



Collaborating for fair access:  
developing strategic and  
outcomes-focused partnerships  
between schools and  
universities

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# The Brilliant Club: School Programmes



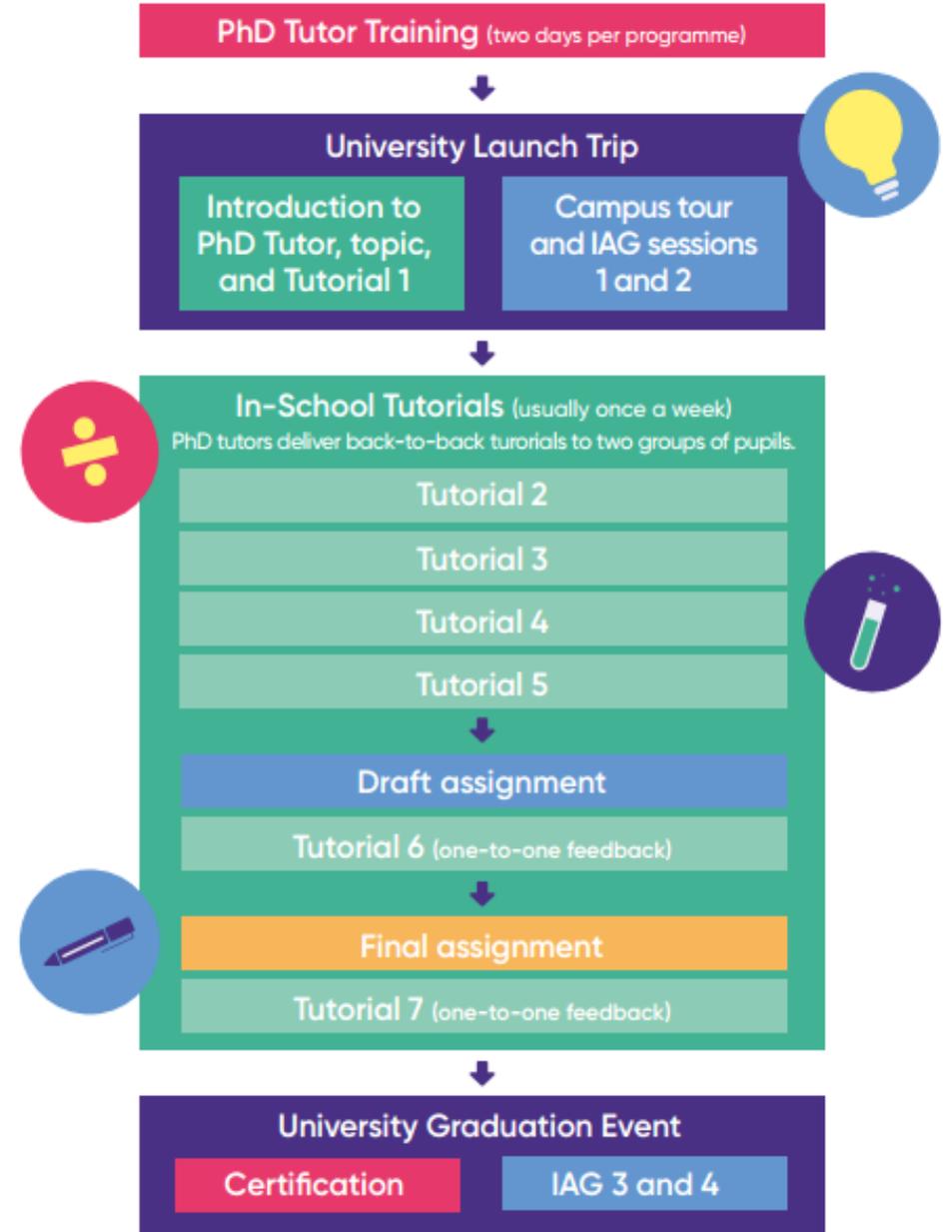
Researchers in Schools recruits PhD graduates, places them as trainee teachers in schools and supports them to develop as excellent teachers and research leaders committed to closing the gap in attainment and university access.



The Scholars Programme recruits PhD researchers, trains them as university access professionals and places them as tutors in schools to deliver academically rigorous programmes to small groups of high potential pupils.

# The Scholars Programme

In 2017-18 we worked with 660 schools to reach over 12,000 pupils aged 10–18.





The Brilliant Club Programme

**Fighting in Feathers: Native Americans in World War II**  
Key Stage 4 Programme – Spring 2016

Year 10:   
Year 11:

**Ballads, Banquets and Bling: Conspicuous Consumption in Early Modern England**  
Key Stage 4 Programme

Year 10:   
Year 11:

**Why do particles fight while swimming? From physics to computational simulations**  
Key Stage 4 Programme

Year 10:   
Year 11:

**Improving Crops to Feed the World**  
Key Stage 4 Programme

Year 10:   
Year 11:

The Brilliant Club Programme

**Decoding Diversity through Deep Time**  
Key Stage 4 Programme

Year 10:   
Year 11:

The Brilliant Club Programme

**Can Cinema Save the Planet?**  
Key Stage 4 Programme

Year 10:   
Year 11:

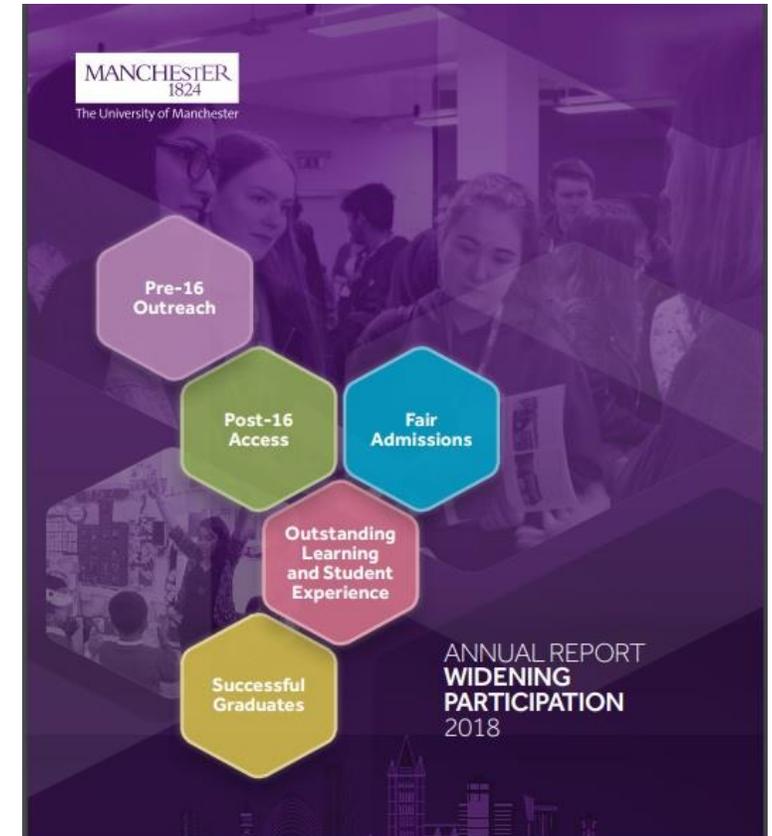
**Lesson 5**

**Lesson 6 – Protein Monomers**

# The University of Manchester outreach



- Primary, secondary and post-16 offering
- Pre-16 work is predominantly in Greater Manchester and WP targeted
- Widening Access work with post-16 learners
- Offer a range of academic enrichment activities in collaboration with our Academic School and Faculties
- WP activity through our Public Institutions and student-led in our Students Union
- Long standing commitment to collaboration post AimHigher within Greater Manchester



# Why The Scholars Programme at UoM?



- RCUK funding for School University Partnership Initiative (SUPI) project
  - “inspire the next generation of researchers”
  - “develop the necessary skills of inquiry”
- Built on a successful model of using researchers to deliver outreach activity both on and off campus
- Reach outside of Greater Manchester with a focus on target learners
- High quality impact and evaluation data
- An ability to embed working with researchers at the end of SUPI funding through coherent offering to schools



# Principles of Effective School Engagement

# How can we sustain partnerships with schools?



- Getting the training right
- Ensuring buy-in from all staff, especially SLT
- Making the logistics work for schools
- Listening and acting on stakeholder feedback
- Demonstrating impact in a way that counts for schools and universities



# Evaluation that matters to schools

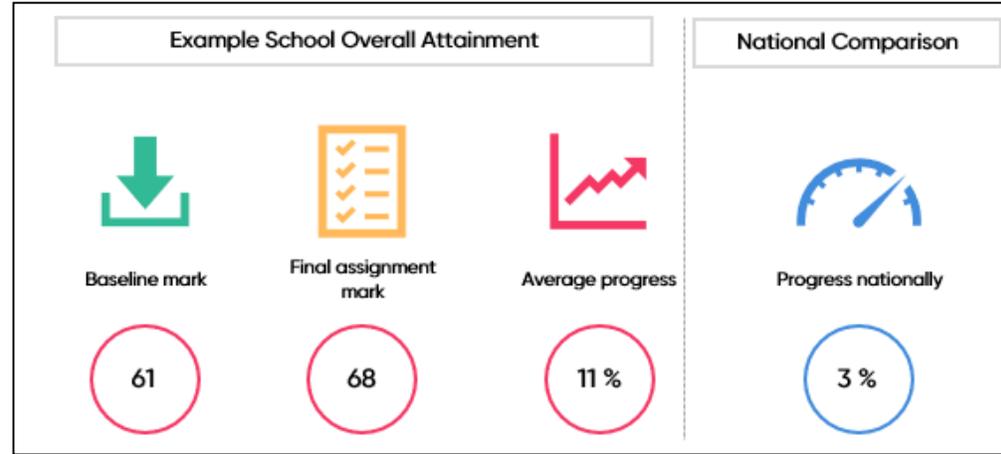
# Schools need to be able to see – and explain – the programme’s impact



**The Scholars Programme**

**Programme and Impact Report for Harris Academy Orpington**

Autumn 2017-18



## Written Communication, Subject Knowledge and Critical Thinking

The Scholars Programme aims to improve pupil's written communication, subject knowledge and critical thinking. The competencies listed in the table below are assessed using a baseline assignment at the beginning and a final assignment at the end of the programme.

	Example School			National comparison
	Average baseline assignment mark	Average final assignment mark	Average progress %	Average progress nationally %
<b>Written Communication</b>				
Structure and Presentation	64	66	3 %	4 %
Language and Style	64	69	7 %	3 %
<b>Subject Knowledge</b>	64	73	13 %	4 %
<b>Critical Thinking</b>				
Research and Evidence	62	71	14 %	8 %
Developing an Argument	62	68	10 %	6 %
Critical Evaluation	63	69	10 %	6 %

There needs to be a clear focus on outputs, intermediate outcomes and longer-term outcomes



<b>Pupil Impact Framework</b>	
<b>1. Targeting</b>	Pupil Premium Parental history of HE Postcode deprivation
<b>2. Outputs</b>	Attendance Assignment submission Pupil satisfaction
<b>3. Outcomes</b>	Academic attainment Learning skills University readiness University progression

# Impact Framework



## Long-Term Outcome

Pupils taking up a place at a highly-selective university



## Intermediate Outcome

Impact on skills which have a positive effect on university access, academic attainment and life outcomes



# Long Term Outcomes: university progression

For the last two years, The Brilliant Club has worked with the Universities and Colleges Admissions Service (UCAS) to evaluate the impact of its programmes on progression to highly-selective universities.

The project had two phases:

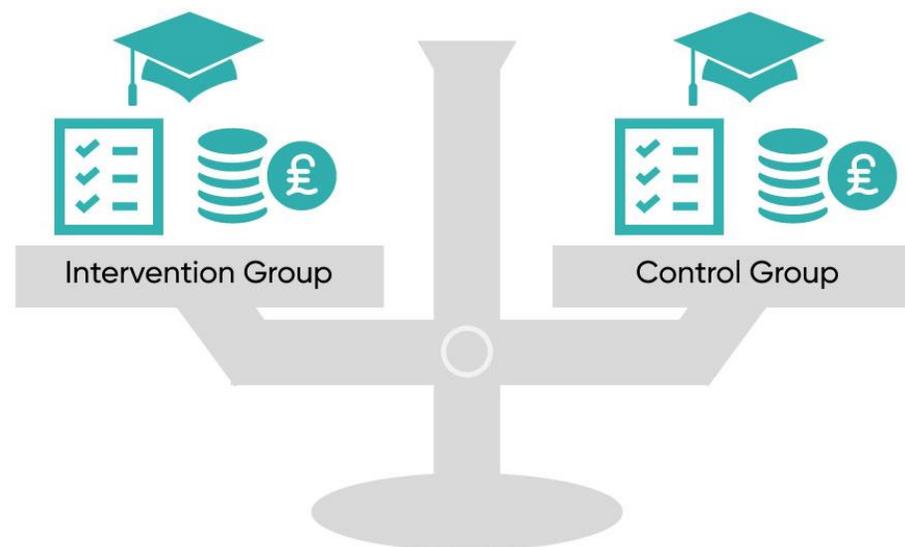
1. UCAS has analysed the destination data from the cohort of 685 school leavers who completed The Scholars Programme in 2015 and 2016.
2. Each year, UCAS compares the progress of pupils completing the programme against control groups with similar characteristics.



# Matched Control Groups

To ensure that this impact was not the result of bias in school or pupil selection, UCAS evaluated the effect of The Scholars Programme against 500 control groups of a similar size.

Pupils in the control groups were matched by age, ethnicity, gender, socio-demographics of the home address, proportion of their school being eligible for free school meals, and GCSE attainment.





# Control Group Comparison

When compared to the control groups, pupils who had completed The Scholars Programme were:

Significantly more likely to **apply** to a highly-selective university

Significantly more likely to **receive an offer** from a highly-selective university

Significantly more likely to **progress** to a highly-selective university



# What Does This Mean For 100 Pupils?

The Scholars Programme  
100 pupils

Pupils in control groups were matched on GCSE attainment and socio-demographics

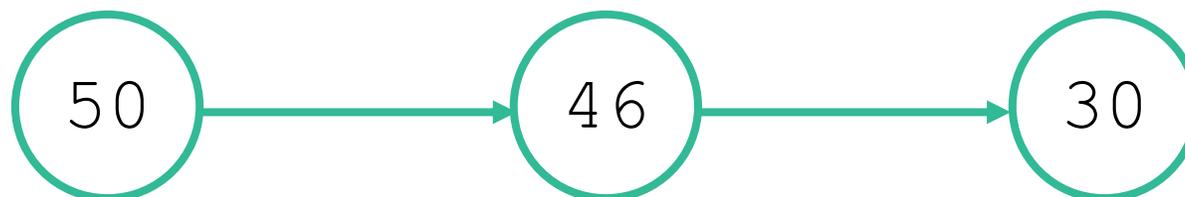
Control Group  
100 pupils



Applied to a highly-selective university

Received an offer from a highly-selective university

Progressed to a highly-selective university

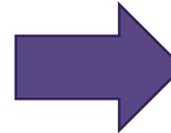


# Intermediate Outcomes: what difference will schools see?



## Long-Term Outcome

Pupils taking up a place at a highly-selective university

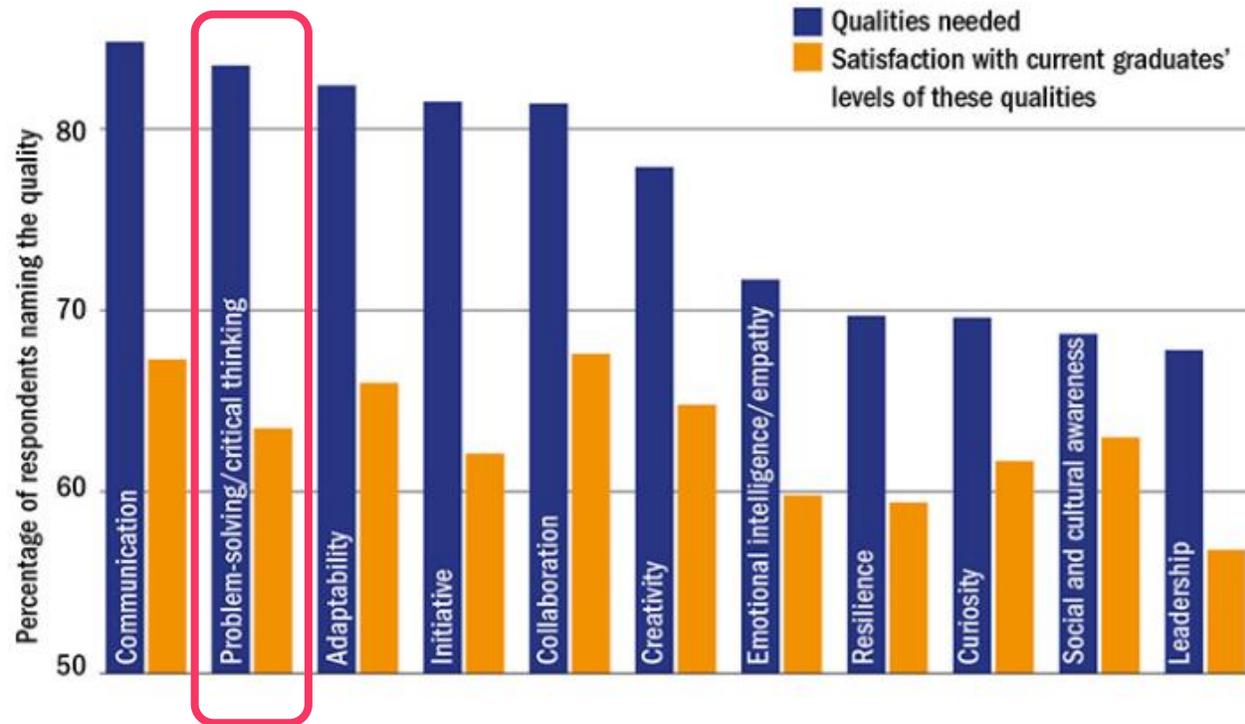


## Intermediate Outcome

Impact on skills which have a positive effect on university access, academic attainment and life outcomes

- 1 Written & Verbal Communication
- 2 Subject Knowledge
- 3 University Knowledge
- 4 Motivation and Self-Efficacy
- 5 Meta-Cognition
- 6 Critical Thinking

# 21<sup>st</sup> Century Skills



Note: Respondents ranked each area on a six-point scale. The graphic shows the percentage of respondents picking values five and six for each area, with six being the most important.

Global University Employability Survey, 2017

# How do we assess the intermediate outcomes?



Written  
Communication

Subject Knowledge

Critical Thinking





# Programme Assessments: Self-Report

Motivation

Self-Efficacy

Meta-Cognition



**Reliability:** Obtaining the same outcomes. (E.g. Cronbach's alpha = 0.7 for the MSLQ).

**Ecological Validity:** Measures the intended outcomes. (E.g. The MSLQ correlates with test performance in school).



# Evaluation that matters to universities

And Universities need to be able to see –  
and explain – the programme’s impact  
too!



- Financial investment from UoM in Scholars programme
- Needs to **add value** to our current offer
- Demonstrates commitment to a national **collaboration**
- **Sustained** intervention
- Impact reports across the **whole partnership** (learners and tutors)
- Support **attainment raising** of learners taking part

# Access and Participation Plan targets: attainment raising



- Included an APP target (Access/Attainment raising) in collaboration with TBC in 2019/20
- Have developed this to an outcomes based target for 2020/21
- Lots of support, guidance and expertise from TBC colleagues

# Quality of the impact reports received!



- Impact reports received for each cohort and annually
- Pupil targeting, outputs and outcomes
- Parental engagement
- Researcher recruitment, training and outputs
- Provides institutional data alongside national comparison



# Thank-you

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