
</tr>
<tr>
<td>Lunch-time meeting with current students</td>
<td>18</td>
<td>40</td>
<td>21</td>
<td>47%</td>
</tr>
<tr>
<td>Hands-on activity stations</td>
<td>37</td>
<td>82</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>Careers in Nursing</td>
<td>29</td>
<td>64</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>The application process/bursaries</td>
<td>27</td>
<td>61</td>
<td>16</td>
<td>36%</td>
</tr>
</tbody>
</table>
Appendix 13 - Pupil Application Form

ACCESS AND PARTICIPATION
INSPIRING FUTURES

THIS FORM TO BE COMPLETED BY THE PUPIL

Prefer to complete ALL sections of this form using a felt tip pen or black type i.e. BLOCK CAPITALS.

All information is kept in accordance with the Data Protection Act 1998. Where information is being collected for market research it will be marked with a hash #

A. Which programme are you participating in?

Programme Name: (pick one to indicate which programme)
- Discovering Degrees For Schools
- Inspiring Future Nurses
- Inspiring Future Doctors
- Other: please tell us which__________________________

B. About your School

What is the name of your school? ________________________________

What is your current school year (pick one only): S1 S2 S3 S4 S5 S6

C. Your Personal Details

Surname / Family Name: ________________________________

First and Middle Name(s): ________________________________

Date of Birth (dd / mm / yyyy): ________________________________

Male / Female (Please circle): ________________________________

Name by which you would like to be known: ________________________________

Previous Surname: ________________________________

Home Address: ________________________________

Age on 30th September 2010: ________ years ________ months

County where you live: (i.e. Dundee, Fife, etc): ________________________________

City: ________________________________

Country of Birth: ________________________________

Postcode: ________________________________

Nationally: ________________________________

Telephone Numbers (with Country and Area Code) Tel: ________________________________

Mobile: ________________________________

If you are not a UK/EU national, but have a home address in the UK/EU, what date did you enter the UK/EU?

Email: ________________________________

D. More About You – the questions in this section enable the University to monitor its Equal Opportunities Policy

1. Ethnic Origin* – I would describe myself as (tick one):

- 11. White - British
- 12. White - Irish
- 13. White - Scottish
- 19. Other White background
- 21. Black or Black British - Caribbean
- 22. Black or Black British - African
- 29. Other Black background
- 31. Asian or Asian British - Indian
- 32. Asian or Asian British - Pakistani
- 33. Asian or Asian British - Bangladeshi
- 34. Asian or Asian British – Chinese
- 39. Other Asian Background
- 41. Mixed - White and Black Caribbean
- 42. Mixed - White and Black African
- 43. Mixed - White and Asian
- 49. Other Mixed Background
- 80. Other Ethnic Background
- 90. Not known (and you are domiciled in the UK or EU)
- 98. Information refused
- 99. Not known (and you are domiciled overseas)
2. **English Language** - please indicate whether English is:  
(a) Your first language  
(b) Your main language for education  
(c) Learnt as a foreign language

3. **Disability** – if you have a disability, please provide more information and indicate any additional support requirements, as relevant.

4. **Parental Occupation** – what jobs do your parents or guardians have?

<table>
<thead>
<tr>
<th>Your Father or guardian:</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Mother or guardian:</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

For ‘Inspiring Future Nurses’ only – do any of your family work in health-related jobs?

5. **Participation in Higher Education**

<table>
<thead>
<tr>
<th>If you entered University in the future, would you be the first person in your family to go to University?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If you answered ‘No’, have your parents or guardian been to University?  
(please tick one)

1. Yes  
2. No  
3. Don’t know  
4. Prefer not to say

6. **Your Personal Experience**

What job are you interested in doing? Why are you interested in that job? Has anyone inspired you or do you have any experience in that area?
F. Declaration

I certify that, to the best of my knowledge, the information given on this form is true, complete and accurate.

Data Protection Act 1998. The personal information provided by you in this form will be used for the provision of general advice to you with regard to the courses and services offered by the University of Dundee, and for the tracking of take-up of such services and general market research.

Where information is being collected for market research it will be marked with a hash (#). This information will only be used to produce aggregate statistics and will not be used in ways that identify any individual, although it may be stored against an individual’s name in the database.

The information you provide will be used for no other purpose and will not be passed to anyone outside the University of Dundee.

In completing this form you consent to the information which you provide being held and processed by the University of Dundee, in electronic and manual formats, for the purposes specified above.

Pupil’s Signature: Date:
Teacher’s signature Date
**Appendix 14 - Example of event plan, with timings**

**Inspiring Future Nurses**  
**Tuesday 14 December 2010**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.45 - 10.00</td>
<td>Introduction (lecture theatre 3)</td>
<td>Library 3</td>
</tr>
<tr>
<td>10.00 - 10.25</td>
<td>group A</td>
<td>Library 4</td>
</tr>
<tr>
<td>10.25 - 10.50</td>
<td>group B</td>
<td>W floor 1</td>
</tr>
<tr>
<td>10.50 - 11.15</td>
<td>group C</td>
<td>W floor 2</td>
</tr>
<tr>
<td>11.15 - 11.40</td>
<td>group D</td>
<td>W floor 3</td>
</tr>
<tr>
<td>11.40 - 12.05</td>
<td>group E</td>
<td></td>
</tr>
<tr>
<td>12.15 - 12.45</td>
<td>joint session (lecture theatre 3)</td>
<td></td>
</tr>
<tr>
<td>13.00 - 13.25</td>
<td>group F</td>
<td></td>
</tr>
<tr>
<td>13.25 - 13.50</td>
<td>group G</td>
<td></td>
</tr>
<tr>
<td>13.50 - 14.15</td>
<td>group H</td>
<td></td>
</tr>
<tr>
<td>14.15 - 14.40</td>
<td>group I</td>
<td></td>
</tr>
<tr>
<td>14.40 - 15.05</td>
<td>group J</td>
<td></td>
</tr>
<tr>
<td>15.10 - 15.25</td>
<td>closing remarks, evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Venues**  
**Library 3**: Mental health - keeping it and improving it  
**Library 4**: How big is my baby? Skills a midwife needs  
**W floor 1**: Preventing infection - it's more than washing your hands  
**W floor 2**: What do nurses do every day? Some skills you will learn  
**W floor 3**: Help! It's an emergency! What do I do now?  
**LT3**: Introduction, joint session, closing session

**Group leaders (students)**  
A and F  
B and G  
C and H  
D and I  
E and J

**Staff**  
MS  
CW  
EB  
SS  
KM
### Appendix 15 - Checklist for Event Planning

<table>
<thead>
<tr>
<th>Checklist Item For Events</th>
<th>Y/N</th>
<th>Adjustments needed</th>
<th>Who actions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Venue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check access to all areas including entrances, exits, lifts &amp; catering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessible designated spaces reserved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car park to venue route accessible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car parking including disabled spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear maps, directions and building plans or access routes sent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear sign posting to venue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of seating locations and space in gangways etc available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide dog facilities including drinking water &amp; toileting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction loop system available or hire booked</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction loop system checked for electronic interference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local transport links available and information</td>
<td></td>
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<td>Proximity of facilities to event rooms</td>
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<td>Public address system available</td>
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<td>Working height adjustable microphone for presenters</td>
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<td><strong>Event Planning</strong></td>
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<td>Budget</td>
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<td>Consideration of how incidents will be dealt with including missing participants</td>
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<td>Disability awareness of event staff</td>
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<td>Refreshment options and cup types available</td>
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<td>Food choices accessible</td>
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<td>Food dishes labelled and presented separately</td>
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<td>Presentation techniques considered</td>
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<td>Regular refreshment breaks in accessible areas</td>
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<td>Rest breaks for interpreters if applicable</td>
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<td>Risks &amp; hazards identified, assessed and addressed</td>
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<td>Signage &amp; materials DDA compliant e.g. font, colour, appropriate height etc</td>
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<td>Speaker requirements considered and resource requirement</td>
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<tr>
<td>Speakers, facilitators &amp; ASRS staff fully briefed regarding venue, participants, expectations, programme</td>
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<td>Staff with appropriate Disclosure Scotland approval used</td>
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<td>Time to move between sessions allowed for</td>
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<td><strong>Pre-event information &amp; organisation</strong></td>
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<td>Clear event description including intended outcomes distributed in timely manner</td>
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<td>Disabled people a specifically targeted group</td>
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<td>Equalities statement included</td>
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<td>Publicity material/programme in place</td>
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<td>Range of formats can be made/are available</td>
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<td>Prior information obtained about health and special needs</td>
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<td>Consent form completed if applicable</td>
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<td>School event - information given to school regarding any requirements e.g. outdoor clothing and footwear</td>
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<td><strong>Booking confirmation</strong></td>
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<td>Adjustment needs of participants identified</td>
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<td>Individual requirement information requested</td>
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<td>Individual requirements clarified</td>
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| List of all participants & any identified needs circulated to event manager and staff pre-delivery
| Medical needs of participants identified

**Registration Arrangements**
- Register taken at start
- Participants alerted to procedures for fire, accident, sudden ill health and toilet arrangements
- School staff member to take responsibility for alerting parents/carers available in case of illness, or being unable to continue activity for any reason or if not in attendance providing details to event organisers

**Event Delivery**
- Alternative format information available
- Alternative backup formats available if needed
- Alternative registration options available
- Ensure at least two members of staff present at all times. Avoid one to one situations
- Attendance taken at key stages
- Catering booked with specific requirements addressed
- Clear instructions given to children at start of activity, including standard of behaviour expected
- Copies of presentations available
- Electronic copies of presentations available
- Event badges and information provided
- Incident report form completed if one to one situations with children, or inadvertent physical contact
- Participant information packs ready if needed
- Seating, tables and power sockets ready
- Suitable levels of supervision depending upon activity and age particularly if children
- Suitable personal protective equipment provided e.g. lab coats, gloves, safety spectacles
- Supplies of specialist services identified if needed
- Support workers booked, briefed and support practices discussed if needed
- Distribute feedback forms/details

**Post event**
- Review participant feedback
- Review staff feedback
- Action plan for future adjustments
- Follow up on any incident and ensure correct paperwork is completed