



The **Brilliant** Club

Inaugural Conference Programme

24<sup>th</sup> July 2014



## Welcome

With the support of King's College London Graduate School and our partner organisations, The Brilliant Club is delighted to welcome you to our Inaugural Conference.

By bringing together researchers, teachers, admissions and widening access professionals, we hope to address the question: **How can universities and schools help pupils from low-HE participation backgrounds secure places and succeed at highly-selective universities?**

We hope that by bringing together policy makers and professionals from across the education sector, we will today explore contemporary research, discuss examples of best practice and encourage delegates to identify concrete steps they can take to further support the young people that they work with.

## Overview of the Day

If you have any questions on the day, do please approach any member of The Brilliant Club Team. They will be able to direct you to rooms, which are all within easy reach of the Safra Lecture Theatre, which is the location of the opening and closing sessions, as well as panel debate immediately after lunch. Rooms are designated by a letter (K for King's Building, S for Strand Building), then floor, followed by the room marker itself. *e.g. K-1.14, King's Building, basement, room 14.* The Safra Lecture Theatre is in the King's Building, and the Strand Building is the modern addition which leads onto the road. Below is an outline of the timings of the day – a more detailed timetable can be found on page 4.

Time	Event
10.00 - 10.45	<b>Opening Session</b> Safra Lecture Theatre
10.45 - 11.00	<b>Break</b> Terrace Café and K-1.14
11.00 - 12.10	<b>Session 1</b> See timetable for individual roomings
12.15 - 13.00	<b>Session 2</b> See timetable for individual roomings
13.00 - 13.45	<b>Lunch</b> Terrace Café and K-1.14
13.45 - 15.00	<b>Session 3</b> Safra Lecture Theatre
15.00 - 15.30	<b>Break</b> Terrace Café and K-1.14
15.30 - 16.45	<b>Session 4</b> See timetable for individual roomings
16.45 - 17.15	<b>Closing Session</b> Safra Lecture Theatre
18.00	<b>Joint Drinks Reception with The Bridge Group</b> Tutu's, KCLSU

## Overview of The Brilliant Club's Activities

**Our vision** is an education system in which young people from disadvantaged backgrounds are proportionately represented at highly selective universities

**Our mission** is to increase fair access to highly selective universities by placing PhD students and postdoctoral researchers in schools serving low participation communities to deliver university-style teaching to high performing pupils

**Introduction:** In the UK one in two private school children attend a highly selective university, compared to one in five state school children and one in fifty children eligible for Free School Meals (FSM). The Brilliant Club is an award-winning charity that works to break the link between parental income and university destination by building a national movement that mobilises doctoral and postdoctoral researchers to increase fair access to highly selective universities for high performing pupils from low-participation backgrounds. We are currently working in partnership with over 200 primary and secondary schools and school leaders as well as the universities of Warwick, Sussex, Royal Holloway, Durham, King's College London and multiple colleges at Oxford and Cambridge to deliver programmes to over 5000 pupils. We continue to work closely with our founding partners, The Sutton Trust and Teach First, and strategic partners such as Challenge Partners, Goldman Sachs, The Dulverton Trust and The Brightside Trust. Currently our programmes are centred in London, the South East and the Midlands, but believe it should be an everyday occurrence to see outstanding PhD tutors sharing their knowledge and skills with pupils across the country and from next year we will have programmes running in the East Midlands, North East and East-Anglia.

**Programme:** The simple, scalable and sustainable way that The Brilliant Club works to achieve its vision is to recruit, train and place doctoral and postdoctoral researchers to work as PhD tutors in non-selective state schools to deliver programmes of university-style teaching to small groups of high performing pupils, disseminating their subject knowledge, passion and expertise. Each programme includes an academic strand that is styled as a university module and consists of a series of six university-style tutorials, two study skills workshops and a final assignment. Each programme also includes an access strand that consists of two university trips, one at the start of the programme and one at the end, and a range of targeted and age-appropriate information, advice and guidance resources and sessions. Our training programme also offers PhD tutors the chance to develop their teaching, transferable and leadership skills. Tutors have two full days of training before each placement, which is delivered in partnership with a teaching school, and many complete three placements over the year, one a term working at different key stages. We run programmes in schools from key stage 2 to key stage 5, and more than half of our schools have PhD students at every key stage, offering a clear pathway and framework for pupil progression.

**Outcomes and Impact:** In 2012-13 we trained and placed 154 PhD tutors into 94 primary and secondary schools, where they delivered 239 programmes to over 3,000 pupils, whilst our PhD tutor recruitment has remained selective and we accepted less than half of the 387 candidates who applied last year. From our first cohort of over 60 sixth form pupils across five schools from 2011, 75% applied to a highly selective university and 45% of them are now studying at one. Across all key stages, 81% of our pupils completed their academic assignment and 55% produced work considered to be excellent or good for a pupil one key stage above their age group. Beyond this, we are confident that we have built a programme that is targeted; 100% of our pupils attend non-selective state schools, 30% of pupils are eligible for FSM, more than half our pupils have no parental history of higher education in this country or abroad, more than 85% of schools sampled have more than 70% of their pupils living in the lowest 30% of the Income Deprivation Affecting Children Index and more than 90% of schools sampled have above average pupil eligibility for FSM.

**Background:** The initial idea for The Brilliant Club came from two classroom teachers, Jonathan Sobczyk and Simon Coyle. After a research and consultation phase that included teachers, academics and policymakers, they designed and delivered a series of successful pilot projects. The organisation was founded in 2011 with support from an esteemed Board of Trustees chaired by Dame Sue John. Since then, Jonny and Simon have been listed as 'Top 10 Young UK Social Entrepreneurs' by Ernst & Young and Striding Out, included in The Observer's 'Britain's 50 New Radicals' and shortlisted for 'Best New Charity of the Year'. Our programmes have received accolades and endorsements from pupils, PhD tutors, teachers, academics and well as policymakers.



## Timetable

09.30 – 10.00	<b>Arrivals and Registration</b>			
10.00 – 10.45	<b>Opening Session - Safra Lecture Theatre</b>			
	<b>Welcome</b>			
	Professor Sir Richard Trainor, King's College London and James Turner, The Sutton Trust <b>1<sup>st</sup> Keynote Address</b> Lord Sutherland, Patron of The Brilliant Club <i>Chair and Opening Remarks: Dr Chris Wilson, The Brilliant Club</i>			
10.45 – 11.00	<b>Break</b>			
Terrace Café and K-1.14				
11.00 – 12.10	<b>Session 1</b>			
	<b>1.1 – Targeted Interventions I: Black and Minority Ethnic Initiatives</b> <b>K0.16</b> a) Dr Anil Awesti, University of Warwick b) Niaomi Collett, King's College London c) Dr Sam Baars, LKMco <i>Chair: Dr Tom Wilks, The Brilliant Club</i>	<b>1.2 – Researchers and Access</b> <b>K0.18</b> a) Sophie Stammers, King's College London b) Alex Sergeant, King's College London c) Paul Manners, UWE d) Jessica Giles, The Open University <i>Chair: Michael Slavinsky, The Brilliant Club</i>	<b>1.3 – Pedagogy and Access: Schools and Progression</b> <b>K0.20</b> a) Amanda Medcalf, Hammersmith Academy b) Ed Durbin, Brooke House Sixth Form c) Kelly Peake, Queen Mary, University of London <i>Chair: Leanne Adamson, The Brilliant Club</i>	<b>1.4 – Panel Debate I: What should the government do about fair access?</b> <b>Safra Lecture Theatre</b> a) Jude Heaton, Teach First b) James Turner, The Sutton Trust c) Ed Chapman, Challenge Partners d) Professor Bob Cryan, University of Huddersfield <i>Chair: Dr Chris Wilson, The Brilliant Club</i>
	<b>Session 2</b>			
	<b>2.1 – Targeted Interventions II: STEM Initiatives</b> <b>Safra Lecture Theatre</b> a) Katie Hudson, Pro Science b) Michael Kalvis, Royal Society of Chemistry c) Elizabeth Roche, Royal Observatory Greenwich d) Kat Sandford, STEMNET <i>Chair: Juan Casasbuenas, The Brilliant Club</i>	<b>2.2 – University Perspectives I: Curriculum Design Workshop</b> <b>K0.18</b> a) Dr Kelly Coate, King's College London b) Dr Ada Mau, King's College London <i>Chair: Hollie Brown, The Brilliant Club</i>	<b>2.3 – Access Collaborations I: Universities and Schools</b> <b>K0.20</b> a) Dr Chris Wilson, Researchers in Schools b) Anne-Marie Canning, King's College London c) Ceri Jones, Kent Academies Network <i>Chair: Dr Tom Wilks, The Brilliant Club</i>	<b>2.4 - University Perspectives II: Raising Attainment Workshop</b> <b>K0.16</b> Chris Mason, University of Sussex Raising attainment amongst students from a low-HE participation background: Common themes, issues and potential solutions <i>Chair: Chantal Wall, The Brilliant Club</i>
	<b>Lunch</b>			
13.00 – 13.45	Terrace Café and K-1.14			

	<b>Session 3 - Safra Lecture Theatre</b>			
<b>13.45 - 15.00</b>	<b>3.1 – Panel Debate II: How can universities and schools help pupils from low-HE participation backgrounds secure places and succeed at highly-selective universities?</b> a) Dr Peter Claus, University of Oxford b) Professor Patrick McGhee, University of Bolton c) Rajay Naik, The Open University d) Sam Freedman, Teach First e) Kenny Frederick, former head teacher of George Green’s School, London f) Enam Ahmod, King’s College London <i>Chair: Anne-Marie Canning, King’s College London</i>			
<b>15.00 - 15.30</b>	<b>Break</b> Terrace Café and K-1.14			
	<b>Session 4</b>			
<b>15.30 - 16.45</b>	<b>4.1 – University Perspectives III: Widening Participation</b> <b>Safra Lecture Theatre</b> a) Daisy Hooper, University Alliance b) Dr Anita Hall, Imperial College London c) Dee Searle, IF Project d) Paul Wiggins, SOAS e) Anne Snell, University of Birmingham <i>Chair: Dr Chris Wilson, The Brilliant Club</i>	<b>4.2 – Panel Debate III: Should Oxbridge do more about fair access?</b> <b>K-2.40</b> a) Dr Fiona Spensley, University of Oxford b) Dr Rosemary Horrox, University of Cambridge c) Dr Simon Smith, University of Oxford d) Dr Sam Lucy, University of Cambridge <i>Chair: Hollie Brown, The Brilliant Club</i>	<b>4.3 – Launch of <i>The Scholar</i>, The Brilliant Club Journal</b> <b>K0.16</b> Dr Tom Wilks, The Brilliant Club, with Brilliant Club Scholars whose work is being published in our journal. <i>Chair: Leanne Adamson, The Brilliant Club</i>	<b>4.4 – Access Collaborations II: The Third Sector</b> <b>K0.20</b> a) Mark Robinson, IntoUniversity b) Andrew Berwick, The Access Project c) Frank Funnell and Noor Khan, The Brokerage d) Tessa Stone, The Brightside Trust <i>Chair: Juan Casasbuenas, The Brilliant Club</i>
	<b>Closing Session - Safra Lecture Theatre</b>			
<b>16.45 - 17.15</b>	<b>2<sup>nd</sup> Keynote Address</b> Professor Les Ebdon, Office for Fair Access <i>Chair and Closing Remarks: Dr Mary Henes, The Brilliant Club</i>			
<b>18.00</b>	<b>Joint drinks reception with The Bridge Group</b> Tutu’s, KCLSU Guest Speaker: Sir John Holman, Senior Adviser in Education at the Wellcome Trust and the Gatsby Foundation			

## Speaker Biographies

### Enam Ahmod, King's College London

Enam was Head Boy at Bow Boys' School in East London in 2010-11, and Brilliant Club Scholar, achieving the best GCSE grades in the school's history. He is now studying on the Extended Medical Degree Programme at King's College London.

### Dr Anil Awesti, University of Wawick

Anil Awesti is a Teaching Fellow for the Department of Politics and International Studies' (PAIS) at the University of Warwick, as well as being the department's Widening Participation Officer, where he focuses on structuring the department's strategy for widening access to students from low-participation backgrounds. He is also an Advanced Skills Tutor for The Brilliant Club. He has a particular interest in the under-representation of people from British black, Asian and minority ethnic (BAME) backgrounds within the profession of politics and international relations.

### Dr Sam Baars, LKMco

@sambaars

Sam is a researcher at the education and youth think-and-action-tank LKMco. His research interests are in young people, area-based inequalities and social science impact. His PhD explored how young people's occupational aspirations are shaped by the areas they live in, while his Masters explored the impact of social class on children's home life and aspirations. His first published paper was a call to arms for academic social science to engage more closely with the wider public. He also recently published a Need To Know Review on the levers of local economic development for the ESRC and the LGA.

### Andrew Berwick, The Access Project

@Andrew\_TAP, @theaccessp

Andrew joined Teach First in 2006, and taught English for two years. After teaching Andrew worked for four years in consulting at PwC, collaborating with high profile clients on a range of strategic problems, while also working with HEAPS as a mentor for talented Sixth Form students from Teach First schools. Andrew joined The Access Project in May 2012 as Director of Tutoring and became Director in September 2013.

### Anne-Marie Canning, King's College London

@amcanning



As Head of Widening Participation at King's College London Anne-Marie provides leadership and strategic direction for widening participation across the institution and is also currently Chair-elect of the Russell Group Widening Participation Association. Anne-Marie has a degree in English and Related Literatures from the University of York and served as the president of the students' union from 2007 - 2008. In 2008 she was appointed as the first full-time Access Officer at University College, Oxford, and her work there earned her a University of Oxford Teaching Award.

### Edward Chapman, Challenge Partners

@ChallengePartnr

Ed is on secondment from the Department for Education to Challenge Partners, a new partnership of over 250 schools across the country focused on school-to-school improvement. Challenge Partners has developed a programme which provides schools with practical tools and strategies to break the link between poverty and poor outcomes. At the Department for Education Ed worked on post-16 policy for the London Challenge programme. He is a trustee of the charity Ocean Maths, which engages parents in deprived communities with their child's maths homework.

### Dr Peter Claus, Pembroke College, Oxford

Peter is Access Fellow at Pembroke College, Oxford, as well as Lecturer in History. Pembroke has pioneered a new approach to widening participation in university education centred on sustained academic intervention with small groups of students based at hub colleges/schools, combined with broader reach subject centres and teacher interaction. The programme started seven years ago with a partnership with Brooke House Sixth Form College in Hackney, where the East End Classics Subject Centre was established last year in conjunction with Wadham College Oxford among others. Pembroke has also partnered with Corpus Christi College Oxford to establish the North West Science Centre at South Cheshire College, and the Centre for Theology and Religious Studies at Ashton Sixth Form College in Ashton-under-Lyne. The London Centre for Languages and Cultures is a collaboration with William Morris Sixth Form School in Hammersmith and The Open University.



## **Dr Kelly Coate, King's College London**

@kellycoate

Kelly is the Acting Director of the King's Learning Institute at King's College London. She was previously a lecturer in higher education at the National University of Ireland, Galway and a researcher and lecturer in the Institute of Education, University of London. She convenes, with Dr Lesley Gourlay, the Digital University Network of the Society for Research into Higher Education. She is on the editorial boards of the Journal of Education Policy, Teaching in Higher Education, and Higher Education Research and Development. She has published articles and book chapters on the higher education curriculum including, as co-author with Ron Barnett, the book *Engaging the Curriculum in Higher Education* (Open University Press 2005).

## **Niaomi Collett, King's College London**

@kclwp

Niaomi Collett is Deputy Head of Widening Participation at King's College London and supports the delivery of the department's strategic aims and objectives. She line manages the Widening Participation team and is responsible for the operational running of the department's outreach portfolio. Niaomi's particular interest is in increasing the percentage of Black and Minority Ethnic students that are encouraged to apply and attend Russell Group universities. In 2007 she started an annual Black Achievement Conference at the London School of Economics, which was awarded at the House of Lords in 2012. Niaomi is a peer mentor on the Amos Bursary Programme for high achieving black students and a member of the Education Committee for the Powerlist Foundation's Leadership sixth form college.

## **Professor Bob Cryan, University of Huddersfield**

@HUDVC



Professor Bob Cryan CBE took up the post as Vice-Chancellor of the University of Huddersfield in January 2007, a University that now has over 22,000 students from over 120 countries. Bob holds two first class honours degrees (Engineering, Mathematics), an MBA and two doctorates (PhD, DSc) and he is a Chartered Engineer, a Fellow of the Institution of Engineering Technology and a Fellow of the Higher Education Academy. Bob is a Deputy Lieutenant for West Yorkshire and in 2013 he was awarded The Guardian Inspiring Leader Award and in 2014 he was appointed Commander of the Order of the British Empire (CBE) in the Queen's Birthday Honours. Bob is proud to be a graduate of the University and to have had first-hand experience of the life-changing potential and the tremendous support that Huddersfield offers its students.

## **Ed Durbin, BSix**

@ed\_durbin

Ed Durbin is the Head of Raising Aspirations at BSix College. A comprehensive sixth form college in Hackney serving a richly diverse and economically deprived community, BSix has high aspirations for all its students. To this end, the college has developed long term relationships with prestigious university partners to provide students – both at BSix and across Hackney – with the same level of access to top universities as their more affluent peers. From a tentative relationship with Pembroke College, Oxford in 2008, Raising Aspirations at BSix now provides academic programmes, campus visits, and summer schools for over 300 students a year involving a dozen university partners and numerous schools and colleges. Ed has been involved in Raising Aspirations for about six years, having studied History at undergraduate and graduate level at Oxford University.

## **Professor Les Ebdon, Office for Fair Access**

Professor Ebdon has been Director of Fair Access to Higher Education since 1 September 2012. He was previously Vice Chancellor of the University of Bedfordshire. That followed an illustrious career in analytical chemistry, including more than 250 publications and several awards. Professor Ebdon obtained his PhD at Imperial College, London, then lectured at Makerere University in Uganda and Sheffield Hallam University, before becoming Reader in Analytical Chemistry at what is now the University of Plymouth. He was promoted to a personal chair in 1986, became Head of Environmental Sciences in 1989 and then, in the same year, Deputy Director. He was promoted to Deputy Vice Chancellor (Academic) in 1992. He remained in that position until 2003, when he was appointed Vice Chancellor at the University of Luton and became Vice Chancellor of the University of Bedfordshire on its creation in 2006. Professor Ebdon was awarded a CBE in 2009 for services to local and national higher education and was appointed Deputy Lieutenant of Bedfordshire in 2011.



### **Kenny Frederick, former Headteacher of George Green's School**

@kennygfederick



Kenny was principal at George Green's School in the Isle of Dogs, in Tower Hamlets, East London for nearly 17 years and is passionate about everything to do with education. She is committed to inclusive education for all children no matter what their needs. Since her retirement she has worked with head teachers in Rwanda, as well as with Warwick University developing a CPD Programme for head teachers. She works with the Inclusion Quality Mark as an assessor, and is also a member of National Association of Head Teachers executive.

### **Sam Freedman, Teach First**

@samfr

Former adviser to the Department for Education, Sam Freedman was appointed as Director of Research, Evaluation and Impact at Teach First in 2012. In this crucial role, Sam is responsible for challenging thinking internally and externally about what can be done to have the greatest impact on improving the outcomes of children from the least advantaged communities. Through research and rigorous evaluation of the charity's activities he will increase understanding of the impact Teach First is making and ensure continuous improvement.



### **Frank Funnell, The Brokerage**

@the\_brokerage

Since joining the Brokerage to develop the schools programme in 2001, Frank has planned the delivery of many programmes, formed partnerships with dozens of businesses and run hundreds of workshops with young people. Prior to joining the Brokerage, he worked at the Bank of England for many years in various roles and departments, including Community Affairs and Human Resources.

### **Dr Jessica Giles, Open University**



Jessica Giles is a Law Lecturer at the Open University Law School and teaches English legal systems, EU law and Constitutional law. She studied law at Durham and Bristol Universities and theology with the Open Theological College. She qualified as a solicitor in 1991 with Osborne Clarke in Bristol. She has currently a student member of Inner Temple. She has tutored and worked as a Research Assistant at Bristol University and worked writing reports of judgments for the Official Law Reports in the Chancery and Queen's Bench Divisions of the High Court of Justice for England and Wales and the Court of Justice of the European Union. Jessica is lead case note editor for the Oxford Journal of Law and Religion, and a member of the Law and Religion Scholars Network and the International Consortium of Law and Religion Scholars. Jessica will be speaking about her work with 9 year olds on a law and debating project.

### **Dr Anita Hall, Imperial College, London**

@ani2tall

Anita attended a North Somerset comprehensive school, then completed her first degree in Zoology (Oxford, UK), PhD in Neurobiology (UCL, UK), two post-docs in cellular neuroscience and stem cell biology (KCL, UK and Karolinska Institute, Sweden). She was appointed as a Neuroscience Lecturer at Imperial College London, UK and has recently become one of its first Senior Teaching Fellows. She also works as the Departmental Careers Advisor for Biochemistry and is involved in a wide variety of STEM Outreach and widening participation programmes, including being a London Ambassador with STEMNET.

### **Jude Heaton, Teach First**

@VictorJude

Jude Heaton leads the access to higher education work of Teach First. He is also a member of the advisory group for the Office for Fair Access, and a member of the steering group of the Bridge Group. Before joining Teach First, Jude worked in the Deputy Prime Minister's research and analysis unit with a focus on social mobility, and served as lead adviser on higher education to the independent reviewer on social mobility, Alan Milburn. Prior to this Jude worked as a journalist in Pakistan, as well as working on educational innovation setting up a new school in Lahore for the Beaconhouse School System.



## **Professor Sir John Holman**

John Holman is Emeritus Professor at the University of York, and Senior Adviser in Education at the Wellcome Trust and the Gatsby Foundation. After studying Natural Sciences at Cambridge, he taught in a range of secondary schools and in 1994 became principal of Watford Grammar School for Boys, an all-ability, multi-ethnic state school. John has also been Trustee of the Natural History Museum since 2011 and a Trustee and Member of Council of the Royal Society of Chemistry since 2013. He was named by the Science Council in 2014 as one of the 100 leading practising and inspirational UK scientists. He was winner in 2014 of the Royal Society of Chemistry's Lord Lewis Award, and Knighted in 2010 for services to education.

## **Daisy Hooper, University Alliance**

[@daisy\\_hoop](#)

Daisy joined University Alliance in 2012 to focus on social mobility, widening participation and the future shape of universities. Daisy has a wealth of public policy and project management experience from the public, private and third sector, having worked at Southwark Council, the British Institute in Eastern Africa, based in Nairobi, at the Social Market Foundation think tank and at Aequitas Consulting, an innovative public policy and public service transformation consultancy. Daisy graduated with a BA in Politics from Newcastle University before gaining an MSc in European Political Economy from the LSE. She has a particular interest in building social capital and community capacity, and in her spare time she volunteers for the Octavia Foundation as a befriender to elderly and vulnerable adults in Westminster.

## **Dr Rosemary Horrox, Fitzwilliam College, University of Cambridge**

Dr Rosemary Horrox is a Fellow of Fitzwilliam College, Cambridge, where she is Director of Studies in History and Admissions Tutor (Arts). She is the author or editor of numerous works on late-medieval England, including a volume of sources on the Black Death and Richard III: a study of service. Fitzwilliam was founded in 1869 with the specific goal of broadening access to Cambridge. Today the College sustains a tradition of ensuring that every student, whatever their background, can fulfil their potential and take advantage of the rich opportunities offered at Cambridge.

## **Katie Hudson, Pro Science**

[@pro\\_science](#)

Katie is the founder of Pro Science, an organisation which recruits and prepares STEM undergraduates, then places and supports them to enrich local secondary school science classes. Undergraduates are engaged on a voluntary basis, with a minimum commitment of 15 weeks and they must attend skill development sessions run with the support of experts in education and science communication to ensure they excel in their classroom roles. Katie's degree is in Physics from the University of Edinburgh. Katie has also been supporting Researchers in Schools through the recruitment phase.

## **Ceri Jones, Kent Academies Network**

Ceri Jones is Second Master at Tonbridge School, Kent, and was also Principal of The Marsh Academy (also in Kent). The University Access Programme is an innovative access scheme run as part of the Kent Academies Network which helps academically bright, but socially disadvantaged, ambitious young people successfully apply to top ranking universities in the UK. The Network is a unique collaboration between six independent schools (including Tonbridge) and six Academies, and the University Access Programme is run as a collaboration between the Network, the Sutton Trust and Fitzwilliam College, Cambridge.

## **Noor Khan, Deutsche Bank AG**

Noor is a business analyst in Deutsche Bank's technology division. His primary focus involves drafting specifications for implementing regulatory changes for OTC derivatives. He started at Deutsche Bank as a graduate and has over 3 years business analyst experience in investment banking. Noor is a graduate of King's College London in Computer Science with Management. He is a Brokerage Citylink alumnus and participated in The Brokerage's internship scheme.

## **Dr Sam Lucy, Newnham College, University of Cambridge**

After completing a PhD at Newnham, Sam Lucy held a lectureship at Durham University for nine years, before returning to a full-time research role at the Cambridge Archaeological Unit in 2004. Her research focuses on the study of Anglo-Saxon and Roman cemeteries in Britain. She has been the Admissions Tutor at Newnham College since 2009.

## **Paul Manners, University of West England, Bristol**



Paul Manners is Associate Professor in Public Engagement at UWE and director of the National Coordinating Centre for Public Engagement. The NCCPE's role is to help to coordinate public engagement practice and to support innovation and strategic change in HEIs. The NCCPE is widely recognised for its expertise in supporting organisational change, partnership working, impact assessment and innovation in engagement. Paul's whole career has been education related. He trained as a secondary English teacher and after teaching for five years, joined the BBC where his credits include the long running BBC2 series, 'Rough Science'. He is chair of the National Trust's advisory panel on Learning and Engagement and a fellow of the RSA.

## **Chris Mason, University of Sussex**

Chris studied for an English Language degree at the University of Sussex, and worked as a Widening Participation ambassador throughout his time there. He became involved in WP because he was a First-Generation Scholar and wanted to tell others about his experiences and promote the independence and autonomy that a degree can give you. After completing his studies he became the Widening Participation department's Graduate Intern and moved on to become the Summer School & Events Assistant.

## **Dr Ada Mau, King's College London**

[@IamAdaMau](#)

Ada is a Research Associate at King's College London. She currently works on several projects, including an evaluative research project exploring aspects of the KCL Widening Participation Programme. Her research is in the sociology of education and education policy and she is interested in identities and inequalities of 'race', gender and social class. Her research interests also include heritage language learning, multilingualism, migration, informal learning, and youth cultures.

## **Professor Patrick McGhee, University of Bolton**

[@profmcghee](#)

Patrick was the first in his family to attend university, taking his undergraduate degree at Glasgow and his doctorate at Oxford. Following an initial period working in the NHS as a Research Fellow in Psychiatry and Psychology, he was Dean, Deputy Vice-Chancellor and Vice-Chancellor at some of the largest and most socially diverse universities in the UK. He is a well-known advocate for widening participation in higher education, an occasional newspaper columnist and regular social media commentator. He has been Chair of the Board of Million+ (the Higher Education Think Tank), a Member of Universities UK Main Board and its International Committee; a Member of the HE Advisory Panel to the Sector Skills Council for Lifelong Learning and a Member of the Further Education and Skills Ministerial Advisory Panel. He was a Member of Teaching Quality & Student Experience Board of HEFCE for six years, and Chair of the HEFCE Teaching Funding Advisory Committee. He has given evidence to HE Commissions and to the Lords EU Select Committee on Social Policy and Consumer Protection. He is a National Teaching Fellow and Chartered Psychologist.



## **Amanda Medcalf, Hammersmith Academy**

[@HammAcademy](#)

Amanda is Assistant Headteacher (KS4) at Hammersmith Academy. Hammersmith Academy is a non-denominational, all-ability, co-educational secondary school for 11-18 year olds, with specialisms in Creative & Digital Media and IT. Amanda trained as an English Teacher with Teach First in 2004, and has worked in SLT with responsibility for more able student provision and student progression at Quintin Kynaston and Hammersmith Academy. Amanda's passion is teaching and learning and she currently leads on whole school CPD. Amanda's approach to teaching is based on a firm belief that outstanding teaching encourages students to take ownership of their own learning and that this is vital if you want them to have a deeper level of engagement with and understanding of their education.

## Rajay Naik, The Open University

@OpenUniversity



Rajay is Director of Government and External Affairs at The Open University – the UK's largest University. He is a UK Board Member of the Big Lottery Fund; Commissioner of the Department of Health's Commission on Carers and Governor of one of the nation's foremost FE colleges. Rajay was one of five panel members on the Browne Review of Higher Education. Previously he held senior roles in Local Government at Coventry City Council; Central Government at the Cabinet Office and in the voluntary sector at the Royal Society of Arts. He is a former Chairman of the British Youth Council; Trustee of the National Youth Agency, v and Changemakers Foundation and Council Member of the Learning and Skills Council. Rajay is author of 'Learner Voice'; a Fellow of the RSA and holds undergraduate and postgraduate degrees from The University of Warwick.

## Kelly Peake, Queen Mary, University of London

Kelly joined Thinking Writing in 2005 as a part of a Higher Education Academy funded project investigating argumentative skills in first year undergraduates in conjunction with researchers at the Universities of York and Illinois at Urbana-Champaign. She took a lead in QMUL's collaboration with the University of Wollongong, Australia on the Developing Academic Literacy in Context (DALiC) project, and has extended Thinking Writing work to teachers in various East London schools, initially under the Aimhigher programme, to prepare school-age students with the academic skills necessary for university-level study.

## Mark Robinson, Into University

@IntoUniversity

Mark Robinson is the South London Cluster Manager and Head of Student Enrichment for **Into**University. **Into**University provides local learning centres in disadvantaged areas where young people are inspired to achieve. The charity aims to address underachievement and social exclusion among young people by offering an integrated programme of out-of-school study, mentoring, aspirational coaching, personal support and, in partnership with schools and universities, a specially devised FOCUS programme. Mark joined **Into**University four years ago after working with young people overseas. He has a Msc. in International Childhood Studies with a specific focus on the link between ethnicity, masculinity and aspiration.

## Elizabeth Roche, Royal Observatory Greenwich

@Lizroche

While working in a nano physics research group Liz developed a taste for science communication and has been hooked ever since. Since leaving the world of research for a career in science communication, Liz has worked around the UK in a variety of science and discovery centres, universities and museums promoting public engagement with the sciences. She has spent her career creating, presenting and developing learning programmes for people of all ages on all aspects of science from bio-medical science to Astronomy. She now works at the Royal Observatory Greenwich managing the Astronomy Education Programme.

## Kat Sandford, STEMNET

@STEMNET

Kat is the National STEM Ambassadors Programme Manager at STEMNET, a national charity creating opportunities for young people through STEM subjects. Prior to taking on her current role, Kat worked in local STEM Ambassadors programme delivery, and in volunteer management for The Big Bang Fair. Kat has an extensive background in science communications, having originally developed an interest in the field following a degree in neuroscience.

## Dee Searle, IF - This University is Free

@thisuniisfree

Dee is Director of IF – This University is Free, an experiment in alternative higher education where the courses are free, lecturers donate time and expertise, and the syllabus includes free events in the many cultural institutions of London. She started out as a journalist, including as a foreign correspondent for The Guardian, Time Magazine and BBC World Service, where one of the highlights was reporting on the overthrow of communism in Eastern Europe. On returning to the UK she launched Red Pepper magazine and went on to head programme support services at Channel 4. She has led external and internal communication, websites and social media, youth engagement, branding, campaigning and fundraising at Unicef, Oxfam and Amnesty International (among others). She has researched and written on the challenges of effective communication in the non-profit world and is the former Director of Communication and External Affairs at University of the Arts London.

### **Alex Sergeant, King's College London**

Alex is a doctoral researcher at King's College London, researching the Hollywood fantasy genre. His broader interests include popular Hollywood cinema of the twentieth and twenty-first centuries, film theory, psychoanalysis and film-philosophy, particularly in the interaction between phenomenology and cinematic spectatorship. He teaches at King's College London, London Metropolitan University, and has been a Brilliant Club tutor since September 2012.

### **Dr Simon Smith, Brasenose College, University of Oxford**

Dr Smith was formerly Head of the History Department and Professor of Modern History and Diaspora Studies at the University of Hull. Prior to this, he was Lecturer and Senior Lecturer in the Departments of Economics and History at the University of York. He joined Brasenose College as Senior Tutor and Admissions Tutor in September 2011.

### **Anne Snell, University of Birmingham**

Anne manages the Access to Birmingham (A2B) scheme and student activities for the Realising Opportunities Programme in the Birmingham area. The purpose of these schemes is to recruit the most able students from diverse backgrounds to the University. Successful applicants on these programmes take part in a variety of activities which ease the transition from school or college to university life. Anne gives presentations to sixth form students and teachers in order to support prospective university applicants from schools and colleges in the West Midlands. Anne is also the University's representative on the West Midlands Care Leavers Network.

### **Dr Fiona Spensley, Lady Margaret Hall, University of Oxford**

Fiona has been a Senior Tutor in Psychology at Lady Margaret Hall since 2008. She advised The Brilliant Club during its initial development, and is an advocate for outreach and collaborative working between Oxbridge Colleges and schools. Lady Margaret Hall was founded to increase access to higher education, and their students enjoy all the benefits of a traditional Oxford education within a warm, open, and informal environment. LMH welcomes students from all social and geographical backgrounds, religions, and races, with and without disabilities, and has almost equal numbers of men and women amongst our tutors, our undergraduates, and our graduates.

### **Sophie Stammers, King's College London**

@SophieStams

Sophie is a doctoral researcher at King's College London, researching implicit cognition: mental processes which influence action, but which bypass conscious experience. She has a particular interest in implicit bias - stereotypical associations regarding stigmatised groups, which can have troubling discriminatory effects - how such biases may be controlled, and whether subjects should be regarded as responsible for acting on them. She teaches at King's College London, and has been a Brilliant Club tutor since October 2012.

### **Tessa Stone, The Brightside Trust**

@tessa\_stone @bright\_tweets



Tessa is the Chief Executive of Brightside, the education charity which uses online technology to connect, inform and inspire more young people to achieve their potential through education. Brightside's online mentoring service connects disadvantaged young people with volunteer mentors from universities or professional backgrounds who can support them into further and higher education and employment. Its free online resources - [www.brightknowledge.org](http://www.brightknowledge.org) and [www.studentcalculator.org.uk](http://www.studentcalculator.org.uk) - provide accessible, impartial information about education, money, student life and careers. She is also actively involved in the national debate about access to higher education as founder and chair of the Bridge Group, the independent policy association promoting social mobility through access to Higher Education ([www.thebridgegroup.org.uk](http://www.thebridgegroup.org.uk)). She sits on various government and other committees relating to education access and careers guidance, is a More Partnership Associate, and is a charity trustee and school governor. Tessa joined Brightside in 2009 after 6 years as Director of the Sutton Trust. Before working in the Third Sector she was a historian and an admissions tutor at the University of Cambridge. [tessa.stone@thebrightsidetrust.org](mailto:tessa.stone@thebrightsidetrust.org)

## Lord Sutherland

Born Stewart Sutherland in 1941 in Aberdeen, Lord Sutherland was educated at Woodside School, Aberdeen, and Robert Gordon's College. In 1963 he graduated from the University of Aberdeen with a first-class Philosophy MA, and two years later he received an MA Philosophy of Religion from Corpus Christi College, Cambridge. He commenced his academic career in 1965 as assistant lecturer at the University College of North Wales and became lecturer and then reader at the University of Stirling (1968–77). He went on to take the role of Professor of Philosophy of Religion at King's College London, becoming Titular Professor in 1985 and Vice-Principal in 1981. In 1990 Lord Sutherland became Vice-Chancellor of the University of London, heading the federation of 19 colleges and numerous specialist institutes. Four years later he became Principal and Vice-Chancellor of the University of Edinburgh (1994–2002). Lord Sutherland has made many contributions in the broader area of education, serving as Her Majesty's Chief Inspector of Schools in England (1992–94) and as honorary President of the Christian Education Movement in Scotland. He has published studies on higher education and served as a member of the Higher Education Funding Council for England (1995–2001), which funds and promotes high-quality teaching and research in universities and colleges in England.



Lord Sutherland has recently become Patron of The Brilliant Club.

## Professor Sir Richard Trainor, King's College London



Professor Sir Richard Trainor has been Principal (and President since 2009) and Professor of Social History at King's College London since 2004. He is a past President of Universities UK, the major representative body for the higher education sector, and in 2010 he was awarded a knighthood for services to higher education. Born and educated in the USA, he received a BA summa cum laude with Honours in American Civilization at Brown University. He was a Rhodes Scholar at Oxford where he took his doctorate in history. In 1979 he became a lecturer at Glasgow University where he rose to become Professor of Social History, Dean of Social Sciences and Senior Vice-Principal. Before coming to King's he served as Vice-Chancellor of Greenwich University for four years. As President of Universities UK (UUK) 2007-09 Professor Trainor worked hard to promote better relations between the organisation and the various mission groups of universities, and he played a major role in promoting British higher education overseas. He was invited by the then Prime Minister to play a lead part in improving high level US/UK university co-operation.

## James Turner, The Sutton Trust

James leads on the delivery of the Sutton Trust's programmes. James led the Trust's bid for the Education Endowment Fund and undertook the role of interim Chief Executive, overseeing the set up of the new EEF charity, its infrastructure and grant-making process. James is now a trustee of the EEF, and also sits on the board of PRIME, The Brilliant Club and accessprofessions.com, and is one of the founder directors of The Children's University.

@suttontrust



## Paul Wiggins, School of Oriental and African Studies

Paul is a Widening Participation Officer at SOAS. He organises a range of activities for schools, colleges and other organisations visiting SOAS with the aim of encouraging students from under-represented backgrounds to consider university. He is also involved in running the Student Ambassador scheme, in which current SOAS students represent the School by assisting in widening participation events. Previously he worked with Into University Brent for five years.

@SOAS

## **Dr Tom Wilks, The Brilliant Club**

@tom\_wilks

Tom is Midlands Regional Director at The Brilliant Club and spends most of his time up in sunny Leamington Spa working with universities, researchers, schools and communities to run the Scholars Programme in the region. His PhD is from the University of Warwick, where he spent three and a half years attaching tiny DNA strands to synthetic polymers in an effort to novel nano-sized delivery vehicles for therapeutic and diagnostic applications. A scientist to the core, he is now the founding editor of The Brilliant Club's journal – *The Scholar* – which aims to provide a national forum for sharing the fantastic work that pupils on the Scholars Programme produce every year.

## **Dr Chris Wilson, The Brilliant Club, Researchers in Schools**

Chris is National Programme Director at The Brilliant Club where he has worked to establish a sustainable and successful business model, develop university relationships and expand the programmes around the UK. He is a co-founder and Director of Researchers in Schools, a route into teaching reserved exclusively for post-doctoral researchers. Before joining The Brilliant Club, Chris was a government lobbyist at Keene Public Affairs and researched and taught medieval history at the University of Exeter and the Institute of Historical Research where he was a Royal Historical Society Junior Fellow. He is an Associate of the Higher Education Academy. His passion for thirteenth-century religious history was developed at Fitzwilliam College, University of Cambridge where he studied as an undergraduate. He maintains this interest by sitting on the committee of the Ecclesiastical Historical Society.



