Developing A Sustained WP Programme for Maximum Impact.

Lessons Learnt During a Decade of Collaborative Partnerships within the Urban Scholars Programme.

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Programme Aims

➤ Increased achievement

➤ Promote engagement with learning

➤ Increased aspirations

➤ Increased understanding of self and life-world

➤ Increased HE orientation

Also, to Construct a model which could be replicated by practitioners in different settings.

1. Programme Delivery

2. Programme Design

3. Evaluation & Monitoring / Impact

4. Collaborations

5. Future Plans

1. Programme Delivery

- Venue Changed

- Coaches booked

- Schools' Link Co-ordinator recruited

- Summer Tasks / Competitions

- Families & Friends Days

2. Programme Design / Components

➢Subject-specific teaching

➢Critical Thinking course

➢Development of study skills

➢Undergraduate mentors

➢Families and friends days

➢Careers advice

➢Outside Speakers (alumni)

➢Personal research projects

➢Wellbeing

A rationale for using Critical Thinking to extend and challenge pupils;

✓Encourages higher-order thinking skills (Bloom)

✓Provides opportunities to demonstrate Multiple Intelligences (Gardner)

✓Brings students out of their comfort zone (ZPD)

✓Provides opportunities for self- actualization, responding to the need for self development , autonomy, challenge (Maslow)

✓Encourages the three elements relating to high ability and giftedness – above average ability, task-commitment and creativity (Renzulli)

✓Supports developing expertise (giftedness according to Sternberg)

Changes in Programme Design

- Evidence – Based

- Small Groups / Tutor Time

- Wellbeing Component

- Importance of Role Models

- Key Messages Shared

- Alumni

3. Evaluation & Monitoring / Impact

➢Questionnaires at the start and end of the year

➢Session observations (trajectories of change)

➢Focal group (Urban voice)

➢Learning logs

➢Interviews

➢Exam Data

➢Case Studies

Urban Scholars' 'Learning Logs'

The logs asked the Scholars to respond to one closed and two very **open questions**. These were;

1. Do you think the programme was useful to you? (yes or no)

 If yes, can you say what you have learnt and explain where you have used this already or where you think it might be of use to you in the future?

2. Has your attendance on the Urban Scholars programme influenced you in any other ways?

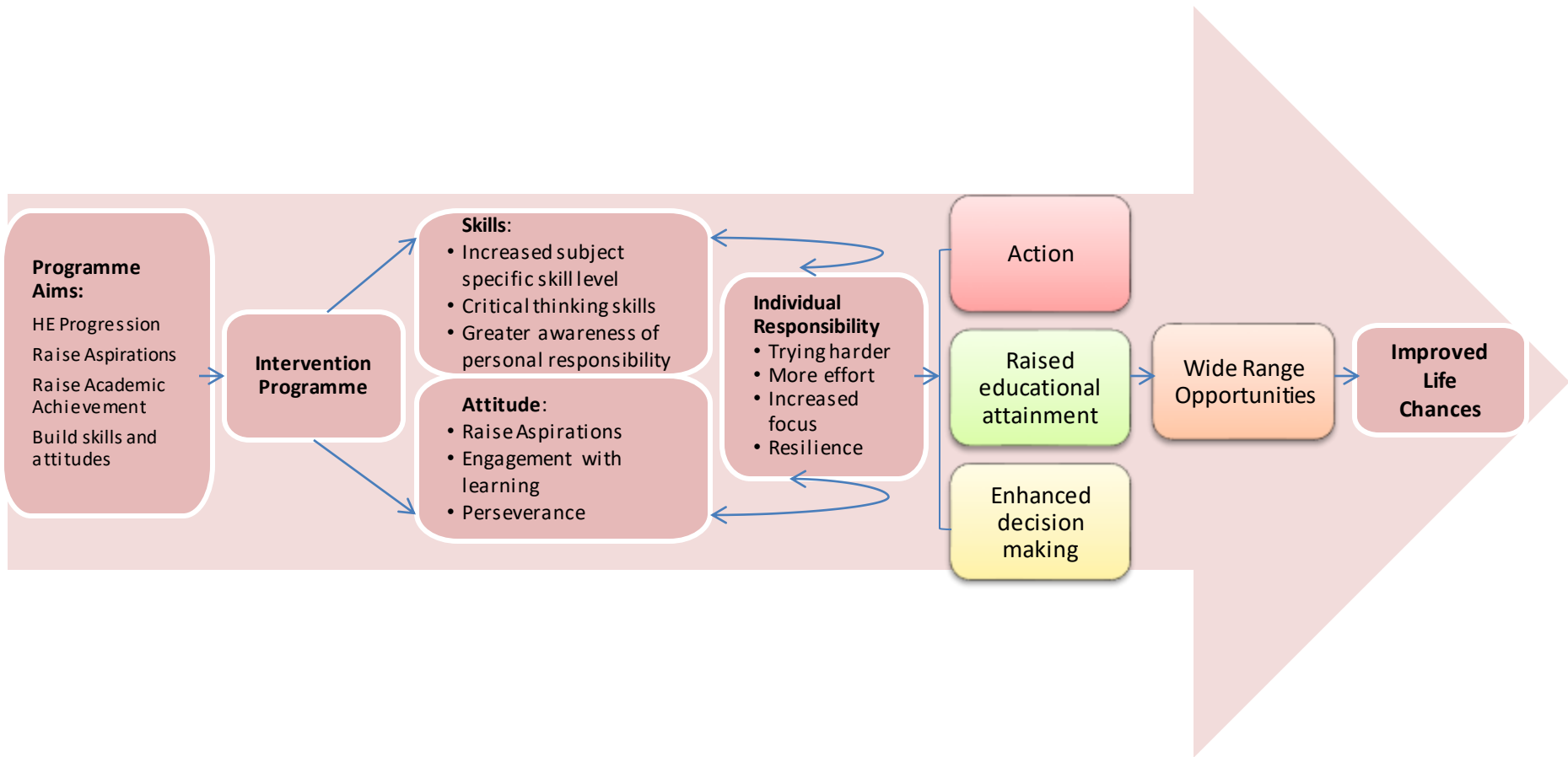# Writing the Theory of Change (an analytical framework)

Theorise how the intervention might work

Requires an explicit theory

Not an established education theory

Challenges;

➢Enabling all staff to have an input

➢Written for all 8 programme components

➢Practical use to monitor the intervention impact

Programme Aims:

HE Progression

Raise Aspirations

Raise Academic Achievement

Build skills and attitudes

Intervention Programme

Skills:
• Increased subject specific skill level
• Critical thinking skills
• Greater awareness of personal responsibility

Attitude:
• Raise Aspirations
• Engagement with learning
• Perseverance

Individual Responsibility
• Trying harder
• More effort
• Increased focus
• Resilience

Action

Raised educational attainment

Enhanced decision making

Wide Range Opportunities

Improved Life Chances

Key Findings

From the pilot programme

➢ The need to rectify the lack of basic skills, but catching up of basic skills was fast

➢ The need for longer, sustained programmes

➢ Campus influence

➢ Importance of mentors and outside speakers

From other groups

➢ Enhanced confidence

➢ Increased awareness of steps needed to achieve goals

➢ Increased HE orientation. Changed perception that '*University is not for us*'.

➢ Improved social skills

➢ Improved organisational skills

➢ Increased goal setting (short and long term)

➢ The Importance of making parents active partners

➢ Increased achievement

4. Collaborations

- Engage parents

- Schools' link coordinator recruited

- Alumni

- Corporate links

The need to establish a scholar - parent – school – University and businesses partnership.

Working collaboratively, encouraging self-reflection. Topics include;

➢Time management

➢Study skills

➢Recording skills & attitudes developed

➢Competing within the current climate

➢Researching possibilities / making good decisions

➢Writing a CV

➢Interview practice

5. Future Plans

Sustain current & future programmes

Year 8 / 9 start

Target grades for Access Agreement

Closer links to alumni

Developing new partnerships

Use feedback to inform future programme planning….